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PSYX 587.01: School Psychology (SPSY) Methods - First Year

Anisa Goforth

University of Montana - Missoula, anisa.goforth@umontana.edu

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Psyx 587 – School Psychology Methods

Fall 2014, Section 1

Course Location and Time

SB 111

Wednesday 12:10 – 2:00PM

Instructor Information

University Supervisor: Anisa Goforth, Ph.D., NCSP

Office: Skaggs 367

Email: anisa.goforth@umontana.edu

Office Phone: 406.243.2917

Cell Phone: 503.562.9379

Office Hours: by appointment

Course Description

School Psychology Methods is designed to provide students with authentic clinical experiences in a school setting. The practicum provides opportunities for students to practice the skills they are learning or have learned in classes, and to begin to engage in the professional activities of a school psychologist. Students will develop a better understanding of schools, educational staff, and students, as well as the roles and functions of school psychologists.

The practicum seminar is designed to accompany the field component of the School Psychology Methods by providing students with a forum to discuss critical issues of practice in a community of scholars and practitioners. We will be using the class as a site to integrate your coursework and field experiences, to examine your development as a professional, and to discuss emerging issues of practice. You will receive direct and indirect supervision of your practicum experience in this class in addition to that provided by the field-based supervisor.

Students are expected to attend their practicum site for the equivalent of one full day (at least 6 hours) during the spring semester. Please reserve 2-4 hours weekly to conduct class assignments in the field setting, the remainder of your time will be spent working directly with your field supervisor. Please note that your supervisor may not be in the building the entire day that you are there. A weekly written record is required to document your practicum hours. Professional dress and demeanor is expected in the practicum setting. Additional time in the site may be required to complete course expectations. It is occasionally necessary to temporarily withdraw students from the practicum placement if problems arise due to the students' progress or to unforeseen circumstances at the practicum site. If this should occur, the instructor will consult immediately with the student and the field supervisor to develop a plan to reestablish the practicum as soon as is feasible.

Learning Objectives

1. You will practice under supervision at school-based site as a school psychologist to develop your assessment, consultation, data-based decision making and intervention-related skills utilizing the Problem Solving Model (NASP Std. 2.1, 2.2, 2.3, 2.4, 2.7, and 2.9).
2. You will become increasingly familiar with school personnel and organizational characteristics and related community resources (NASP Std. 2.6, 3.1).
3. You will develop personal, professional, and ethical qualities appropriate to the roles of school psychologists (NASP Std. 1.3, 2.10, 3.10).
4. You will develop further experience, knowledge and skill in working within the richly diverse environment that schools, children, and their families represent (NASP Std. 1.2, 2.5, 2.8).
5. You will further develop knowledge and skill in utilizing developmentally appropriate evidence-based best practice in assessment and intervention for exceptionalities and/or psychological disorders among children/youth (NASP Std. 2.4, 2.5, 2.7).
6. You will develop parent-school consultation skills, learn and apply cross-cultural consultation skills to facilitate parent support and involvement while being sensitive to cultural factors, and gain a deeper insight into the perspective of a parent of a child with exceptionalities (NASP Std. 2.2, 2.5, 2.8, 2.11).

NASP Domains of Practice

NASP Domains of Practice

Domain 1: Data-Based Decision Making and Accountability

Domain 2: Consultation and Collaboration

Domain 3: Interventions and Instructional Support to Develop Academic Skills

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

Domain 5: School-Wide Practices to Promote Learning

Domain 6: Preventive and Responsive Services.

Domain 7: Family-School Collaboration Services

Domain 8: Diversity in Development and Learning

Domain 9: Research and Program Evaluation

Domain 10: Legal, Ethical, and Professional Practice

Course Policies and Procedures

Academic Honesty and Integrity

As students entering the field of school psychology, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana's [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an "F" for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program. The SCC can be accessed either on line (UM Homepage, A-Z Index, select "S", scroll down to "Student Conduct Code") or in the UM Catalog, page. 22.

Professionalism

I expect all students to behave with the highest standard of professionalism, both during class and in your practicum site. As a school psychologist in-training, you represent the university as well as the field.

Keep in mind that how you dress and behave makes an impression of you as a professional. Consequently, please wear professional clothing during your practicum setting and act in a manner that highlights your knowledge and expertise.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. Please discuss any desired accommodations with me as soon as possible. I require documentation of any disabling condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products) in this course.

Attendance and Active Engagement

Attendance is highly encouraged since student's course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students' depth of understanding. Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.

Religious Observance

Please notify me in advance if you will be absent from class for religious observances.

Incompletes and Make-Up Procedures

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal.

Electronic Devices

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. I encourage the use of computers during class to take notes or to use electronic articles and PowerPoints. However, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Multiculturalism

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course.

“People First” Language

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,”

or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Seminar Meeting Format

Each week in seminar we will: (1) discuss at least 1 case from your practicum site (second year students) and or discuss preschool practices and methods (1st year students), (2) discuss relevant topics to support further professional development in your practicum, with a focus on early childhood assessment, and (3) discuss ethical and professional guidelines that guide your practice.

Required Texts

Note: The following texts should be part of your professional library. These texts (and others) support you in your role as a school psychologist.

Thomas, A. & Grimes J. (Eds.) (2008). *Best Practices in School Psychology – VI*. Washington DC: National Association of School Psychologists (NASP).

Jones, J. M. (2009). *The psychology of multiculturalism in the schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.

Jacob, S., Decker, D. & Hartshorne, T. (2010). *Ethics and law for school psychologists* (6th Ed.). New York: Wiley.

Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Farrar, Straus and Giroux.

Recommended Texts

Bear, G.G. & Minke, K.M. (Eds.) (2005). *Children’s Needs III: Development, Problems and Alternatives*. Washington DC: National Association of School Psychologists (NASP).

Shinn, M.R. & Walker, H.M. (Eds.) (2010). *Interventions for Achievement and Behavior Problem sin a Three-Tier Model Including RTI*. Washington DC: National Association of School Psychologists (NASP).

Lane, Kathleen L. & Beebe-Frankenberger, M. (2004). *School-based interventions: The tools you need to succeed*. Boston MA: Allyn & Bacon.

Rathvon, Natalie (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 2nd edition. New York: Guilford.

Shapiro, E. S. (2011a). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: Guilford.

Readings

Campbell, C. D., & Gordon, M. C. (2003). Acknowledging the inevitable: Understanding multiple relationships in rural practice. *Professional Psychology: Research and Practice*, 34(4), 430-434. doi:<http://dx.doi.org/10.1037/0735-7028.34.4.430>

Heflinger, C. A., & Christens, B. (2006). Rural behavioral health services for children and adolescents: An ecological and community psychology analysis. *Journal of Community Psychology*, 34(4), 379-400. doi:<http://dx.doi.org/10.1002/jcop.20105>

Practicum Developmental Sequence – Ed.S. Training

Year in Program	Semester	Placement	Type Training
1	1	Co-Teach Preschool	Early Childhood—developmental disabilities & typical developing
	2	Elementary School	Academic assessment and intervention in an elementary school (with Psyx 583); apply IQ testing skills
2	1 & 2	K-12 School	Work with school-based School Psychologist supervisor—apply skills learned in coursework including IQ, academic, behavioral, and social-emotional assessment, prevention/intervention, and consultation; gain experience with school collaborative teams, school climate, and professional role development

Practicum Developmental Sequence – Ph.D. Training

Year in Program	Semester	Placement	Type Training
1	2	Elementary School	Academic assessment and intervention in an elementary school (with Psyx 583)
2	1 & 2	K-12 School	Work with school-based School Psychologist supervisor—apply skills learned in coursework including IQ, academic, behavioral, and social-emotional assessment, prevention/intervention, and consultation; gain experience with school collaborative teams, school climate, and professional role development
3	1 1 & 2	*Co-Teach Preschool Clinical practicum; school-based; clinic cases	Early Childhood—developmental disabilities & typically developing Social-emotional individual and/or group cases in school setting; individual child/adolescent cases in Dept. of Psychology CPC clinic
4	1	*Co-Teach Preschool	Same as above—option to do this practicum either in year 3 or year 4, 1st

First Year Practicum: Ed.S. Expectations & Requirements

The first year practicum is very much an opportunity to learn about the school psychological profession. You will learn to be problem solvers as well as advocates for children, families, teachers, and schools. The practicum experience provides the opportunity to apply professional skills in a supervised school-based setting using best practice methods applied in an ethical and legal manner. You are expected to be novices in the areas of professional practice targeted in the coursework. The practicum is intended to be a safe, positive environment in which students move at their own pace under the supervision of the field supervisor, TA, and course instructor. The activities and course assignments are coordinated so that students have the opportunity to complete course assignments in the practicum site. Practicum students are expected to be closely supervised. The appropriate degree of autonomy given to students is left to the discretion of the supervisor and instructors.

You are required to obtain 60 hours of practicum during this semester. You will participate as an intervention program assistant for the Co-Teach preschool program at The University of Montana-Missoula campus or an alternative placement as the discretion of the instructor. At Co-Teach, you will interact face-to-face with preschool-age children. Some of these children will be typically-developing and other children will have developmental disabilities. This practicum setting will provide you with the opportunity to use best practices in behavioral observations, use of behavioral shaping techniques, implement interventions, prepare pre-school lessons and consult with colleagues and parents using the problem-solving model.

In addition to attending the practicum seminar, you are also required to attend a weekly seminar with Co-Teach instructors. This seminar is held every Tuesday from 3:10pm to 4:00pm. You are responsible for attending and participating in all seminars and for taking notes as necessary. The seminars provide a valuable opportunity to reflect the needs of children, issues and topics in early intervention, and the learning objectives of university students. Seminars are one of the occasions when adults can speak about a child's or family's needs without being overheard by children. You must demonstrate the ability to perform as a collaborative team member in an early childhood special education setting.

Requirements

1. Participation & Attendance (30 points)

You are required to attend the weekly seminars and your practicum field site. As noted in the course policies and procedures, an excused absence will only be granted in a documented emergency situation. Additionally, I expect that you will come to class having read the required readings. We will be discussing readings during class and it is expected that you will be ready to thoughtfully engage in these conversations.

2. Practicum Goals, Self-Assessment, Professional Development Plan, & Reflections (40 points)

At the beginning of the semester, you will prepare a statement of the specific learning goals (and documentation or a plan of how to achieve these goals) you have for your practicum. These goals and plan will be discussed at the first individual conference. We will refer to these objectives throughout the semester to assist in the supervision of your experience.

You will reflect about your experience at your practicum site at the middle and end of the semester. You will reflect on your experiences with assessment, intervention and consultation as outlined on the *Reflections on Practicum Experience* guideline (see Appendix). Your reflections will be used by your university-based supervisors as feedback about your development as a professional. Specific topics that need further development will be identified for discussion in practicum seminar.

Finally, you will complete practicum hour logs to document your training experience. You will obtain your on-site supervisor's signature to each. The logs will be returned to you for inclusion in your professional portfolio (next semester).

3. Introspection Paper (50 points)

Each student will complete a 5-6 page (typed, double spaced) introspection about multicultural topics relevant to identity. You will choose an identity (e.g., racial identity, sexual orientation) and answer several questions in a paper format. Please see the Appendix for more information about this assignment.

4. Case Write-up (100 points)

Understanding the development of children is an important component of school psychological practice. You will compare and contrast two children (a typically developing child and a developmentally delayed child) with whom you worked during your time at Co-Teach or in an alternative preschool placement. Please see Appendix for more information.

5. Clinical Evaluation (100 points)

Your practicum supervisor will complete an evaluation of your school psychological skills. The following criteria will be used in clinical evaluations:

- Maintaining a professional demeanor and appearance in the field site
- Attendance and promptness in the field site
- Meeting deadlines and responsibilities in the field site
- Effective communication with field supervisors
- Effective interactions with teachers, children, parents and other school staff
- Maintaining confidentiality of all testing materials and files
- Protecting the confidentiality of individuals involved in testing and other professional activities
- Participation in and openness to receiving supervision

Course Grades

The points and percentage of the final grade related to each course assignment is as follows:

Activity	Points
Participation & Attendance	30
Practicum Goals, Self-Assessment, & Reflections	40
Introspection Paper	50
Case Write-Up	100
Clinical Evaluation	100

Activity	Points
Total	320

Percentage	Grade
94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
64 - 66	D
60 - 63	D-
0 - 59	F

Fall 2014 Seminar Schedule

Note: Seminar sessions will include Case Review (or practicum check in) by each student that will be discussed among colleagues. There will be topics presented in seminar for discussion. The topics will be driven by student need/request and as deemed appropriate by the practicum supervisor. There may also be guest speakers from our community of professionals who will provide expertise in relevant areas to the school psychology profession.

Topics for discussion each week TBD through evaluation and as appropriate

Week	Date	Discussion Topic:	Readings	First Years Assignment Due	Second Years Assignment Due
1	8/27	Introduction to Practicum Review Professional Behavior & Characteristics		Practicum assignment check-in	Practicum assignment check-in
2	9/03	Ethics & Law: Confidentiality, Privacy & Informed Consent	Jacob & Hartshorne Ch 3	Practicum Goals, Self-Assessment & Professional Development Plan Due	Practicum Goals, Self-Assessment & Professional Development Plan Due
3	9/10	Cultural Competence & Cultural Humility: What is culture and how does it affect school psychological practice?	Jones (2011) Ch 1 & 2		
4	9/17	Cultural Competence: White Identity [Anisa gone to SMH]	Jones (2011) Ch 4 Helms (1992) McIntosh (1990)		Week of Individual

Week	Date	Discussion Topic:	Readings	First Years Assignment Due	Second Years Assignment Due
		conference]			supervision
5	9/24	Cultural Competence: Rural			
6	10/1	Cultural Competence: Gender & Sexuality [Anisa gone to Rocky Mt conference]	Savin-Williams (2010)		
7	10/8	Ethics & Law: Problem Solving & Dilemmas			
8	10/15	Case Reviews: 2 nd years		Week of Individual Supervision	
9	10/22	Social Justice & School Psychology			
10	10/29	Cultural Competence & Practical Applications	Jones (2011) Ch 6	Introspection Paper due	Introspection Paper due
11	11/5	Cultural Competence: Effects of Discrimination & Stereotypes on Mental Health	Umaña-Taylor & Updegraff (2007)		
12	11/12	Ethical Dilemma Presentations: 2nd year students		National School Psychology Awareness Week (Nov 12-16)	
13	11/19	Case Reviews: 1st years			
14	11/26	Thanksgiving Break—NO CLASS			
15	12/3	Case Presentations: 2nd year students		Case Write-Up (1st yr, 2nd years) End-of-Semester Reflections due Clinical Evaluations due	Professional Portfolios (2nd, 3rd yr) due
16	12/10	(final exam week)			

Potential readings:

Reflection on Practicum Experience

School Psychology Program

Fall 2014

Practicum site: _____ Type: _____

Practicum supervisor: _____

Please reflect and write brief notes about your experience at your practicum site this month in relation to the following areas. Think about the information you've gained through coursework that you've applied at your practicum site this month, or vice versa, how your experience has helped you in understanding present or past coursework.

- I. Orientation to the educational process.
- II. Assessment for interventions. This may include observation, interviews, records reviews, standardized measures, and alternative assessment (CBM). Include your experiences with diverse populations.

Please reflect and write brief notes about your experience at your practicum site this month in relation to the following areas. Think about the information you've gained through coursework that you've applied at your practicum site this month, or vice versa, how your experience has helped you in understanding present or past coursework.

- III. Direct intervention services. Include your experiences with diverse populations.

- IV. Consultation (teachers, parents, students, administrators.) Include your experiences with diverse populations.

- V. Parent-School Relationships: what experiences have you had during this month working with parents? How has this added to your knowledge on the parent/family perspective of their child?

Please reflect and write brief notes about your experience at your practicum site this month in relation to the following areas. Think about the information you've gained through coursework that you've applied at your practicum site this month, or vice versa, how your experience has helped you in understanding present or past coursework.

VI. Professional development: personal reflections about development of your role as a school psychologist.

VI. Self-Assessment and Goal Statements:

(a) Describe the one professional task you did best and are most pleased about this past month.

(b) Describe and discuss the one professional task you felt the *least* prepared to handle this past month.

Please reflect and write brief notes about your experience at your practicum site this month in relation to the following areas. Think about the information you've gained through coursework that you've applied at your practicum site this month, or vice versa, how your experience has helped you in understanding present or past coursework.

(c) What training or professional goals would you like to address in the next month?

VII. What would you like more information about?

Appendix B:

Introspection Paper

This paper is designed to prompt you to think about multicultural topics relevant to your own identities. First, choose one of the following identities with which you are least comfortable and/or have explored the least: (1) Racial & Ethnic Identity; (2) Sex & Gender; (3) Sexual Identity & Sexual Orientation; (4) Socioeconomic Class; or (5) Physical Ability & Disability.

Remember to choose one and only one of the aforementioned identities. Then, answer the following questions. View the questions as a starting point, but do not answer them in list format.

1. What are your identities? (Be sure to address and distinguish related terms, such as race and ethnicity, sex and gender, etc.). Rather than providing simple declarations (e.g., "I am White"; "I am heterosexual"; or "I am American"), explore your experiences (e.g., family stories, rituals, etc.).
2. Which factors (e.g., people, events, activities, media, literature, organizations, etc.) have influenced your identities?
3. Which norms, values, and beliefs have shaped your cultural awareness/consciousness about your identities?
4. Obviously our identities intersect, and to the extent applicable, you should address relevant intersections.
5. Discuss what you have learned from this assignment.

Please note that I respect your right to disclose whatever you choose. All information in this paper will be confidential, though I invite you to share whatever you feel comfortable sharing with classmates during class discussions.

I recognize that you could take a lifetime to write this paper and that 5 to 6 pages may not seem sufficient. Nonetheless, be succinct and observe the page limits. In addition, your paper must be typed (double-spaced), using Times New Roman font, 12-point pica, 1-inch margin on all four sides, and stapled (no paper clips please). Also, I expect excellent writing and points will be deducted if there are spelling, punctuation, or grammatical mistakes.

Appendix C:

First-Year Case Write-Up

As school psychologists, we work with a variety of children. Each child develops differently and we need to understand the best ways to meet the needs of each child. In this paper, you will be comparing and contrasting two children with whom you interacted at Co-Teach or in an alternative preschool placement. One child should be typically-developing and the other child has a developmental delay.

It is recommended that you begin this project by doing careful observations in the beginning and follow each child throughout the semester. Note the children's social, emotional, physical and language development. See the developmental milestone handout for more information.

After comparing and contrasting the children, reflect upon your experiences this semester as a school psychologist in-training as it relates to child development. Was there anything surprising? What was challenging about working with children with developmental delays? In what ways will you be able to support their development in elementary school? In Middle school? And in High school?

The paper should be 7-9 pages, double spaced, 1-inch margin. Please use APA formatting and references from outside texts are encouraged but not required. Use a pseudonym for all children and do not include any other identifying information.

Appendix D:

Second Year Case Study Write-up

In collaboration with your field-based supervisor, you will identify a child who would benefit from an academic and social-emotional intervention. You will identify a target area of need, conduct a problem analysis, set appropriate goal(s), and select a potentially highly effective intervention, implement the intervention, monitor progress, and evaluate the effects of the intervention. The plan must incorporate best practices in school-based intervention by including an appropriate goal, address issues of social validity, fidelity (treatment integrity) and generalization and maintenance, a plan for progress monitoring, and outcome evaluation plan.

You will then provide a report that (could) be included in the child's academic file. The report must be typed using Times New Roman, 12-font. When appropriate, APA-style formatting is required. I expect that the report is written using clear, concise language with no grammatical or spelling errors. The required sections that *must* be included in the report are below. You will also present your case to the class.

1. Referral Problem/Target Area of Need
2. Problem-Analysis (include any RIOT procedures)
3. Goals
4. Intervention Plan and Description
5. Progress-Monitoring (Description of progress-monitoring procedures & clear presentation of data)
6. Intervention Evaluation (fidelity and modifications, social validity, summary of effectiveness)
7. Recommendations

Appendix E

Second Year Ethical Dilemma Presentation

As school psychologists, we often come across ethically challenging situations in our work. You will present an actual case that you experienced or observed during your practicum experiences.

First, you will select an ethical dilemma that you have encountered in your practicum setting. An ethical dilemma is specifically when two ethical principles (e.g., confidentiality and multiple relationships) conflict and you must decide which ethical principle to follow. There are many instances of dilemmas in a school psychologist's daily life. If you are having difficulty finding a dilemma to discuss, please speak with me.

Second, you will use Jacob & Hartshorne's (2010) model of decision making as a guide. You should discuss the ethical standards involved, the stakeholder, alternative solutions to the dilemma, and the solution.

Finally, you will conduct a presentation using the model of decision making. The presentation should be approximately 20 minutes, with a 5-minute question-and-answer period. You should provide a concise, yet comprehensive presentation of the ethical decision making process.

The University of Montana
School Psychology Program

AY 2014-2015

Psyx 587 Practicum Portfolio

Required Contents

Please place the following in your portfolio notebook in the order indicated below. Provide a Table of Contents and tabs for each section. This information will be used to evaluate your readiness and to form specific professional goals for the internship year.

Item	Description of Portfolio Item	Evaluation Criteria	Present
I.	Practicum Logs		
a.	Mid-semester & end-of-semester logs signed by onsite and campus practica supervisors	Logs for all time spent in practicum activities	Y/N
b.	Summary Sheet of Logs total hours under each area; Example: 72 total hours consultation; 102 hours direct intervention	Summary of logs; must show totals in each area	Y/N
c.	Mid-semester & end-of-semester reflections		Y/N
II.	Clinical Evaluations		
a.	Practicum on-site supervisor ratings at mid- and end-of semester	Completed questionnaires	Y/N
b.	Other on-site consumer (e.g., teacher, parent) of services ratings	Completed questionnaires	Y/N
III.	Selected Case Studies (de-identified)		
a.	Initial Evaluation for Special Education entitlement for services/supports	Addresses all areas for written report (include recommendations)	Y/N
b.	Reevaluation for Special Education entitlement for services/supports	Same as above	Y/N
c.	Direct Intervention using Problem Solving consultation		
	i. Academic concerns	Problem Solving Report	Y/N
	ii. Social-emotional/behavioral concerns	Problem Solving Report	Y/N
IV.	Cultural Diversity (to be completed at end of 2nd semester)		
a.	Introspection Paper	Your reflections	Y/N

Item	Description of Portfolio Item	Evaluation Criteria	Present
		and experience of diversity	
V.	Professional Development a\Activities Description or other printed materials about a professional development seminars or conferences you attend during this AY.	Lists, brochures or descriptions	Y/N
VI.	Resume or Curriculum Vitae Your professional resume to date Include coursework, practica, and practica sites		Y/N

Supervisor Suggestions/Comments: