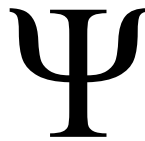




School Psychology Program

<http://www.usm.maine.edu/cehd/school-psychology>

M.S. PROGRAM HANDBOOK 2008-2009



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USM's M.S. Program is Approved by the:



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I. INTRODUCTION

This handbook has been prepared to assist students in the Master of Science (MS) in Educational Psychology with a Concentration in School Psychology Program as they determine and engage in course planning and program completion activities. The handbook includes information regarding program mission, goals, objectives, philosophy, required courses, student evaluation, practicum, internship, and research project activities. It has been designed to give the student, and the faculty supervisor(s) a better understanding of each other's roles. Students are advised that this handbook does not include all Department, College, and University policies. Students should consult the [University of Southern Maine Graduate Catalog](#) for other information. Students are reminded that consultation with their advisors is an essential component to individual program of study planning.

The School Psychology Program faculty actively seek to improve the Program. Monthly Program meetings are held at which issues pertaining to student learning, Program structure and related matters are discussed. Included among the data used for Program evaluation and improvement are course evaluations as well as feedback from students and field supervisors. These data are used to consider program quality and effectiveness and to make improvements as needed. Comments about this handbook as well as the program in general are encouraged so that these experiences can be more valuable to students, faculty and supporting agencies. Please send your comments directly to the Coordinator of the School Psychology Program.

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Note: Program faculty reserve the right to change any of the terms of the handbook in any section at any time.

II. FACULTY

Rachel Brown-Chidsey, Program Coordinator

Rachel received her Ph.D. in School Psychology from the University of Massachusetts, Amherst in 2000. Prior to that she worked for 10 years as a general and special education teacher in Massachusetts. Rachel's research focuses on intervention-linked assessments using curriculum-based measurement (CBM), problem-solving and response-to-intervention (RTI) models. She has conducted several studies of silent reading fluency using CBM as well as response to intervention methods. Rachel is a native Alaskan and spends the summers in her home town of Palmer, Alaska.

Michael E. Kelley, Assistant Clinical Research Professor

Mike received his Ph.D. in psychology in 2003 from Louisiana State University. He previously served as a part-time instructor in the Department of Psychology at Kennesaw State University, as adjunct faculty at Troy University, and as an instructor in the Division of Developmental Pediatrics at Emory University School of Medicine. His research includes studies of functional analysis of behavior and treatments for individuals with developmental disabilities.

F. Charles (Bud) Mace, Research Coordinator

Bud received his PhD in school psychology from the University of Arizona in 1983. He has held faculty positions at Lehigh University, Rutgers University, the University of Pennsylvania School of Medicine, and the University of Wales. He received the American Psychological Association's Don F. Hake Award for outstanding basic behavioral research and its applications in 1995 and was the Editor-in-Chief of the *Journal of Applied Behavior Analysis* from 1999-2001. His research interests include the matching law, behavioral momentum, and establishing operations.

Mark W. Steege, Practicum/Internship Coordinator

Mark earned his doctorate in School Psychology at the University of Iowa and worked as a school psychologist in a number of Iowa schools. Before joining the USM faculty he was on the clinical faculty at the University of Iowa Medical School. Mark's research focuses on person-centered applied behavioral analysis. He has written extensively on functional behavioral assessment, single-subject research methods, and use of empirically-based interventions for students with behavioral difficulties.

III. PROGRAM PHILOSOPHY

The USM school psychology program is based on three fundamental conceptual models. The first is the Data-Based Decision-Making and Accountability model (Kratochwill & Stoiber, 2002; National Association of School Psychologists, 2008). This is the organizing theme that permeates the training of school psychology practitioners and defines a best practices approach to service delivery. Within this model, school psychology practitioners utilize assessment methods and interventions that are empirically-based. This means that assessments have been demonstrated to be reliable, valid and accurate. Moreover, school psychology practitioners use and endorse only those interventions that have been subjected to scientific analysis and have yielded socially meaningful outcomes. In short, the program endorses a practitioner-scientist orientation to the training and practice of school psychology.

The second conceptual foundation is the problem solving model (Brown-Chidsey, 2005). Within this model, school psychology practitioners utilize a collaborative problem solving approach in offering a continuum of services that include assessment, interventions, and program evaluation. While norm-referenced diagnostic assessments may be a part of this process, an emphasis is placed on the use of criterion-referenced, curriculum-based, and functional behavior assessments to address academic, social-emotional, and behavioral issues of referred students.

The final conceptual framework is based on the Stimulus-Organism-Response-Consequence (S-O-R-C) model of human behavior (Nelson & Hayes, 1985; Shapiro & Kratochwill, 2000). Within this model, human behavior is viewed as a complex interaction of external and internal variables. The primary purpose of assessment is to identify and accurately measure those variables that interfere with and/or contribute to a person's acquisition of academic, social, and behavioral skills. The results of assessments are used as the basis for designing individually tailored interventions that promote the development of socially meaningful behaviors.

IV. PROGRAM MISSION, GOALS, AND OBJECTIVES

The mission of the University of Southern Maine (USM) school psychology practitioners who are grounded in the best practices in school psychology. The Programs' goals are (a) to provide a consistent and coherent program of study in school psychology founded on specific conceptual frameworks, (b) to teach and demonstrate best practices in school psychology in all program courses and activities, and (c) to prepare students for the practice of school psychology. The Program objectives pull together the mission and goals by providing courses, field experiences, and reflection through which students will learn (a) the scope and content of school psychology practices, (b) data-based, problem-solving, and SORC-oriented procedures, and (c) practical strategies for implementing best practices in school psychology by using empirically validated assessment, intervention, and consultation methods. This handbook is designed to provide a comprehensive description of the program, course of study, and field experiences.

The MS in School Psychology program prepares students to meet competencies set forth by the National Association of School Psychologists (NASP). Upon completion of the program, graduates have earned entry-level proficiency in the practice of school psychology. The program is designed to meet the academic and supervised experience requirements necessary for the following credentials:

- Nationally Certified School Psychologist
- Certified School Psychological Service Provider (Maine)

In some cases, graduates will be eligible for the credential Maine Licensed Psychological Examiner.

In addition to coursework, students complete 500 hours of practica and a 1500 hour internship. The practica are designed to provide an initial experience of the application and integration of best practices in school psychology. The internship is designed to provide students with a culminating supervised experience utilizing the knowledge and skills gained during coursework. The internship is conducted under the direct supervision of a field-based professional and through indirect supervision by University faculty. A minimum of 750 hours of the internship must be completed within a school setting. Students may complete internship experiences within community agencies, hospitals, preschool settings, etc., as long as appropriate supervision is provided.

At the conclusion of the internship, students are expected to (a) develop a comprehensive portfolio documenting competencies in assessment, intervention, and consultation, (b) conduct a self-assessment of their skills as a developing school psychology practitioner, and (c) design a three-year professional development plan that addresses identified needs and emerging interests. Consistent with *NASP Principles For Professional Ethics and Standards for the Provision of School Psychological Services* (National Association of School Psychologists, 2000), graduates of the program are expected to maintain a rigorous course of professional development throughout their careers and are bound to limit their practice to competencies and populations in which they are trained.

V. PROGRAM OF STUDY

The MS school psychology program at USM is a planned, supervised, and integrated course of study which culminates in a full-time 1,500 clock hour internship in a school setting. The MS degree in school psychology requires a minimum of 72 credit hours of study. Eligibility for certification as a Maine School Psychological Service Provider, Nationally Certified School Psychologist, and licensure as a Psychological Examiner is based on satisfactory completion of course credits as specified by the USM training program **and** fulfillment of examination and supervisory requirements specified by the Maine Department of Education and the Maine Board of Examiners of Psychologists. Students may be eligible for certification or licensure in other states according to the school psychology requirements of those states.

The required courses for the MS degree are listed in Table 5.1. Students must complete a total of 72 credit hours. Of these credits 63 are for courses and 9 are for the internship.

Table 5.1:MS School Psychology Course Requirements

Course Number	Course Name	Credits
EDU 600	Research Methods & Techniques	3
HCE 605	Psychological Measurement and Evaluation	3
HCE 622	Counseling Children and Adolescents	3
HCE 626	Group Process & Procedures	3
HRD 668	Human Development	3
SPY 603	Consultation in School Psychology	3
SPY 609	Orientation to School Psychology	3
SPY 671	Physical Bases of Behavior	3
SPY 672	Assessment of Academic Achievement	3
SPY 673	Social Foundations of Behavior	3
SPY 674	Child and Adolescent Psychopathology	3
SPY 675	Indirect Behavioral Assessment	3
SPY 676	Behavioral Principles of Learning	3
SPY 677	Cognitive Assessment	3
SPY 678	Functional Behavioral Assessment	3
SPY 684	Advanced Applied Behavior Analysis	3
SPY 659	Clinical Research Methods	3
SPY 688	Internship in School Psychology	9
SPY 693	School Psychology Practicum 1	3
SPY 694	School Psychology Practicum 2	3
SED 540	Nature and Needs of Learners who are Exceptional	3
SED 682	Special Education Law	3
TOTAL		72

The program of study is organized around NASP's 11 domains of training in school psychology. The courses, practica, and internship include preparation for several of these domains at a time. Table 5.2 lists the 11 NASP domains as well as the specific course activities that provide students with the knowledge and skills for each domain.

Table 5.2 NASP Domains and Specific Course Activities that Address Learning in Each Domain

<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p>EDU 600-Research Methods: Paper on research design/analysis</p> <p>HCE 605-Psychological Measurement: Evaluation/critique of instruments</p> <p>SPY 609-Orientation to School Psychology: Knowledge of history of school psychology</p> <p>SPY 672-Assessment of Academic Achievement: Mastery of CBM</p> <p>SPY 677-Cognitive Assessment: Mastery of cognitive tests</p> <p>SPY 675-Indirect Behavioral Assessment: Mastery of rating scale methods</p> <p>SPY 678-Functional Behavioral Assessment: Mastery of FBA methods, including interviewing methods</p> <p>SPY 659-Clinical Research Methods: Use of data to design interventions</p> <p>SPY 694-Practicum 2: Use of triangulated data for report</p> <p>SPY 688: Internship: Portfolio compilation of reports</p>
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p>SED 540-Nature and Needs of Learners who are Exceptional: Interviews about IEPs and special education practices</p> <p>SED 682-Special Education Law: Complete IEP Policy and procedures</p> <p>SPY 603-Consultation in School Psychology: Consultation reports</p> <p>SPY 609-Orientation to School Psychology: Interview of school psychologist</p> <p>SPY 694-Practicum 2: Interview/consultation records in report</p> <p>SPY 688-Internship: Multiple consultation contact records</p>
<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Interventions include instructional interventions and consultation.</p>	<p>SED 540-Nature and Needs of Learners who are Exceptional: Differentiated instruction</p> <p>SPY 676-Behavioral Principles of Learning: Project on learning</p> <p>SPY 684-Advanced Applied Behavior Analysis: Project on instructional methods</p> <p>SPY 694-Practicum 2: Participation in IEP meeting/goals</p> <p>SPY 688: Internship: Progress monitoring of intervention</p>

Table 5.2 NASP Domains and Specific Course Activities that Address Learning in Each Domain, cont'd.

<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p>SPY 673-Social Foundations of Behavior: Presentation on social skills intervention</p> <p>SPY 674-Child and Adolescent Psychopathology: Case study</p> <p>HCE 622-Counseling Children and Adolescents: Use of specific counseling techniques with children and/or adolescents</p> <p>HCE 626-Group Processes: Group project incorporating and teaching about group dynamics</p> <p>SPY 693-Practicum 1: Observation of students in multiple settings</p> <p>SPY 694-Practicum 2: Assessment of and intervention for social skills ; observation of individualized and/or group counseling</p> <p>SPY 688: Internship: Supervised practice of social skills groups; data collection indicated the effectiveness of social skills intervention; Optional supervised practice of counseling if internship is completed outside of Maine</p>
<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p>HRD 668-Human Development: Life story interview which considers how individual development differs for people from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>SPY 671-Physical Bases of Behavior: Discussions, labs, and exam all consider how biological and physiological development is different in for individuals from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>SPY 673-Social Foundations of Behavior: Literature review and presentation on social skills interventions and how they would be appropriate for individuals from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>SPY 674-Child and Adolescent Psychopathology: Discussions, labs, and exam all consider how psychological development is different in for individuals from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>HCE 626-Group Processes: Group project which incorporates the differences in group dynamics in the context of diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>SPY 693-Practicum 1: Observations and interactions with students from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>SPY 694-Practicum 2: Assessment, intervention, and consultation with students from diverse linguistic, cultural, ethnic, racial, socioeconomic, and ability backgrounds</p> <p>SPY 688-Internship: Assessment, intervention, and consultation with students from diverse backgrounds</p>

Table 5.2 NASP Domains and Specific Course Activities that Address Learning in Each Domain, cont'd.

<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	<p>SED 540-Nature and Needs of Learners who are Exceptional: Interviews related to the application of IEP policies in schools; Consideration of IDEIA eligibility categories and policy constraints</p> <p>SED 682-Special Education Law: Comparisons of general and special education policies and practices; Completion of IEP</p> <p>SPY 609-Orientation to School Psychology: Interview; differentiation of specific policies and practices involving school psychologists</p> <p>SPY 693-Practicum 1: Identification of school psychologists' roles and functions in daily practice and district/agency flowcharts</p> <p>SPY 694-Practicum 2: Participation in meetings and events that incorporate school policies and procedures; attending IEP meetings</p> <p>SPY 688-Internship: Daily participation in school routines</p>
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p>SPY 609-Orientation to School Psychology: Review and discussion of school psychologists' roles in supporting child mental health and crisis intervention</p> <p>SPY 671-Physical Bases of Behavior: Labs, exam items on disease prevention</p> <p>SPY 673-Social Foundations of Behavior: Discussion of Social skills instruction and intervention for the prevention of school violence and crisis</p> <p>SPY 674-Child and Adolescent Psychopathology: Discussion, labs, case study, and exam items which focus on how to prevent mental illness and psychological distress</p> <p>SPY 694-School Psychology Practicum 2: Discussion and activities incorporating preparation to participate in school crisis response teams and violence prevention activities</p> <p>SPY 688-Internship: Participation in social skills group(s) interventions; participation in school-wide violence prevention and school-wide crisis response team; optional participation in individualized and/or group counseling if internship is completed outside of Maine</p>
<p>2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p>SPY 609-Orientation to School Psychology: Readings/discussion of home, school, and community partnerships</p> <p>SPY 603-Consultation in School Psychology: Use of consultation sessions that incorporate family and community members; review of research relating to family and community participation</p> <p>SPY 678-Functional Behavior Assessment: Family involvement in design of support plan</p> <p>SPY 693-Practicum 1: Observation and participation in school activities that include family and community members</p> <p>SPY 694-Practicum 2: Identification and use of family and community supports in assessment, intervention, and consultation work</p> <p>SPY 688-Internship: Consultation and collaboration with family members and community supports for all assessment, intervention, and consultation activities</p>

Table 5.2 NASP Domains and Specific Course Activities that Address Learning in Each Domain, cont'd.

<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p>EDU 600-Research Methods: Paper on research methods and design; interpreting research</p> <p>HCE 605-Psychological Measurement: Exam on uses of measurement methods; test critique</p> <p>SPY 609-Orientation to School Psychology: Use of research articles in school psychology</p> <p>SPY 659- Clinical Research Methods: Paper summarizing research project</p> <p>SPY 693-Practicum 1: Observation and report of tier 1 instructional methods</p> <p>SPY 694-Practicum 2: Identification and use of research-based interventions and progress monitoring</p> <p>SPY 688-Internship: Use of research-based interventions and progress monitoring for students in general and special education; application of multi-tier assessment and intervention protocols</p>
<p>2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p>SPY 609-Orientation to School Psychology: Membership in NASP and APA</p> <p>SPY 672-Assessment of Academic Achievement: Use of appropriate assessment methods; identifying when to use specific instruments and when to consider alternate methods</p> <p>SPY 675-Indirect Behavioral Assessment: Use of appropriate rating scales; identifying when to use specific instruments and when to consider alternate methods; considering the limitations of ratings scales</p> <p>SPY 677-Cognitive Assessment: Discussion and applied practice in using IQ assessments; identifying the limitations of IQ tests</p> <p>SPY 678-Functional Behavior Assessment: Discussion and applied practice in using FBA; identifying the limitations of FBA</p> <p>SPY 693-Practicum 1: Learning school psychologists' roles and duties</p> <p>SPY 694-Practicum 2: Identification of professional growth needs</p> <p>SPY 688-Internship: Dissemination of research-based practices and development of a 3-year professional development plan</p>

Table 5.2 NASP Domains and Specific Course Activities that Address Learning in Each Domain, cont'd.

<p>2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p>EDU 600-Research Methods: Use of electronic databases</p> <p>HCE 605-Psychological Measurement: Use of distance education software</p> <p>SPY 609-Orientation to School Psychology: Use of course software</p> <p>SPY 671-Physical Bases of Behavior: Use of online labs/simulations</p> <p>SPY 674-Child and Adolescent Psychopathology: Identification of reliable internet sources</p> <p>SPY 672-Assessment of Academic Achievement: Use of test scoring and data management software</p> <p>SPY 675-Indirect Behavioral Assessment: Use of test scoring software</p> <p>SPY 677-Cognitive Assessment: Use of test scoring software</p> <p>SPY 678-Functional Behavior Assessment: Use of spreadsheet software</p> <p>SPY 694-Practicum 2: Accurate report writing</p> <p>SPY 688-Internship: Ethical use of electronic information</p>
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Advising

Each degree student will be assigned a faculty advisor upon admission to a program. Students may request a change of advisor at any time. Advisor changes are at the discretion of program faculty, however, all requests will be carefully reviewed and every effort will be made to accommodate student advisor requests. Students are encouraged to maintain regular contact with their faculty advisor throughout their program of study. To assist with course and program planning, the program faculty and staff distribute information about upcoming course schedules as soon as it is available. This information is distributed via email. All USM students are assigned an email account when they enroll. It is the student's responsibility to activate and check this email account on a regular basis throughout the program of study. Students should contact their advisers at least twice per semester.

Residency requirement

The University requires that all graduate students fulfill an enrollment residency requirement. This is different from becoming a Maine resident. The enrollment residency requirement is fully explained in the USM Graduate Catalog. USM considers a student to be enrolled on a full-time basis during each semester when 9 or more credits are taken. USM considers a student to be enrolled on a part-time basis each semester when 8 or less credits are taken. There is no USM requirement that a student must complete any semesters exclusively on a full-time basis. However, the School Psychology Program requires a large number of credits and most students take at least 6 credits every semester, and many take 9 credits every summer. A student's enrollment residency status (e.g., part-time or full-time) will affect eligibility for financial aid and graduate assistantships. Students are encouraged to review the

enrollment requirements and confer with their advisers concerning enrollment and residency requirements.

Course Schedules

The required program courses are offered on a rotating basis during the Fall, Spring, and Summer semesters. Students need to plan their course schedules carefully because not all classes are offered every semester and some classes cannot be taken before completion of certain prerequisites. Students who enroll on a full-time basis (e.g., 9-12 credits per semester, including summers) are generally able to complete the program of study in 3 years. Students who choose to enroll on a part-time basis will take longer to complete the program. Table 5.3 includes a list of the courses broken down by the year of enrollment for full-time students. Some courses have specific prerequisites and these requirements are listed in the USM Graduate Catalog. Students must complete all courses except SPY 688 (Internship in School Psychology) before enrolling for and completing the internship.

The actual sequence of courses that each student takes will vary according to individual student scheduling needs, variations in the times when courses are offered, and personal preference. All courses listed below as first and second year courses must be taken prior to internship.

Table 5.3 Suggested MS Course Sequence

Year of Enrollment	Suggested Courses	Can be Taken Year 1 or Year 2
First Year	EDU 600* HCE 605*** SED 540* SPY 609 SPY 676 SPY 684 SPY 693	HCE 622 HCE 626* HRD 668* SPY 671** SPY 672** SPY 673** SPY 674**
Second Year	SED 682* SPY 603 SPY 659 SPY 675 SPY 677 SPY 678 SPY 694	
Third Year	SPY 688	

*Offered every semester, including summers

**Offered alternating years

***Offered in the summer only

Students must be enrolled in the internship class (SPY 688) until all 1500 hours of the internship are completed; if needed, students sign up for 1, 2, or 3 internship credits during the summer after the final year of study while the internship is being completed.

Certain classes are offered in alternating years and students need to plan their programs of study carefully. Each semester, a memo is sent to all school psychology students. This memo provides a recommended set of classes for students based on their year in the program. If a student needs additional assistance in planning her program of study, she should set up a meeting with her advisor to map out how to meet all program requirements.

VI. ASSESSMENT SYSTEM FOR MEASURING STUDENT PERFORMANCE
IN THE SCHOOL PSYCHOLOGY PROGRAM

The USM School Psychology Program measures the progress of its students in many ways throughout the course of program completion. Student progress is evaluated at every stage of student development, starting with the formal application, and continuing with data collected after students graduate. The following table summarizes the assessment system used to measure student progress.

Table 6.1 Assessment System

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Applicant	<ol style="list-style-type: none"> 1. Application for admission which includes: GRE or MAT scores GPA(s) for past degree(s) 3 references Essay on interest in school psychology 2. Pre-Admission interview 3. Admission into the program 	<p>Strength of individual applicants compared with skills levels of past students who have been successful in the program</p> <p>Whether the applicant has the interpersonal qualities and skills needed in the field of school psychology</p> <p>Applicant possesses the knowledge, skills, and dispositions needed for training in school psychology</p>
Year 1	<ol style="list-style-type: none"> 1. Satisfactory completion of first year coursework (must receive B- or better in all but 2 classes, with no grade less than C-) 2. Satisfactory completion of first year practicum requirement (SPY 693: 250 hours of school-based practical experience) 3. Annual student report of progress in which the student summarizes all progress made during the first year of the program of study 4. Student pre-registration for second-year course work, including assessment course sequence 	<p>Whether student has the knowledge and skills necessary to complete more advanced coursework in school psychology</p> <p>Whether student has the disposition and aptitude for school-based interactions with students, teachers, and others</p> <p>The level of student integration of the knowledge, skills, and concepts covered in the first year of study</p> <p>Determination that student has accumulated additional knowledge, skills, and dispositions in the field of school psychology and is ready to complete more advanced course work in school psychology.</p>

*stage designations are approximations of identifiable levels of the program which can be used to differentiate students; some students take more than one year to complete each stage

Table 6.1, Assessment System, *cont'd.*

STAGE *	PROGRESS INDICATOR(S)	DECISION(S) MADE
Year 2	<ol style="list-style-type: none"> 1. Satisfactory completion (must receive B- or better in all but 2 classes, with no grade less than C-) of year two course work including SPY 677 and SPY 678 where grades of B- or better are required 2. Satisfactory completion (B- or better) of all other program-required coursework 3. Satisfactory completion of 250 hour practicum in school psychology under the supervision of a credentialed school psychology practitioner as indicated by monthly and summative practicum evaluations and 4. Annual student report of progress in which the student summarizes all progress made during the first year of the program of study 	<p>Determination of basic competency in cognitive, educational, and behavioral assessment practices</p> <p>Eligibility for enrollment in SPY 694 and completion of 250 hour practicum experience</p> <p>Eligibility for enrollment in internship course and completion of 1500 hour internship in school psychology</p> <p>The level of student integration of the knowledge, skills, and concepts covered in the first two years of study and whether the student is ready to be an intern</p>
Year 3	<ol style="list-style-type: none"> 1. Satisfactory ratings on monthly and summative evaluation of intern progress by site and university-based supervisors 2. Passing grade in SPY 688 (Internship in School Psychology) 3. Satisfactory completion of single-subject design research project following IRB-based protection of human subjects and using problem-solving methods for school psychology practice 4. Satisfactory completion of a portfolio representing internship activities (see Appendix L) 5. A score of 660 or better on the PRAXIS NCSP (school psychology) exam 	<p>Eligibility for continuation in internship activities</p> <p>Eligibility for M.S. in School Psychology</p> <p>Eligibility for M.S. in School Psychology</p> <p>Eligibility for M.S. in School Psychology</p> <p>Eligibility for M.S. in School Psychology</p>
Graduate	<ol style="list-style-type: none"> 1. Triennial survey of program alumni to learn their ongoing levels of satisfaction with the program and what aspects they think need to be changed 2. Survey of practicum and internship site supervisors to learn their satisfaction and ratings of the program and what aspects they feel need to be changed 	<p>Extent to which program of study is meeting the needs of immediate consumers by preparing them for careers in school psychology</p> <p>Extent to which program of study is meeting the expectations and needs of experienced practitioners</p>

To assist program faculty with the annual review of student progress, all matriculated students in the M.S. School Psychology program must complete a Matriculated Student Annual Report. This report is due by 1 May each year of enrollment until graduation. Those students who complete the program in May or June do not need to submit a report for their final year. Form 6.1 is a cover sheet that must accompany the annual report. In addition to the cover sheet, students must submit an unofficial transcript

of all courses taken and a one-page summary of work during the year covered by the report. Program faculty review the annual reports to verify that students are making satisfactory progress. Any student who fails to complete an annual report or whose program progress is of concern will be asked to meet with program faculty to construct a personalized improvement plan. Students who do not submit annual reports, or who do not meet the goals set out in their personalized plans may be withdrawn from the program and not allowed to complete the program of study and degree.

Form 6.1 Matriculated Student Annual Report Cover Sheet

UNIVERSITY OF SOUTHERN MAINE
Department of Human Resource Development
School Psychology Program

Name: _____

Mailing Address: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-mail: _____

Year admitted to School Psychology Program: _____

Advisor: _____

Total Credits taken so far: _____

Anticipated year for Practicum 2: _____ (must be during spring semester)

Anticipated year(s) for internship: _____ - _____ school year(s) on a **full/part-time** basis
(circle)

Attach the following documents to this cover sheet:

_____ Transcript (unofficial is fine) with all grades, including those for most recent semester

_____ One-page summary of program-related accomplishments for the preceding academic year, including courses taken, specific learning outcomes, as well as your personal program-related goals for the upcoming academic year, including a list of those courses you plan to take in the upcoming summer and academic year.

Submit this cover sheet and the required documents to the address below no later than **May 1st** for the previous academic year.

If you have questions about how to complete your Annual Student Report, contact your advisor.

Rose Mahoney, Program Manager
School Psychology Program
407 Bailey Hall
37 College Ave.
Gorham, ME 04038

Telephone: 207-780-5220
Fax: 207-780-5043
Email: rmahoney@maine.edu

VII. PRACTICA IN SCHOOL PSYCHOLOGY

There are two separate practicum courses required of all M.S. students. The first is SPY 693: School Psychology Practicum 1. The second is SPY 694: School Psychology Practicum 2. Each practicum requires the student to complete 250 contact hours in a school setting. Practicum 1 is completed during the fall of the first year of study while the student is taking SPY 609: Orientation to School Psychology. Practicum 2 is completed during the spring of the second year just before the internship year. Prior to participation in any practica, all School Psychology students must obtain Criminal History Record Clearance (CHRC) from the Maine Department of Education.

Practicum 1 includes activities which provide the student with an introductory experience to school psychology practice in the context of everyday school activities. Practicum 1 students are required to engage in 250 contact hours in a public school; this equals spending about 2 school days (i.e., 9 am – 3pm) at the practicum site each week. The practicum 1 activities include working with individual teachers and students to assist with preparation and completion of materials and class projects. The Practicum 1 students also meet and observe a school psychologist, learn about the hierarchy and structure of the school district, and the roles and functions of school psychologists in different settings. During the semester when the student completes the Practicum 1, s/he also enrolls in a 3 credit class (SPY 693) at USM. This class is graded pass/fail. University supervision will be provided through regular class sessions. Information about how to locate and establish a Practicum 1 site is provided to new students at the time of program orientation. Once a site is obtained, the student must submit Forms 7.1 and 7.2 before beginning any practicum hours. These forms document that the school district has approved the practicum and who will supervise it.

Some M.S. students may have extensive school-based experience prior to enrolling in the School Psychology program. Students who have at least 3 years of school-based experience from working as a full-time teacher, educational technician or paraprofessional, or educational specialist, may request a waiver of Practicum 1. To request a waiver, the student needs to write a letter to the School Psychology Program Coordinator and include a detailed description of the prior experience. The letter should provide information that documents how the student is already knowledgeable about public school schedules, routines, administrative hierarchy, laws, and instructional methods. If the student currently holds a valid teaching certificate or license from any U.S. state or Canadian province, a copy of this certificate or license should be attached to the letter. The letter should also include the name and contact information for at least one reference who can validate the nature and extent of the student's prior school experience.

Practicum 2 is a more advanced supervised experience within a public school or human service setting. Practicum 2 provides the student with direct experiences in psychological assessment, intervention, and consultation practice. The prerequisites for registering for Practicum 2 are satisfactory completion of, or concurrent registration in, all pre-Practicum 2 coursework, and maintaining Criminal History Record Clearance (CHRC) from the Maine Department of Education. Table 7.1 lists all courses that must either have completed or be registered in while taking Practicum 2. This requirement includes

satisfactory completion of all practica experiences interwoven within content courses.

Table 7.1: Courses which must be completed prior to or at the same time as Practicum 2

<u>Course Number</u>	<u>Course Name</u>
EDU 600	Research Methods
HCE 605	Psychological Tests and Measurement
HCE 622	Counseling Children and Adolescents
HCE 626	Group Process and Procedures
HRD 668	Human Development
SED 540	Nature and Needs of Learners who are Exceptional
SED 682	Special Education Law
SPY 609	Orientation to School Psychology
SPY 671	Physical Bases of Behavior
SPY 672	Assessment of Academic Achievement
SPY 673	Social Foundations of Behavior
SPY 674	Child and Adolescent Psychopathology
SPY 676	Behavioral Principles of Learning
SPY 677	Cognitive Assessment
SPY 678	Functional Behavioral Assessment
SPY 684	Advanced Applied Behavior Analysis
SPY 693	School Psychology Practicum 1

Practicum 2 is designed to provide students within an opportunity to synthesize knowledge and clinical skills acquired during coursework. Practicum 2 is completed in an applied setting under direct supervision by a credentialed school psychology practitioner. Practicum 2 builds on the learning in Practicum 1 by having students literally “practice” the skills they will need to use as school psychologists. Upon completion of Practicum 2, it is expected that students will be able to:

1. identify the operational procedures of the school system;
2. identify regional student support services that are utilized by the school system (e.g., community mental health agencies, early intervention services);
3. identify the assessment resources available to the school psychological services team;
4. identify the special education and school psychological services procedures for maintaining confidentiality and storage of student records;
5. provide primary school psychological services under direct supervision by a licensed and/or school psychology practitioner;
6. self evaluate their competencies in school psychological assessment and consultation;
7. develop internship goals and objectives based on practicum experiences.

During the 250 clock hours in Practicum 2, the practicum student will participate in a series of field experiences that include observing and shadowing the site supervisor, and demonstrating basic competencies in assessment, consultation, and school psychology practice. Supervision will be provided by a licensed school psychologist or certified school psychology practitioner for a minimum of three hours/week. During the semester when the student completes the Practicum 2, s/he also enrolls in a 3 credit class (SPY 694) at USM. This class is graded pass/fail. University supervision will be provided through regular class sessions. The Practicum 2 activities are organized in phases:

Phase One: Observation and modeling of supervisor. During the first 50 hours, the practicum

student will shadow the site supervisor. During this time the student's task is to observe while the task of the supervisor is to model the delivery of school psychological services. During this introductory phase the practicum student will:

1. meet various key school persons in the internship area, such as principals, secretaries, special education staff and general educational staff who will be encountered during the internship;
2. learn the physical layout of the area where the schools are located, as well as layout of various schools within the area;
3. obtain copies of all forms used in the area, as well as explanation of when and how these forms are used;
4. obtain or make a list of procedures used in the system, including when and how these procedures are used;
5. obtain or sketch the organizational structure of the district, and where special education and school psychology in particular fits into the structure;
6. observe how the field supervisor handles various problems involving initial contact, referral, assessment, consultation and counseling, IEPs and follow up;
7. learn which community agencies are involved with the schools.

Phase two: Direct supervision of practicum 2 student. During the next 200 hours, the field supervisor will directly observe the practicum student's competencies in:

1. administering, scoring, and interpreting assessment tools;
2. interviewing teachers and staff;
3. interviewing parents;
4. consulting with teachers and parents;
5. performing systematic observations;
6. writing formal evaluation reports.

To assist with Practica planning and supervision Forms 7.1 through 7.6 are found on the following pages. Students need to complete Forms 7.1 and 7.2 for both Practicum 1 and Practicum 2. Form 7.3 is for Practicum 2 only and is used to help students customize their placements. During the Fall semester immediate prior to practicum 2, the field work coordinator will convene a meeting of all those students planning to complete Practicum 2 during the following Spring semester. At that time, students will fill out Form 7.3 and discuss their goals and questions about Practicum 2. The field work coordinator will assist students in locating and arranging practicum sites at which to complete the practicum. Students must submit completed Forms 7.1 and 7.2 documenting the practicum arrangements they have made. During the spring semester when the practicum is completed, the student maintains a time log of all Practicum 2 activities. The hours will be logged using a spreadsheet available on the School Psychology Program website. The time log file provides a place for students to enter the hours for each type of practicum activity they complete each week (Form 7.4). The file must be submitted to both the site and University supervisors at the end of the Practicum. In addition, the student must complete the Practicum Hours Verification Form (Form 7.5).

Throughout the practicum, the supervisor is responsible for completing monthly evaluations of student progress (Form 7.6). These evaluations are completed using an Excel spreadsheet found on the Program website. During weekly supervision sessions, the student and supervisor will discuss strengths

and weaknesses, and ways to improve performance. At the end of the practicum, the supervisor will add a final evaluation of the student's work (Form 7.6). The evaluation file is sent directly to the University supervisor via email. Both the monthly and final practicum evaluations provide information about the student's progress toward mastery of the 11 domains of school psychology practice. In collaboration with the site supervisor and the university supervisor, the student will develop specific goals and objectives that direct the student's professional development during the 1,500 clock hour internship. The monthly and final Practicum evaluation forms are available as Adobe documents and can be completed either by printing them, or filling them out online and submitting them via email to the University supervisor.

If a problem concerning either Practicum 1 or 2 arises, both the field supervisor and University supervisor must be contacted as soon as reasonably possible. The University supervisor will convene one or more meetings with the student and site supervisor and facilitate a resolution to the problem using the steps outlined in the final chapter of this Handbook.



Office use only
Practicum: ___ 1 ___ 2

School Psychology Program

Form 7.1 Practicum Experience Contract
CLINICAL AFFILIATION AGREEMENT
UNIVERSITY OF SOUTHERN MAINE

and

_____ [DISTRICT/AGENCY]

This Agreement made and effective this ___ DAY OF _____, 200_, by and between _____ [DISTRICT/AGENCY] and THE UNIVERSITY OF MAINE SYSTEM, acting through University of Southern Maine, shall be for the purpose of establishing a clinical school psychology practicum experience within the educational program.

The College of Education and Human Development (CEHD) at the University offers programs leading to the master’s (MS) and doctorate (Psy.D) degree in school psychology. The Master of Science in School Psychology program prepares students for entry level careers in school psychology. The Psy.D. offers advanced training in school psychology. Upon completion of the M.S. degree, graduates are eligible to obtain state and/national certification to practice school psychology. Psy.D. graduates are eligible for licensure in psychology. Some Psy.D. students may already hold certification in school psychology while others may not, therefore, they may or may not be certified school psychology practitioners when engaged in graduate clinical experiences. Public, private special purpose, independent, and parochial schools as well as inpatient and outpatient children’s mental health facilities are used for clinical school psychology practicum experiences.

This Agreement applies to following programs: M.S. and Psy.D. in School Psychology

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties hereto agree as follows:

A. THE DISTRICT OR AGENCY AGREES TO:

1. Provide clinical school psychology instruction when requested by certified and/or licensed school psychology professionals.
2. Plan cooperatively with the University faculty so that the students’ clinical learning experiences are designed to achieve those educational purposes as determined by the faculty.
3. Comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing students the same testing and counseling provided to the District’s or Agency’s employees. The student is responsible for the cost of the testing and counseling.
4. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the District or Agency insofar as they pertain to the activities of the students while participating in the Program.
5. Provide for the ongoing coordination of the students’ learning experiences at the Agency through the person of _____ or her/his designee.

6. Make available to the students and faculty of the University clinical learning resources, facilities and opportunities for clinical learning experiences in specific subject matters and at fixed times, and to a designated number of students, all agreed upon in advance.
7. Provide agreed upon space for the use of the faculty and student conferences to the extent that space is available.
8. Allow the University to list the District or Agency in its catalogs, student recruitment efforts, etc.
9. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the District or Agency, and notify the Dean of the College of Education and Human Development, or her designee, of such injury or illness. It is understood that students (or their parents or guardians as the case may be) shall be responsible for their own medical expenses, whether incurred at the District, Agency or elsewhere.
10. The District or Agency shall agree to indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments, and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the District or Agency, its employees or agents, or a University student acting at the direction of District or Agency, its employees or agents, arising out of or in connection with the District or Agency's participation in the Practicum Program pursuant to this Agreement.
11. The District or Agency agrees to maintain records and reports required by the University for conducting the educational program. The District or Agency agrees to implement and maintain reasonable safeguards to ensure the security and confidentiality of student records and information, protect against anticipated threats to the security or integrity of such records and information and protect against unauthorized access to, or use of, such records and information that could result in substantial harm or inconvenience to the student.

B. THE UNIVERSITY AGREES TO:

1. Conduct the Program in accordance with the philosophy and policies of the University, the District or Agency and other associations affecting this Program.
2. Provide for the ongoing coordination of the Students' learning experiences at the District or Agency through the Dean of the College of Education and Human Development, her designee or an on site faculty member.
3. Explain the philosophy and purposes of the Program to the District or Agency.
4. Furnish the District or Agency with clinical objectives, the required student curriculum, and names of students receiving clinical instruction.
5. Describe to the District or Agency the criteria for the selection of clinical learning experiences for students.
6. Plan and evaluate cooperatively with the District or Agency students' learning experiences at the District or Agency.
7. Arrange cooperatively for the orientation of students to the work settings and personnel at the District or Agency, and encourage in the student appropriate attitudes and relationships as members of the District or Agency in order to engender a cooperative spirit.
8. Accord the District or Agency the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to

perform Program requirements, or other reasonable causes. Any action which may result in suspension or termination will not take effect until a University representative and a District or Agency representative have discussed the situation and have come to an agreement on the appropriate action to be taken. This does not limit the right of the District or Agency in its sole discretion on any specific occasion to deny the privilege of practice or participation in the Program at the District or Agency when in the considered opinion of the District or Agency, it is in the best interest of its students or clients to do so.

9. The University agrees to indemnify and hold the District or Agency harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the District or Agency may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the University, its employees or students, except for a University student acting at the direction of District or Agency, its employees or agents, arising out of or in connection with the University's participating in the Program at the District or Agency pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. Sec. 8101, et seq.
10. The University agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University students or faculty participating in the Program at the District or Agency pursuant to this Agreement.
11. Upon written request, the University agrees to submit documentation evidencing licensure by the Maine State Board of Psychologists for all its faculty members participating at the District or Agency under this Agreement.

C. BOTH PARTIES AGREE:

1. University and the District or Agency shall communicate at least once during each educational affiliation to discuss issues of mutual concern. Onsite visits will be arranged as the situations warrants.
2. Students and University faculty shall not be classified as employees of the District or Agency, and shall not be entitled to any payment from the District or Agency in the nature of benefits under the Maine Worker's Compensation Act for any accident, illness, occurrence or event occurring in or relating to the District or Agency and arising out of the Program or for any other purpose.
3. During the practicum, students may not receive monetary compensation from the Agency or District. Nothing in this Agreement shall preclude receipt by the Agency or District of compensation from any person for any service performed by a student in the Program. It is intended that for all purposes of the practicum that the students shall be students of the University and not employees of the District or Agency or the University.
4. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status. The University encourages the District or Agency in the employment of individuals with disabilities.
5. Both parties agree to be responsible for their own equipment used in the activities of the program.
6. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right to complete the clinical affiliation for those students presently enrolled in the program.

7. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

Signatures

SCHOOL DISTRICT SUPERINTENDENT OR AGENCY DIRECTOR

By: _____
Signature _____ *Date* _____
Name:
Title:
Address:

UNIVERSITY OF MAINE SYSTEM

By: _____
Mark Lapping,
Interim Provost and Vice President for Academic Affairs
University of Southern Maine _____
Date _____

By: _____
Betty Lou Whitford
Dean
College of Education and Human Development
University of Southern Maine _____
Date _____



Form 7.2
Practicum Memorandum of Understanding

Student: _____

Home Address: _____

Home Telephone: _____ Cell phone: _____

Email address: _____

Site Supervisor: _____

Licensed Psychologist:	_____	Yes	_____	No
Certified School Psychological Services Provider:	_____	Yes	_____	No
Nationally Certified School Psychologist:	_____	Yes	_____	No

Sponsoring District/Agency: _____

Address: _____

Telephone: _____ Email address: _____

_____, a student in the School Psychology Program at the
(student)
 University of Southern Maine, will complete a practicum experience under the supervision
 of _____, an employee of _____
(site supervisor) (district/agency)
 according to the following terms:

1. The student will spend _____ total days per week as part of the practicum experience
(days)
 for a total of _____ hours at _____ as
(hours) (DISTRICT/AGENCY)
 part of the practicum in school psychology.

2. The practicum start date is: _____ and will last until _____.
(date) (date)

3. During the practicum experience, the student will demonstrate competency in the following areas:

Documentation of Experience

The practicum student will maintain a time log of accumulated practice hours to be reviewed by the University supervisor. At the end of each month, the end of each semester, and at the end of the internship, the student will be evaluated by the site supervisor and University supervisor. The University supervisor will meet with the student at regularly scheduled times during the semester(s) during which the practicum occurs.

Supervision

The site supervisor will meet with the practicum student for at least one hour each week in an individualized, face-to-face session. In addition, the site supervisor will provide at least two additional hours of supervision each week, which may be held together with other students or delegated to credentialed personnel.

Ethical Standards

The practicum student is expected to conduct himself/herself in a manner that is consistent with current legal and ethical standards of professional school psychology, including those of the American Psychological Association and the National Association of School Psychologists. As a student in the School Psychology Program at the University of Southern Maine, the student will be expected to abide by all district, state, and federal policies regarding the receiving and sharing of confidential information about students enrolled in the school or agency with the understanding that information about students, either from direct contact or collateral contact and files, should be used only for the purposes of evaluation and intervention and may be shared only with the students, their families, and those school personnel who have direct contact with the student for educational purposes unless written permission is obtained from the student, parent(s), or guardian(s) to share the information with other parties.

Signatures

_____	_____	_____
Practicum Student (print)	Practicum Student (signature)	Date
_____	_____	_____
District/Agency Site Supervisor (print)	District/Agency Site Supervisor (signature)	Date
_____	_____	_____
District Pupil Services Coordinator (print)	District Pupil Services Coordinator (signature)	Date
_____	_____	_____
University Supervisor (print)	University Supervisor (signature)	Date

Form 7.3 Application form for School Psychology Practicum 2 (SPY 694)

UNIVERSITY OF SOUTHERN MAINE
Department of Human Resource Development
M. S. in School Psychology Program

This form must be completed by October 15th so that supervisory arrangements may be considered for the following semester. Please note: You must pre-register for the courses through the University at the appropriate time.

Name _____

Address _____

Home Telephone _____ Business Telephone _____

Cell Phone: _____ Email address: _____

I am interested in a Practicum site that has the following features:

Town(s): _____

Grade level(s) of students: _____

Special population(s): _____

Other practicum features important to me: _____

If you have a site and supervisor in mind, provide the following information:

Name: _____ Credentials: _____

District/Site: _____

Address: _____

Phone: _____ Email: _____

Attach a copy of your **transcript(s)**, **current semester registration record**, and **Criminal History Record Clearance** (CHRC) from the Maine Department of Education showing that you have completed or care taking all required pre-practicum requirements and return this completed form to: Rose Mahoney, University of Southern Maine, 407 Bailey Hall, Gorham, ME 04038

Form 7.4 Practicum 2 Time Log

The file for recording your Internship hours can be found at:

http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Download the above file to your hard drive and rename it as follows:

MS PRAC HOURS.xls rename to: [*your last name*-MS PRAC HOURS.xls]

Instructions for completion of the form are given in the file.



Form 7.5: Practicum Hours Verification Form

(MAKE COPIES FOR EACH SEMESTER IN WHICH YOU COMPLETE PRACTICUM ACTIVITIES)

Form with fields for Student's Name, Home phone, Mailing Address, Work phone, Town, Cell Phone, State, Date Admitted to Psy.D., ZIP, Advisor, and Email.

My signature below verifies that I have completed _____ practicum hours during the _____ semester of _____. I understand that I am responsible for accuracy in reporting my practicum hours and that intentionally reporting inaccurate practicum hour completion is a violation of NASP and APA ethical guidelines. I understand that inaccurate reporting is grounds for dismissal from the USM School Psychology Program.

Student Signature

Date

The following signatures verify that the student named above has reported completion of school psychology practicum hours toward completion of a degree in school psychology.

Practicum Field Supervisor Signature

Date

University Practicum Supervisor Signature

Date

Form 7.6 Practicum 2 Supervisor Evaluation Form

The file for recording your Internship hours can be found at:

http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Download the above file to your hard drive and rename it as follows:

MS PRAC RATING.xls rename to: [*your last name*-MS PRAC RATING.xls]

Instructions for completion of the form are given in the file.

VIII. INTERNSHIP IN SCHOOL PSYCHOLOGY

Description

The M. S. in School Psychology internship experience is provided at the end of the formal training program. It is a full-time, year long commitment which follows the academic year of the public schools. The School Psychology faculty believe that a supervised internship is one of the most important components of the graduate program in School Psychology. The internship includes completion of 1500 clock hours and 9 semester credits. Students may complete the internship on a full-time basis over one year or on a part-time basis over two years, but it must be completed in no longer than 24 months (2 years). Permission to intern and site selection are the prerogative of the program faculty.

The internship provides on-the-job experience under the supervision of a member of the school psychology faculty and a qualified professional at the designated placement site. As a culmination of the M.S. program, it provides an opportunity for the student to demonstrate the knowledge and skills gained over the entire program. During the internship year(s), students must also register for internship credits and attend regular internship supervision with the University supervisor. During the Fall, Spring, and Summer terms, interns register for 3 credits of SPY 688, adding up to a total of 9 internship credits. If the internship is done over two years (e.g., 24 months), the credits are distributed as directed by the University's Internship Coordinator. SPY 688 is the official internship class and it is graded Pass/Fail. The internship course has been designed for you to balance didactic, seminar and experiential curricula. Since this is such an important experience, first we want you to work closely with your advisor and the faculty internship coordinator to get a clear focus on your career goals, and then to select a field setting which best matches them.

The basic expectation for internship is that students expand the skills they presently have whether those skills have been acquired as part of their coursework or as a result of work and/or life experiences. It is the program's policy not to allow students to do their internship within their current work site. While this might be convenient, the acquisition of new knowledge and the chance for varied experiences would be minimized. Occasionally, there are exceptions made to this policy. They are:

- (1) when a student is able to be transferred to another department where the experience and the supervisor are new;
- (2) when a student has recently (3 months) transferred to a new position and where there is ample supervision and a variety of experiences can be met.

Any exceptions to this policy must be approved by the School Psychology faculty. Students should contact the internship coordinator prior to contacting any possible internship site.

Goals and Objectives

The internship is the culminating experience wherein the intern demonstrates professional competencies in the areas of assessment, interventions, and consultation. The internship in school psychology is an intense and diversified experience which exposes the student to cases, situations, and systems representative of the role and functioning of a school psychology practitioner. Primarily a

training activity, the internship balances training and service delivery objectives and functions. The internship in school psychology allows the student to demonstrate proficiency in the knowledge base and skills acquired during formal training and to develop additional competencies which are most readily gained through a field placement. As a result of completing the school psychology internship, students will:

1. Expand upon and demonstrate proficiency in the knowledge and skills developed during formal coursework;
2. Demonstrate personal characteristics, academic qualifications, and practitioner competencies demanded of school psychology practitioners;
3. Work with students of all ages and grade levels who manifest a variety of academic, social, emotional, and/or health/sensory related problems;
4. Participate in a full range of services for special and regular education staff and students;
5. Broaden understanding of work settings where school psychological services are found;
6. Understand the relationship between the role and function of school psychology practitioners and the many other related services available in the schools;
7. Develop confidence in using a wide range of skills, including assessment, consultation and designing interventions;
8. Learn to work effectively with other professionals within a multi-disciplinary context;
9. Applied research in areas of personal interest;
10. Develop a professional identity related to the roles, functions and professional affiliations of school psychology practitioners;
11. Discuss, by means of the seminar, issues, procedures, legal and ethical practices encountered in the field placement;
12. Recognize the need for continuing education activities for the duration of the professional career;
13. Respond to cultural diversity by choosing assessment and intervention strategies that maximizes a student's opportunity to be successful in the general culture while respecting ethnic and linguistic background. Interpreting information in the context of socio-cultural background and setting in which the student is functioning;
14. Recognize and provide school psychological services that are consistent with legal, ethical, and professional standards and guidelines that identify best practices in school psychology.

Eligibility

Students are eligible for internship only after completion of all pre-internship course requirements. Specifically, students must complete all M. S. in School Psychology classes except SPY 688 before they can enroll for internship credits and assume intern duties. This means students must complete all year 1 and year 2 courses listed on Table 5.1 of this Handbook before they can begin internship. During internship, students enroll in SPY 688 for as many credits as needed. Usually, students enroll for 3 credits for each semester, including summer.

Guidelines and Procedures

The internship includes at least 1,500 clock hours of supervised experience. The internship occurs on a full-time basis over a period of one academic year or on a half-time basis over two consecutive academic years. In either case, the internship takes place during the school year with a minimum of 20 hours per week at any internship site. The internship includes and is accompanied by 9 semester hours of academic credit. A minimum of 750 hours of the internship experience occurs in a

public school setting with the intern formally attached to either a district or an independent practitioner.

The internship provides availability and balanced exposure to:

1. children from early childhood through late adolescence,
2. regular and special education programs from preschool through secondary levels,
3. pupil personnel services functioning within a multi-disciplinary team framework
4. full range of services with children showing both high and low incidence of handicapping conditions.

While all of the above may not exist within the internship site, it is essential that all of these elements be available and integrated into the internship experience.

The internship placement site provides appropriate support to the intern, including a written contractual agreement (see Form 8.2) specifying the period of appointment and terms of compensation. The intern is provided salary and benefits commensurate with his/her level of training, experience, and period of appointment, reimbursement for job-related travel expenses consistent with district policy, an appropriate work environment, including adequate supplies, materials, secretarial services, and work and storage space. Additionally, the intern is provided access to appropriate privacy with regard to office space and telephone line. This agreement does not guarantee to either the intern or the agency employment beyond the internship.

The internship agreement includes a schedule that includes activities and time allocations. The intern is assigned to the same schedule and calendar time as other school personnel as well as committed to additional, reasonable time as needed to satisfy credentialing standards. Like other professionals, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules. In addition the internship includes participation in continuing professional development activities, including experiences such as inservice meetings, regional and national conferences, and professional meetings.

In order to meet the supervision requirements of the internship, release time for both site-based and university-based internship supervision is allowed by the contract. Most importantly, the internship contract is a commitment to a training experience. For this reason, the appointment of interns as a means of acquiring less costly services is inappropriate. The intern participates in activities appropriate to the plan of the internship, but does not serve in any capacity other than that to which s/he was appointed. Tasks such as teaching assignments, playground or other supervision, etc. are included only when there is a specific rationale related to the completion of internship objectives.

The internship occurs under conditions of appropriate supervision, including an appropriately credentialed supervisor who is certified by the Maine Department of Education as a Certified School Psychological Services provider, or a Maine Licensed Psychologist, or by a person who holds a similar credential from another state, if the internship is to be completed in another state. The internship supervisor provides at least three hours weekly of direct supervision to each intern. At least one hour of weekly supervision must be individualized and face-to-face. Additional supervision may include group supervision, psychology staff meetings, observing the intern during interdisciplinary team meetings,

observing the intern conducting assessments/interventions, and other forms of direct and indirect supervision. In some cases additional supervision may be delegated to other professionals who hold expertise in certain areas of practice included in the internship experience. In order to ensure the quality of the internship experience, the internship is systematically and continually evaluated in a manner consistent with the specific training objectives of the USM School Psychology program. Evaluation is the combined responsibility of the supervisor(s) and the intern. University faculty have authority for assignment of academic credit to the internship experience and official specification of a grade. Throughout the internship experience, the intern conducts him/herself in a manner that is consistent with current legal and ethical standards of professional school psychology.

Phases of Internship

Phase One: Direct supervision of intern. During this phase, the field supervisor will directly observe and evaluate the intern's competencies in the area of assessment, consultation, positive behavioral supports, Social Foundations training, and counseling. NOTE: This phase may be waived if the student conducted a practicum under the direct supervision of the site supervisor.

Phase Two: Indirect Supervision of Intern. During this phase, after the supervisor is comfortable with skills of the intern through direct observation and discussion above, the supervisor might send the intern out on his/her own for specific tasks defined by the supervisor. These might include:

1. taking classroom observation data,
2. testing a student (criterion and norm evaluation),
3. interviewing teacher, staff or parent,
4. setting up an IEP,
5. developing educational plans,
6. report writing,
7. designing and implementing positive behavior support plans,
8. designing and implementing Social Foundations training programs,
9. direct and indirect group counseling interventions,
10. providing consultation to teachers and parents,
11. evaluating the effectiveness and applied interventions using applied behavior analysis methodologies.

Phase Three: Fading of Indirect Supervision. During this phase, the supervisor will allow the intern to have a specified school or area in which to function as a school psychologist. The intern will be responsible for all activities in that area for this time period. The supervisor will be available for supervision and case consultation. The intern will handle the entire process including: teacher contracts, referrals, assessment and observations, report writing, teacher and parent consultation, IEP meeting (with supervisor present) and follow-up.

Phase Four: Independent Work by Intern. During this last phase, the supervisor continues to be responsible to the intern's delivery of psychological services, but the relationship is moving towards one of

colleagueship. When the intern asks for supervision, the supervisor would reply: "Well, do what you think is best, but be able to justify it." (Classical "double-bind" situation). Supervisor will review intern's work periodically, pointing out areas needing improvement but not suggesting how to make improvements nor necessarily confirming intern's plans.

Supervision

Throughout all stages of the intern's work, the intern and supervisor will get together and critique the work by the intern. During the first two phases, the supervision routine might include such techniques as:

1. discuss with intern what will be the supervisor's goal in a particular upcoming situation (e.g., teacher or parent conference, IEP meeting, pre-staffing, inservice, etc.) and what to watch for in the interaction between supervisor and staff. After the interaction, intern and supervisor would review what happened, who did what, and why they might have done it, as well as what to do about it in the future,
2. role-playing with the intern an upcoming situation, switching roles of expected participants. Then after the actual interaction, discuss what happened, why, and what might be done about it in the future.

Supervision Requirements

The following rules pertaining to internship supervision have been excerpted from the NASP's Standards for Training and Field Placement Programs in School Psychology (2001). The requirements for internship supervision within the USM M.S. in School Psychology program are based on these rules.

Supervised Experience Requirements

1. One (1) year of full-time experience or two (2) year of half-time experience which shall consist of not less than 1,500 clock hours.
2. Supervised experience shall be credited only for practice in an organized public or private agency, school, institution, or organization which provides the opportunity for contact with other professionals and work experience with a broad range of students and/ or other clients.
3. The applicant's supervised experience shall be in the same or a similar field of school psychology as the applicant's education and training, and shall be consistent with the areas in which the applicant intends to practice.
4. All supervisors of school psychological service providers must be certified or licensed for practice in the state in which the supervised experience is obtained.
5. A supervising psychologist must have overall responsibility for the applicant's professional growth. Specific skill training may be delegated to other specialists under the authority of the supervising psychologist.
6. Supervisors must be competent by training and experience to practice in the areas in which the supervisee has been trained and expects to practice. Supervisors must be competent to supervise by training or experience in supervising processes.

7. Supervisors shall so limit supervisory responsibilities as to be certain to maintain a level of supervision consistent with professional standards in assuring the welfare of the supervisee and the client.
8. A psychologist who provides supervision for a candidate is responsible for the work of the supervisee. The supervisor must be employed by on in contract status with the applicant's employer. The supervisor's relationship with the supervisee shall be clearly differentiated from that of a consultant who may be retained at the desecration of the consultee, but who has no legal, administrative, or professional accountability for the services performed by the consultee or for the welfare of the client.
9. Supervised experience which the supervisor deems was characterized by unacceptable performance by the supervisee shall not be credited toward the required period of supervised experience.

Liability Insurance and Legal Matters

USM M.S. in School Psychology students are required to obtain and maintain student liability insurance during their internship experiences. Both the National Association of School Psychologists and American Psychological Association have student liability policies available for purchase.

Forms and Communication

To assist with planning and documenting the internship experience, forms 8.1 through 8.7 are provided on the following pages. Form 8.1 is the application for internship and helps the Pgram staff verify that the student has completed all internship prerequisites. Forms 8.2 and 8.3 are two versions of the Internship Contract. Those students who contract directly with a district or agency use Form 8.2 and those whose internship is contracted through USM use Form 8.3. Form 8.4 is a Memorandum of Agreement between the site supervisor and the student detailing the internship activities. Importantly, this form must be signed by the site supervisor (e.g., licensed psychologist or CSPSP) as well as the student, pupil services coordinator, and University supervisor. Students are required to keep a record of their internship activities using an Excel spreadsheet file (Form 8.5). This file can be downloaded from the Program website. Students must verify hours completion each semester by submitting Form 8.6, the Verification of Internship Hours Form. The supervisors must complete monthly and final (Form 8.7) evaluations of the intern. This form is also an Excel file and can be accessed at the Program website. When it is completed, it is emailed directly to the University supervisor. In addition, the school psychology supervisor will arrange site visits to each intern site at least once each semester of the internship. As needed, the university supervisor will stay in touch with interns and their supervisors through telephone and e-mail. It is the intern's responsibility to ensure that all forms are completed on time and maintained with accuracy.

Form 8.1 Internship Site Application Form

UNIVERSITY OF SOUTHERN MAINE
Department of Human Resource Development
M. S. in School Psychology Program

1. Name _____

2. Address _____ Phone _____

3. email address: _____

Internship Site(s) Desired (if known):

First Choice: _____

Second Choice: _____

4. List the top three (3) factors that will be important in your internship site preferences and selections (e.g., traveling time, supervisor credentials, student population, etc.)

5. List additional special experiences relevant to the site you are requesting.

6. Discuss your goals for internship. That is, what do you wish to accomplish during this Internship?

7. Is there any additional information you wish to include?

Attach a copy of your USM transcript showing that you have completed all pre-internship requirements. If you are currently taking certain required classes, obtain a copy of your current semester registration record and attach that too.

Signature of Applicant: _____ Date: _____

Please return to:

Rose Mahoney
School Psychology Program
University of Southern Maine
400 Bailey Hall
Gorham, ME 04038



Form 8.2 Internship Experience Contract for District/Agency

CLINICAL AFFILIATION AGREEMENT

UNIVERSITY OF SOUTHERN MAINE

and

_____ [DISTRICT/AGENCY]
This Agreement made and effective this ___ DAY OF _____, 200_, by and between _____ [DISTRICT/AGENCY] and THE UNIVERSITY OF MAINE SYSTEM, acting through University of Southern Maine, shall be for the purpose of establishing a clinical school psychology internship experience within the educational program.

The College of Education and Human Development (CEHD) at the University offers programs leading to the master's (MS) and doctorate (Psy.D) degree in school psychology. The Master of Science in School Psychology program prepares students for entry level careers in school psychology. The Psy.D. offers advanced training in school psychology. Upon completion of the M.S. degree, graduates are eligible to obtain state and/national certification to practice school psychology. Psy.D. graduates are eligible for licensure in psychology. Some Psy.D. students may already hold certification in school psychology while others may not, therefore, they may or may not be certified school psychology practitioners when engaged in graduate clinical experiences. Public, private special purpose, independent, and parochial schools as well as inpatient and outpatient children's mental health facilities are used for clinical school psychology internship experiences.

This Agreement applies to following programs: M.S. and Psy.D. in School Psychology

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties hereto agree as follows:

A. THE DISTRICT OR AGENCY AGREES TO:

1. Provide clinical school psychology instruction when requested by certified and/or licensed school psychology professionals.
2. Plan cooperatively with the University faculty so that the students' clinical learning experiences are designed to achieve those educational purposes as determined by the faculty.
3. Comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids, including providing students the same testing and counseling provided to the District or Agency's other employees.
4. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the District or Agency insofar as they pertain to the activities of the students while participating in the Program.
5. Provide for the ongoing coordination of the students' learning experiences at the Agency through the person of _____ or her/his designee.

6. Make available to the students and faculty of the University clinical learning resources, facilities and opportunities for clinical learning experiences in specific subject matters and at fixed times, and to a designated number of students, all agreed upon in advance.
7. Provide agreed upon space for the use of the faculty and student conferences to the extent that space is available.
8. Allow the University to list the District or Agency in its catalogs, student recruitment efforts, etc.
9. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the District or Agency, and notify the Dean of the College of Education and Human Development, or her designee, of such injury or illness.
10. The District or Agency shall agree to indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments, and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the District or Agency, its employees or agents, arising out of or in connection with the District or Agency's participation in the Internship Program pursuant to this Agreement.
11. The District or Agency agrees to maintain records and reports required by the University for conducting the educational program. The District or Agency agrees to implement and maintain reasonable safeguards to ensure the security and confidentiality of student records and information, protect against anticipated threats to the security or integrity of such records and information and protect against unauthorized access to, or use of, such records and information that could result in substantial harm or inconvenience to the student.
12. The University of Maine System acting through the University of Southern Maine (USM) requires that organizations/ associations/ school districts hosting USM students as paid interns to provide the University with a certificate of insurance which names the University of Maine System as additional insured with a preferred minimum coverage level of \$1,000,000 per occurrence.

B. THE UNIVERSITY AGREES TO:

1. Conduct the Program in accordance with the philosophy and policies of the University, the District or Agency and other associations affecting this Program.
2. Provide for the ongoing coordination of the Students' learning experiences at the District or Agency through the Dean of the College of Education and Human Development, her designee or an on site faculty member.
3. Explain the philosophy and purposes of the Program to the District or Agency.
4. Furnish the District or Agency with clinical objectives, the required student curriculum and names of students receiving clinical instruction.
5. Describe to the District or Agency the criteria for the selection of clinical learning experiences for students.
6. Plan and evaluate cooperatively with the District or Agency students' learning experiences at the District or Agency.
7. Arrange cooperatively for the orientation of students to the work settings and personnel at the District or Agency, and encourage in the students appropriate attitudes and relationships as members of the District or Agency in order to engender a cooperative spirit.

8. Accord the District or Agency the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements, or other reasonable causes. Any action which may result in suspension or termination will not take effect until a University representative and a District or Agency representative have discussed the situation and have come to an agreement on the appropriate action to be taken. This does not limit the right of the District or Agency in its sole discretion on any specific occasion to deny the privilege of practice or participation in the Program at the District or Agency when in the considered opinion of the District or Agency, it is in the best interest of its students or clients to do so.
9. The University agrees to indemnify and hold the District or Agency harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the District or Agency may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the University or its faculty members, arising out of or in connection with the University's participating in the Program at the District or Agency pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. Sec. 8101, et seq.
10. The University agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University faculty participating in the Program at the District or Agency pursuant to this Agreement.
11. Upon written request, the University agrees to submit documentation evidencing licensure by the Maine State Board of Psychologists for all its faculty members participating at the District or Agency under this Agreement.

C. BOTH PARTIES AGREE:

1. University and the District or Agency shall communicate at least once during each educational affiliation to discuss issues of mutual concern. Onsite visits will be arranged as the situations warrants.
2. During the time period of the internship, students shall be classified as employees of the District or Agency, and shall be entitled to any payment from the District or Agency in the nature of benefits under the Maine Worker's Compensation Act for any accident, illness, occurrence or event occurring in or relating to the District or Agency and arising out of the Program or for any other purpose.
3. Students may receive monetary compensation from the Agency or District in the form of a stipend. Nothing in this Agreement shall preclude receipt by the Agency or District of compensation from any person for any service performed by a student in the Program. During the time period of the internship, the students shall be classified as both students of the University and employees of the District or Agency.
4. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status. The University encourages the District or Agency in the employment of individuals with disabilities.
5. Both parties agree to be responsible for their own equipment used in the activities of the program.
6. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as

specified above, the University shall have the right to complete the clinical affiliation for those students presently enrolled in the program.

7. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

Signatures

SCHOOL DISTRICT SUPERINTENDENT OR AGENCY DIRECTOR

By: _____
Signature _____ *Date* _____
Name:
Title:
Address:

UNIVERSITY OF MAINE SYSTEM

By: _____
Mark Lapping _____ *Date* _____
Interim Provost and Vice President for Academic Affairs
University of Southern Maine

By: _____
Betty Lou Whitford _____ *Date* _____
Dean
College of Education and Human Development
University of Southern Maine



Form 8.3 Internship Experience Contract for USM Paid Assistantship

CLINICAL AFFILIATION AGREEMENT

UNIVERSITY OF SOUTHERN MAINE

and

_____ [DISTRICT/AGENCY]
This Agreement made and effective this ___ DAY OF _____, 200_, by and between _____ [DISTRICT/AGENCY] and THE UNIVERSITY OF MAINE SYSTEM, acting through University of Southern Maine, shall be for the purpose of establishing a clinical school psychology internship experience within the educational program.

The College of Education and Human Development (CEHD) at the University offers programs leading to the master's (MS) and doctorate (Psy.D) degree in school psychology. The Master of Science in School Psychology program prepares students for entry level careers in school psychology. The Psy.D. offers advanced training in school psychology. Upon completion of the M.S. degree, graduates are eligible to obtain state and/national certification to practice school psychology. Psy.D. graduates are eligible for licensure in psychology. Some Psy.D. students may already hold certification in school psychology while others may not, therefore, they may or may not be certified school psychology practitioners when engaged in graduate clinical experiences. Public, private special purpose, independent, and parochial schools as well as inpatient and outpatient children's mental health facilities are used for clinical school psychology internship experiences.

This Agreement applies to following programs: M.S. and Psy.D. in School Psychology

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties hereto agree as follows:

A. THE DISTRICT OR AGENCY AGREES TO:

1. Provide clinical school psychology instruction when requested by certified and/or licensed school psychology professionals.
2. Plan cooperatively with the University faculty so that the students' clinical learning experiences are designed to achieve those educational purposes as determined by the faculty.
3. Comply with all regulations and laws including those affecting health and safety and exposure to blood or other potentially infectious bodily fluids.
4. Assume responsibility for the orientation of the students and faculty to rules, regulations, policies and procedures of the District or Agency insofar as they pertain to the activities of the students while participating in the Program.
5. Provide for the ongoing coordination of the students' learning experiences at the Agency through the person of _____ or her/his designee.

6. Make available to the students and faculty of the University clinical learning resources, facilities and opportunities for clinical learning experiences in specific subject matters and at fixed times, and to a designated number of students, all agreed upon in advance.
7. Provide agreed upon space for the use of the faculty and student conferences to the extent that space is available.
8. Allow the University to list the District or Agency in its catalogs, student recruitment efforts, etc.
9. Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the District or Agency, and notify the Dean of the College of Education and Human Development, or her designee, of such injury or illness.
10. The District or Agency shall agree to indemnify and hold the University harmless from and against any and all claims, actions, lawsuits, judgments, and costs, including reasonable attorney's fees, that the University may become liable to pay or defend due to bodily injury or property damage caused by the negligent acts or omissions of the District or Agency, its employees or agents, arising out of or in connection with the District or Agency's participation in the Internship Program pursuant to this Agreement.
11. The District or Agency agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of the District or Agency participating in the Program at the District or Agency pursuant to this Agreement.

B. THE UNIVERSITY AGREES TO:

1. Conduct the Program in accordance with the philosophy and policies of the University, the District or Agency and other associations affecting this Program.
2. Provide for the ongoing coordination of the Students' learning experiences at the District or Agency through the Dean of the College of Education and Human Development, her designee or an on site faculty member.
3. Explain the philosophy and purposes of the Program to the District or Agency.
4. Furnish the District or Agency with clinical objectives, the required student curriculum and names of students receiving clinical instruction.
5. Describe to the District or Agency the criteria for the selection of clinical learning experiences for students.
6. Plan and evaluate cooperatively with the District or Agency students' learning experiences at the District or Agency.
7. Arrange cooperatively for the orientation of students to the work settings and personnel at the District or Agency, and encourage in the students appropriate attitudes and relationships as members of the District or Agency in order to engender a cooperative spirit.
8. Accord the District or Agency the right to suspend or terminate the affiliation of any student for reasons of unsatisfactory performance, a medical condition which renders the student unable to perform Program requirements, or other reasonable causes.
9. The University agrees to indemnify and hold the District or Agency harmless from and against any and all claims, actions, lawsuits, judgments and costs, including reasonable attorney's fees, that the District or Agency may become liable to pay or defend due to bodily injury or property

damage caused by the negligent acts or omissions of the University or its faculty members, arising out of or in connection with the University's participating in the Program at the District or Agency pursuant to this Agreement, PROVIDED that any liability of the University under this Agreement shall be limited by the provisions and limitations of the Maine Tort Claims Act, 14 M.R.S.A. Sec. 8101, et seq.

10. The University agrees to maintain, and on request to furnish proof of commercial general liability insurance in an amount of coverage of not less than \$1,000,000 per occurrence, \$3,000,000 in the aggregate, insuring against the negligent acts or omissions of University faculty participating in the Program at the District or Agency pursuant to this Agreement.
11. Upon written request, the University agrees to submit documentation evidencing licensure by the Maine State Board of Psychologists for all its faculty members participating at the District or Agency under this Agreement.

C. BOTH PARTIES AGREE:

1. University and the District or Agency shall communicate at least once during each educational affiliation to discuss issues of mutual concern. Onsite visits will be arranged as the situations warrants.
2. Nothing in this Agreement shall preclude receipt by the Agency or District of compensation from any person for any service performed by a student in the Program.
3. At no time shall either party discriminate against students on the grounds of race, color, religion, sex, sexual orientation including transgender status or gender expression, national origin or citizenship status, age, disability, or veteran status.
4. Both parties agree to be responsible for their own equipment used in the activities of the program.
5. This Agreement may be terminated by the mutual assent of both parties or by either party upon ninety (90) days written notice to the other party. In the event of termination of this Agreement as specified above, the University shall have the right to complete the clinical affiliation for those students presently enrolled in the program.
6. This Agreement shall be subject to change after discussion and due consideration by both parties with their mutual consent. Any such change must be stated in writing and signed by both parties prior to being enforceable.

Signatures

SCHOOL DISTRICT SUPERINTENDENT OR AGENCY DIRECTOR

By: _____

Signature

Name:

Title:

Address:

_____ Date

UNIVERSITY OF MAINE SYSTEM

By: _____

Mark Lapping
Interim Provost and Vice President for Academic Affairs
University of Southern Maine

_____ Date

By: _____

Betty Lou Whitford
Dean
College of Education and Human Development
University of Southern Maine

_____ Date



Form 8.4
Internship Memorandum of Understanding

Student: _____

Home Address: _____

Home Telephone: _____ Cell phone: _____

Email address: _____

Site Supervisor: _____

Licensed Psychologist: _____ Yes _____ No
Certified School Psychological Services Provider: _____ Yes _____ No
Nationally Certified School Psychologist: _____ Yes _____ No

Sponsoring District/Agency: _____

Address: _____

Telephone: _____ Email address: _____

_____, a student in the School Psychology Program at the
(student)
University of Southern Maine, will complete an internship experience under the supervision
of _____, an employee of _____
(site supervisor) (DISTRICT/AGENCY)
according to the following terms:

1. The student will spend _____ total days per week as part of my internship experience
(days)
for a total of _____ hours at _____ as
(hours) (district/agency)
part of the internship in school psychology.

2. The internship start date is: _____ and will last until _____.
(date) (date)

3. During the internship experience, the intern will demonstrate competency in the following areas:

Documentation of Experience

The intern will maintain a time log of internship hours to be reviewed by the University supervisor. At the end of each month, the end of each semester, and at the end of the internship, the intern will be evaluated by the site supervisor and University supervisor. The University supervisor will meet with the intern at regularly scheduled times during the semesters during which the internship occurs.

Supervision

The site supervisor will meet with the intern for at least two hours each week in an individualized, face-to-face session. In addition, the site supervisor will provide at least two additional hours of supervision each week, which may be held together with other interns or delegated to credentialed personnel.

Compensation

The intern will be paid by the University the amount of _____ dollars as a stipend for the internship. The stipend shall be paid _____ in the amount of _____ from _____ to _____.
(weekly, bi-monthly, monthly) (amount) (date) (date)

Ethical Standards

The intern is expected to conduct himself/herself in a manner that is consistent with current legal and ethical standards of professional school psychology, including those of the National Association of School Psychologists. As a student in the School Psychology Program at the University of Southern Maine, the intern will be expected to abide by all district, state, and federal policies regarding the receiving and sharing of confidential information about students with the understanding that information about students, either from direct contact or collateral contact and files, should be used only for the purposes of evaluation and intervention and may be shared only with the students, their families, and those school personnel who have direct contact with the student for educational purposes unless written permission is obtained from the student, parent(s), or guardian(s) to share the information with other parties.

Signatures

_____	_____	_____
Internship Student (print)	Internship Student (signature)	Date
_____	_____	_____
District/Agency Site Supervisor (print)	District/Agency Site Supervisor (signature)	Date
_____	_____	_____
District/Agency Pupil Services Director (print)	District/Agency Pupil Services Director(signature)	Date
_____	_____	_____
University Supervisor (print)	University Supervisor (signature)	Date

Form 8.5 Documentation of Internship Experiences

The file for recording your Internship hours can be found at:

http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Download the above file to your hard drive and rename it as follows:

MS INTERN HOURS.xls rename to: [*your last name*-MS INTERN HOURS.xls]

Instructions for completion of the form are given in the file.



Form 8.6: Internship Hours Verification Form

(MAKE COPIES FOR EACH SEMESTER IN WHICH YOU COMPLETE INTERNSHIP ACTIVITIES)

Student's Name:	Home phone:
Mailing Address:	Work phone:
Town:	Cell Phone:
State:	Date Admitted to Psy.D.:
ZIP:	Advisor:
Email:	

My signature below verifies that I have completed _____ practicum hours during the _____ semester of _____. I understand that I am responsible for accuracy in reporting my practicum hours and that intentionally reporting inaccurate practicum hour completion is a violation of NASP and APA ethical guidelines. I understand that inaccurate reporting is grounds for dismissal from the USM School Psychology Program.

Student Signature Date

The following signatures verify that the student named above has reported completion of school psychology practicum hours toward completion of a degree in school psychology.

Practicum Field Supervisor Signature Date

University Practicum Supervisor Signature Date

Form 8.7 Internship Supervisor Evaluation Form

The file for recording your Internship hours can be found at:

http://www.usm.maine.edu/cehd/School-Psychology/student_resources.htm

Download the above file to your hard drive and rename it as follows:

MS INTERN RATING.xls rename to: [*your last name*-MS INTERN RATING.xls]

Instructions for completion of the form are given in the file.

IX. CASE STUDY PROJECT

All candidates for the degree M.S. in School Psychology must complete a case study project. The case study involves a synthesis of all of the skills that students learn during their program of study. Utilizing assessment, intervention, and consultation skills, the students design and collect data on an intervention for one or more students in a school setting. The format for the project follows the guidelines established for the Nationally Certified School Psychologist (NCSP) case study. USM students can access these guidelines in the [Application for Nationally Certified School Psychologist Application and Information for Graduates of Non-NASP Approved Programs](#). Students should follow the format and content outline in the NCSP manual referenced above.

The projects are reviewed and scored according to the NCSP criteria using Form 9.1. This form includes a 3 point rating of each case element. There are 17 elements on which the case study is evaluated for a total possible score of 51 points. Students must obtain a score of at least 46 points (90%) in order to have the case study approved. The University internship supervisor works closely with interns to select the case, design the intervention, and set up appropriate progress monitoring methods. Students submit their projects in their portfolios at the end of the internship.

**University of Southern Maine
School Psychology Program
Comprehensive Case Study
Evaluation Rubric**

Intern: _____ **Date:** _____

The case study report is evaluated on the following elements. Each numbered element will be rated as follows:

1 = Unsatisfactory: Element is either not present, not described fully, or does not represent good professional practice.

2 = Satisfactory: Element is adequately described and represents good professional practice.

3 = Superior: Element is very well described and represents outstanding professional practice.

Background Information

____ Background history of the student is clearly reviewed and relevant to the problem (including diagnosis and previous interventions, as appropriate)

____ Special circumstances about the cases are explained, as appropriate (e.g., resistance, delays in project)

Problem Solving Process and Intervention

____ Problem behavior(s) is clearly identified and described in observable, measurable terms.

____ Problem behaviors are appropriately assessed, including the collection of baseline data and the use of functional behavioral assessment, where appropriate.

____ Problem behaviors are analyzed clearly and sufficiently (i.e., proximal and distal factors that contribute to the behavior are explored)

____ Hypotheses linked to assessment are generated

____ Problem solving process is collaborative

____ Goals for intervention are clear, measurable, linked to assessment and problem analysis, and appropriate for the case

____ Each component of the intervention is clearly described such that the intervention could be replicated by others

____ Intervention is linked to results of formal and informal methods of problem solving assessment

____ Intervention is linked directly to intervention goals

____ Intervention is supported by theory and/or research.

____ Intervention is evaluated with appropriate methods

____ Collaboration is seen in the intervention

____ Positive outcomes are linked to the intervention and are clearly described and graphed (if applicable).

_____ Suggestions for improving the intervention and for follow-up are discussed and appropriate to the case (e.g., possible modifications are described; discussion of whether the problem has been solved or requires further or different intervention)

_____ In general, report is well written (i.e., qualities of excellent writing are demonstrated, such as organization, clarity, grammar, etc.)

_____ An estimate of the effect size of the intervention is reported in the summary (e.g., percentage of non-overlapping data points)

Additional Comments:

Total Case Study Score: _____/54 possible points

NOTE: student must earn at least 49 points for the case study to be approved

_____ **Approved**

_____ **Not Approved**

Reviewer Name: _____

Reviewer Signature: _____

Date Reviewed: _____

X. M.S. Degree Portfolio

M.S. in school psychology students will prepare a comprehensive portfolio that includes work samples demonstrating skills in the areas of assessment, interventions, and consultation. The internship portfolio is a purposeful collection of student work that exemplifies the student's achievements in specific competency areas. The portfolio includes examples of student work over the course of their program of study. The portfolio also includes field supervisor internship evaluations of student competencies. Also included in the portfolio are work samples demonstrating the student's competencies in all of the areas included in the training program and internship, including evidence of knowledge and skills in all 11 NASP domains of school psychology practice. Many students also include evidence of participation in professional training workshops or other experiences from the internship. All portfolios must include the student's case study project summary.

Portfolio Development

The portfolio is usually completed in four phases as the student's program of study is completed. Phase I includes student self-analysis of competencies in all domains of school psychology practice. Phase I typically occurs during the last semester of course work when the student is completing Practicum 2. The 250 hour Practicum 2 includes activities designed to help students develop internship goals and objectives. Phase II includes student participation in the 1500 hour internship with ongoing supervision by a site supervisor. The internship supervisor provides feedback on student development of professional skills and can help with the selection of work samples representing the student's skills. The course which accompanies the internship (SPY 688) provides an opportunity for peer review of work samples of assessments and interventions; such reviews can lead to additional refinement of reports and work samples to be included in the portfolio.

The third phase of the portfolio typically occurs near the end of the internship. This phase begins with a student self-analysis of the activities and work completed during the internship. This is accompanied by the actual selection of specific work samples to include in the student's portfolio. In addition to the choice of work samples, at the end of the internship, the student will review and print all of the weekly time logs and supervisor ratings of performance. The intern's supervisor will complete fill in the summative evaluation area of the Excel file, documenting the intern's work over the course of internship. This evaluation is reviewed with the intern and the university supervisor and if there are any concerns about the intern's readiness for practice, they are discussed at the conclusion of the internship. Simultaneous with the final evaluation, the intern compiles other portfolio materials (described below).

The fourth and final phase of the portfolio includes both peer and faculty review of the student's portfolio. The peer review occurs at a special session of the internship class where all interns seeking to graduate present their portfolios and describe both their internship work experiences as well as their final case study projects. A copy of the summary report of the case study must be included in the portfolio. All elements of the portfolio need to be "sanitized" meaning that they need to be de-identified such that an outsider who looks at the portfolio would be unable to identify any of the students and schools included in the reports or

intervention protocols.

Components of the Portfolio

The final portfolio needs to include specific components that reflect the entirety of the student's training experiences. A summary of the required portfolio sections can be found in Table 10.1.

Table 10.1 Portfolio Components

Required Components

1. Identifying information (Form 10.1)
2. Curriculum vita
3. Letters of support (minimum of 2)
4. Work samples reflecting all 11 domains of school psychology practice (include Form 10 at the start of each section)
5. Summary of case study according to NCSP format
6. Praxis 2 summary score report
7. Professional development plan
8. Printed copy of practicum hours and verification form
9. Printed copy of internship hours and verification form
10. Printed copy of monthly and final internship evaluations
11. Other (optional)

Of the 11 portfolio components, 10 are mandatory and the 11th is an optional section in which the student can include other samples of program work and related experience (e.g., materials from conferences or presentations). Typically, students organize their portfolio materials in a 3-ring binder with tab dividers for each of the 10 sections. Students may want to include dividers for each of their work samples from each of the 11 NASP domains as well.

Section 1: Identifying information (Form 10.1). This first section is the completed version of Form 10.1. This form is found at the end of this chapter. The student completes, prints, and signs the form and includes it at the start of the portfolio. By signing this form, the student affirms that all the work in the portfolio is accurate and includes only work completed by the student.

Section 2: Curriculum vita. The next section is the curriculum vita (CV). The CV is a "resume" of the student's professional work prior to entering the program and up to the time the portfolio is submitted. A CV is required in the portfolio because it provides a way for the student to document prior experience and how the School Psychology program complements her professional career. A variety of CV formats can be used and students are encouraged to consult their advisors, supervisors, colleagues, and others for idea about how to organize the CV. At a minimum, the CV must include the following

1. Student's name
2. Current contact information
3. List of all degrees earned and the insinuation(s) attended

4. List of all honors and memberships in professional organizations
5. List of all prior work experiences since completion of high school
6. List of published works
7. List of current professional activities and interests

The CV is likely to be several pages long and some students may have very long CV's reflecting a variety of experiences in psychology and education.

Section 3: Letters of support. This section includes at least two letters of support attesting to the student's readiness for independent professional work. These are like letters of recommendation and should be written by individuals who know the student's professional expertise. Often, the letters are written by professors, supervisors, and colleagues who have worked closely with the student during the Program.

Section 4: Work samples reflecting all 11 domains of school psychology practice. This section is typically the longest in the portfolio. It includes work samples that document the student's proficiency in each of the 11 NASP domains of school psychology practice. Each part of this section should begin with a completed version of Form 10.2. This form includes space for the student to list and describe 3 work samples showing the student's proficiency in each of the 11 domains. Each student must submit a total of 33 work samples. A completed example of how to fill out Form 10.2 is found in Form 10.2a of this chapter. Following each completed page of Form 10.2, the student inserts the 3 actual work samples that show how the student is proficient in the domain. The work samples can be pulled from all phases of the student's experiences in the program, including course activities, practicum work, internship, and the case study. One activity such as the case study might be used to document proficiency in multiple domains. For example, the data for the case study can show proficiency in domain 1, Data-Based Decision Making and Accountability, as well as for domain 11, Information Technology by showing how the student can make accurate computerized graphs to display data.

Section 5: Summary of case study according to NCSP format. This section includes the actual case study as written according to the NCSP guidelines. Information on how to conduct, organize, and write up the case study is provided in the chapter 9 of this Handbook. The final case study, including all graphs or other data summaries, is included in this section of the portfolio.

Section 6: Praxis 2 summary score report. This section includes a copy of the student's score report for the Praxis 2 School Psychology Exam. Students are required to take the exam prior to degree completion. Students must earn a score of 660 on the exam in order to be eligible for the NCSP. To graduate from the Program, a student must earn a score of at least 500 on the exam.

Section 7: Professional development plan. This section provides the student with the opportunity to create and describe her plan for professional develop during the first 3 years of practice after graduation. The format for the plan is a narrative in which the student describes the specific practice areas in which professional development will be sought (e.g., supervision, CBM, FBA). In addition, the student describes the nature of development activities (e.g., conferences, independent reading, or University courses) and how progress toward improved practice will be evaluated (e.g., supervisor feedback, additional credentials).

Section 8: Printed copy of practicum hours and verification form. This section includes a printed version of the student's practicum hours completed and the verification forms documenting the hours. There will be printouts for all practicum sites.

Section 9: Printed copy of internship hours and verification form. Like section 7, this includes the printed version of the internship hours and verification forms. If the student completed internship at multiple sites, there will be printouts for each site.

Section 10: Printed copy of monthly and final internship evaluations. This section includes printed versions of the student's internship evaluation data file. The printout may require several pages to include all months as well as the final evaluation. Any accompanying evaluation materials that the supervisor provided, such as a separate letter, should be included here.

Section 11: Other (optional). The final portfolio section is optional. The student can include additional information about school psychology knowledge, skills and practice in this section. Examples of items that might be included in this section are journal articles that the student co-authored, handouts from presentations that the student made, or certificates of attendance at professional development activities.

Portfolio Evaluation

Student's portfolios are evaluated by the student's advisor and the internship coordinator according to the standards set by NASP. Form 10.3 is the scoring rubric used to evaluate the portfolios. Each item is worth up to 3 points and students earn scores between 0 and 3 on each item. A student must earn at least XXX points out of the XXX possible in order to pass the portfolio and complete the degree. If a student disagrees with the ratings assigned on the portfolio evaluation, the appeals process found in the final chapter of this Handbook will be used to review the evaluation.



Form 10.1 Portfolio Identifying Information

Student Name: _____

Year and semester admitted to Program: _____

Advisor: _____

Practicum 1 site(s): _____

Supervisor(s): _____

Practicum 2 site(s): _____

Supervisor(s): _____

Internship site(s): _____

Supervisor(s): _____

Case Study Title: _____

Praxis II Score: _____ Date taken: _____

Planned graduation date: _____

This portfolio is submitted in partial fulfillment of the requirements for the degree Master of Science in Educational Psychology with Concentration in School Psychology. I affirm that all materials contained herein are accurate and represent my own work.

Student signature

Date

University of Southern Maine
School Psychology Program

Form 10.2: Work Sample Description for NASP Domains

Student Name: _____

Directions: Make 11 copies of this form and complete one for each of the 11 NASP domains of training and practice. For each domain collect 3 samples of your work that document your mastery of the knowledge and skills for that domain. In the table below write the Domain number and name at the top. Write the name of each sample in the boxes and then describe how the sample documents your proficiency for the domain.

DOMAIN:	
Sample 1	Item: _____ Description of how this sample reflects your proficiency in this domain:
Sample 2	Item: _____ Description of how this sample reflects your proficiency in this domain:
Sample 3	Item: _____ Description of how this sample reflects your proficiency in this domain:

University of Southern Maine
School Psychology Program

Form 10.2a: Example of Completed Form

Student Name: Rachel Brown-Chidsey

Directions: Make 11 copies of this form and complete one for each of the 11 NASP domains of training and practice. For each domain collect 3 samples of your work that document your mastery of the knowledge and skills for that domain. In the table below write the Domain number and name at the top. Write the name of each sample in the boxes and then describe how the sample documents your proficiency for the domain. Include the completed Forms with the actual samples in your portfolio.

DOMAIN:	1: Data-based decision making and accountability
Sample 1	<p>Item: <u>Summary of DIBELS data collected during practicum 1</u></p> <p>Description of how this sample reflects your proficiency in this domain:</p> <p>This sample reflects my proficiency in domain 1 (data-based decision-making and accountability) by showing my skills in using the DIBELS system to collect, organize, and analyze student reading data. I helped to collect DIBELS data at an elementary school and then I worked with the school psychologist to organize and analyze the data. The scores indicated that of the 68 first graders we screened, 21 were at risk for reading problems. We conferred with these students' classroom teachers to validate the scores. Of these students, 20 were confirmed to be at risk for reading problems. We worked with the literacy coach to have the students participate in daily tier 2 reading interventions.</p>
Sample 2	<p>Item: <u>Results and interpretation section of comprehensive evaluation</u></p> <p>Description of how this sample reflects your proficiency in this domain:</p> <p>This sample reflects my proficiency in domain 1 by showing how I integrated data from three tiers of assessment of the student. I gathered the student's tier 1 universal screening scores, the tier 2 progress monitoring scores, and tier 3 survey level assessment scores and displayed them in table form in the report. These scores were shown alongside the national benchmark scores for students in the same grade. The tier 1 and tier 2 data indicated that the student was significantly below grade level expectations in reading. Based on the student's very low scores in phoneme segmentation fluency and nonsense word fluency, I administered the Comprehensive Test of Phonological Processing (CTOPP) and the Test of Word Reading Efficiency (TOWRE). These results indicated that the student demonstrated significant weaknesses in rapid automatic naming (RAN) and word reading fluency. These results were consistent with the prior data and indicate that I was accurate in selecting comprehensive assessments to validate the student's reading difficulties.</p>
Sample 3	<p>Item: <u>Data graph from case study project</u></p> <p>Description of how this sample reflects your proficiency in this domain:</p> <p>This sample reflects my proficiency in domain 1 by showing the data I collected at part of my case study project. The attached graph shows that the student obtained scores well below the benchmark during 3 weeks of baseline data collection. In the next section of the graph there are 6 data points showing the student's performance over 6 weeks of math intervention. These data points are all above the baseline data and document there were zero non-overlapping data points (NODP). NODP is one method for documenting the effect of an intervention. The data indicated that the intervention was very effective for this student. The last section of the graph shows the student's spring benchmark assessment score. The student scored above the spring grade-level goal, confirming the success of the intervention.</p>

University of Southern Maine
School Psychology Program

Form 10.3: Portfolio Evaluation Rubric

Student Name: _____

Reviewer Name: _____ Date: _____

Rate the portfolio according to the following scale:

0	1	2	3
Item absent	Item included, but incomplete	Item included but not accurate	Item meets or exceeds expectations
Section			Score
1. Identifying information (Form 10.1)			
			0 1 2 3
Name			0 1 2 3
Year/semester admitted			0 1 2 3
Advisor			0 1 2 3
Practicum 1 site/supervisor			0 1 2 3
Practicum 2 site/supervisor			0 1 2 3
Internship site/supervisor			0 1 2 3
Case study title			0 1 2 3
Praxis score			0 1 2 3
Curriculum vita			0 1 2 3
Graduation date			0 1 2 3
Signature			0 1 2 3
2. Curriculum Vita			
Student's name			0 1 2 3
Current contact information			0 1 2 3
List of all degrees earned and the institution(s) attended			0 1 2 3
List of all honors and memberships in professional organizations			0 1 2 3
List of all prior work experiences since completion of high school			0 1 2 3
List of published works			0 1 2 3
List of current professional activities and interests			0 1 2 3
3. Letters of support (minimum of 2)			
Letter 1 documents students strengths and weaknesses in school psychology practice			0 1 2 3
Letter 2 documents students strengths and weaknesses in school psychology practice			0 1 2 3

Rate the portfolio according to the following scale:

0	1	2	3
Item absent	Item included, but incomplete	Item included but not accurate	Item meets or exceeds expectations

Section	Score			
4. Work samples reflecting all 11 domains of school psychology practice (include Form 10.2 at the start of each section)				
1. Data-Based Decision-Making and Accountability				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
2. Consultation and Collaboration				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
3. Effective Instruction and Development of Cognitive/ Academic Skills				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
4. Socialization and Development of Life Skills				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
5. Student Diversity in Development and Learning				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
6. School and Systems Organization, Policy Development, and Climate				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
7. Prevention, Crisis Intervention, and Mental Health				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
8. Home/School/Community Collaboration				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
9. Research and Program Evaluation				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
10. School Psychology Practice and Development				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3
11. Information Technology				
Sample 1:	0	1	2	3
Sample 2:	0	1	2	3
Sample 3:	0	1	2	3

Rate the portfolio according to the following scale:

0 Item absent	1 Item included, but incomplete	2 Item included but not accurate	3 Item meets or exceeds expectations
Section			Score
5. Summary of case study according to NCSP format			0 1 2 3
6. Praxis 2 summary score report			0 1 2 3
7. Professional development plan			
Plan includes at least 3 specific areas for professional development			0 1 2 3
Plan describes specific activities for each area			0 1 2 3
Please includes progress measure to indicate professional growth			0 1 2 3
8. Printed copy of practicum hours and verification form			
Printed hours for all practicum sites are included			0 1 2 3
Signed verification form is included			0 1 2 3
9. Printed copy of internship hours and verification form			
Printed hours for all practicum sites are included			0 1 2 3
Signed verification form is included			0 1 2 3
10. Printed copy of monthly and final internship evaluations			
Printed evaluation for all months of internship are included			0 1 2 3
Printed final evaluation is included			0 1 2 3
11. Other (optional-list items below)			
_____			0 1 2 3
_____			0 1 2 3
_____			0 1 2 3
_____			0 1 2 3
_____			0 1 2 3

TOTAL POINTS: _____

Note: Student must earn at least 63 points to pass the portfolio requirement.

XI. Dispute Resolution

(excerpted from the USM Graduate Catalog)

Non-Academic Complaints

To provide graduate students with assistance in resolving disagreements or complaints of a non-academic nature, the University has designated the Office of the Dean of Student Life (ODSL) to respond to student inquiries. The mission of ODSL is to provide impartial guidance to students in identifying the nature of their disagreement or complaint. ODSL staff will guide students to the appropriate University policy or procedure to utilize in seeking resolution. The academic policies described below are not applicable to student complaints about unlawful discrimination or sexual harassment; however, an ODSL representative can advise the student about the University policies and procedures to follow when student complaints of this nature arise.

Academic Grades and Appeal Policy

Students in the M.S. program are expected to earn grades of “B” or better in most classes. M.S. students may have one class in the program of study with a grade of “C”, however, they must have at least a 3.0 grad point average (GPA) in the program of study in order to graduate. The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

1. The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than 30 days after a final grade is posted to the student's record. The instructor must respond within 14 days of receiving the appeal.
2. If the student remains aggrieved by the decision of the instructor under step (1), he or she may, within 14 days after formal receipt of the instructor's final decision, appeal, in writing, to the chairperson of the department or program director of the college in which the course or

other exercise or activity is offered. The chairperson/program director must respond within 14 days of receiving the appeal.

3. If the student remains aggrieved by the decision of the chairperson or program director of the department under step (2), he or she may, within 14 days after formal receipt of the chairperson's or program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.
4. The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within 21 days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed or (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise or (c) that another appropriate remedy be administered.
5. The student or the instructor may, within 14 days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within 10 days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within 28 days of receipt of the appeal and after reviewing the matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal

All appeals of dismissal or withdrawal must follow the appeals process defined by the program's school or college. The dean of the school or college must be included in this process. Within 14 days following the student's receipt, in writing, of the decision by the department/dean, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after

the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

APPENDIX:

Permission Forms for Child Participation in Training Activities:

1. Parent Permission Form
2. Practicum/Internship Parent Permission Form
3. Student Assent Form: Children Ages 2-7
4. Student Assent Form: Children Ages 6-14
5. Student Assent Permission Form for Ages 14-17
6. Adult Student Permission Form



Informed Consent for Participation as a Subject in Training Activity Parent Permission Form

Introduction:

- You are being asked to allow your child to be in a training activity for a graduate level program in school psychology.
- Your child was selected as a possible participant because you are a family member or friend of a student enrolled in the school psychology program.
- We ask that you read this form and ask any questions that you may have before agreeing to allow your child to participate in the training activity.

Purpose of Activity:

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children from around Maine.

Description of Procedures:

If you agree to allow your child to be in this study, we would ask you to do the following things:

- Arrange a time when your child can meet with the graduate student for the testing session(s); the testing activities will take _____ (enter time estimate here).
- If needed, bring your child to the testing session(s) and/or allow the testing session(s) to occur in your home.

Risks of Participation:

- The study has the following risks. First, the process of testing may result in the graduate student observing that your child may have otherwise unknown or undiagnosed learning or behavior difficulties. Second, your child may experience questions or concerns about his or her performance on the practice tests.
- Due to the training nature of the testing activity(ies) none of the results of the testing will be shared with you or your child. They cannot be considered accurate because the graduate student is still learning how to conduct the test(s).

Benefits of Participation:

- The benefits of participation include providing a graduate student in school psychology the chance to learn how to administer important cognitive and/or psycho-educational tests and offering your child the chance to interact with a graduate student with training in child development and learning.

Confidentiality:

- The records of this training activity will be kept private. In any sort of report the graduate student may submit to the course instructor, s/he will not include any information that will make it possible to identify a participant. Training records will be kept in a safe and secure location at all times. Access to the records will be limited to the graduate student and the course instructor. The training records will be destroyed at the end of the semester when the practice testing occurred.

Voluntary Participation/Withdrawal:

- Your child's participation is voluntary. If you or your child choose not to participate, it will not affect your current or future relations with the University.
- You and/or your child are free to withdraw at any time, for whatever reason.

- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you or your child decide that you want to stop participating. For example, if the graduate student feels that a learning or behavior problem may be present, s/he will discontinue testing and arrange to have the course instructor meet with you and your child to discuss an appropriate course of action.

Contacts and Questions:

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or rbrown@usm.maine.edu.
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or usmorc@usm.maine.edu or TTY (207)780-5646.

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Permission:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent for my child to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates:

Activity Participant: _____
(Print Name)

Parent/Guardian: _____
(Print Name)

Parent/Guardian: _____ (Date)
(Signature)

Graduate Student: _____
(Print Name)

Graduate Student: _____ (Date)
(Signature)

University Supervisor: _____
(Print Name)

University Supervisor: _____ (Date)
(Signature)



Informed Consent for Participation as a Subject in Training Activity Practicum/Internship Parent Permission Form

Introduction:

- You are being asked to allow your child to be in a training activity for a graduate level program in school psychology.
- Your child was selected as a possible participant because your child is undergoing evaluation at his or her school.
- We ask that you read this form and ask any questions that you may have before agreeing to allow your child to participate in the training activity.

Purpose of Activity:

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children from around Maine.

Description of Procedures:

If you agree to allow your child to participate, we would ask you to do the following things:

- Agree to allow the graduate student to administer the tests to be used as part of the school's evaluation procedures; the testing activities will take _____ (enter time estimate here).
- The testing will be conducted by the graduate student under the supervision and support of both a school-based school psychology practitioner and a university school psychology professor.
- The school-based school psychology practitioner who will take full responsibility for all testing procedures and activities. The supervisor will review and approve all testing plans, activities, and the final evaluation report written about your child.
- This permission form is separate from the one required by the school district.

Risks of Participation:

- The activity has the following risks. First, the process of testing may result in the graduate student observing that your child may have otherwise unknown or undiagnosed learning or behavior difficulties.
- Second, your child may experience questions or concerns about his or her performance on the practice tests.

Benefits of Participation:

- The benefits of participation include providing a graduate student in school psychology the chance to obtain additional practice and supervision in the administration, scoring, and interpretation of cognitive, psycho-educational and/or behavioral assessments.
- Second, you are offering your child the chance to interact with a graduate student with training in child development and learning.
- Third, your child's assessment will be carried out and reviewed by the graduate student and two experienced school psychology professionals.

Confidentiality:

- The records of this training activity will be kept private. In the report the graduate student will submit to the university professor, s/he will not include any information that will make it possible to identify your child. Testing records will be kept in a safe and secure location at all times. Access to the

records will be limited to the graduate student, appropriate school personnel, and the university professor.

Voluntary Participation/Withdrawal:

- Your child's participation is voluntary. If you or your child chooses not to participate, it will not affect your current or future relations with your child's school or the University.
- You and/or your child are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you or your child decide that you want to stop participating.

Contacts and Questions:

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or rbrown@usm.maine.edu.
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or usmorc@usm.maine.edu or TTY (207)780-5646.

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Permission:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent for my child to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates:

Activity Participant: _____
(Print Name)

Parent/Guardian: _____
(Print Name)

Parent/Guardian: _____ (Date)
(Signature)

Graduate Student: _____
(Print Name)

Graduate Student: _____ (Date)
(Signature)

University Supervisor: _____
(Print Name)

University Supervisor: _____ (Date)
(Signature)



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**Informed Consent for Participation as a Subject in Training Activity
Student Assent Form: Children Ages 2-7**

Child's Name: _____ Date: _____ Time: _____

Statement read to child:

"I am a student at USM and I would like to work with you on some fun activities. Will you work with me?"

Child's response: (circle) Yes No

In my judgment the child agrees to participate.

Witness name: _____
Witness signature: _____ Date: _____

Graduate student name: _____
Graduate student signature: _____ Date: _____

Attach this form to parent permission form.



Informed Consent for Participation as a Subject in Training Activity Student Assent Form: Children Ages 6-14

Introduction:

- You are being asked to do some activities to help me learn.
- You were selected to do this because you are a family member or friend.
- Please read (or have read to you) this form and ask any questions you have before you agree to help and participate in the activities.

Purpose of Activity:

- The purpose of this training activity is to provide practice in testing for college students who are training to work in schools.
- Participants in this activity are school-age children from around Maine.

Description of Procedures:

If you agree to help, you will do following:

- Meet with me and participate in the activities; the activities will take about _____ (enter time).

Risks of Participation:

- During the activities, I may feel that they are too hard for you and decide to end the activity. If this happens, I will meet with your parents and talk about why the activities were ended.
- You may have questions about the activities which I cannot answer right away. I will answer all your questions at the end of the activities.

Benefits of Participation:

- You will get to work with me doing a number of different activities that are like what you do in school. Many of these are fun activities, like puzzles.

Confidentiality:

- Everything I write down about you will be kept private and locked up. I will not use your name or any other information about you that could tell people who you are.

Voluntary Participation/Withdrawal:

- You can decide you want to work with me or not, but you do not have to do this. If you do not want to do this, it will not change how you are treated at school.
- You may stop working with me at anytime you want to.
- Nothing different will happen to you if you do not work with me.

Contacts and Questions:

- If you have any questions about this study, you can talk to the coordinator of the program I am in: Rachel Brown-Chidsey. You can call her at 228-8322.
- If you have other questions that the researchers cannot answer you can call the Office of Research Compliance at the University of Southern Maine at 780-4517.

Statement of Assent:

I have read (or had read to me) this form. I understand what this form says and I have asked questions if I wanted to. The researchers answered the questions I had.

Student (Print Name): _____

Student Signature: _____ Date: _____

Witness: In my judgment, the student understands the information in this consent form and agrees to be in the study.

Witness Signature: _____ Date: _____

Signatures/Dates:

Graduate Student: _____
(Print Name)

Graduate Student: _____ Date: _____
(Signature)

Course instructor: _____
(Print Name)

Course instructor: _____ Date: _____
(Signature)



Informed Consent for Participation as a Subject in Training Activity Student Assent Permission Form for Ages 14-17

Introduction:

- You are being asked to be in a training activity for a graduate level program in school psychology.
- You were selected as a possible participant because you are a family member or friend.
- Please read (or have read to you) this form and ask any questions that you may have before agreeing to participate in the training activity.

Purpose of Activity:

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children and adults from around Maine, including high school and college students who are 18 or older.

Description of Procedures:

If you agree to be in this study, I will ask you to do the following things:

- Arrange a time when you can meet with me for the testing session(s),
- Attend the testing session(s).
- The testing activities will take _____(insert time).

Risks of Participation:

- The study has the following risks. First, as a part of the testing, I may suspect that you have otherwise unknown or undiagnosed learning or behavior difficulties. If this happens, I will end the testing and arrange a meeting with you, your parents, and my University instructor to go over my concerns and arrange for appropriate follow-up activities.
- Second, you may experience questions or concerns about your performance on the practice tests. I will answer these for you at the end of the testing.
- Due to the training nature of the testing activity(ies) none of the results of the testing will be shared with you. They cannot be considered accurate because I am still learning how to conduct the test(s).

Benefits of Participation:

- The benefits of participation include providing me with the chance to learn how to administer important cognitive and/or psycho-educational tests and offering you chance to interact with a graduate student with training in human development and learning.

Confidentiality:

- The records of this training activity will be kept private. In any sort of report I submit to the course instructor, I will not include any information that will make it possible to identify you. Training records will be kept in a safe and secure location at all times. Access to the records will be limited to me and the course instructor. The training records will be destroyed at the end of the semester when the practice testing occurred.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University or your school.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.

- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you decide that you want to stop participating. For example, if I feel that a learning or behavior problem may be present, I will discontinue testing and arrange to have the course instructor meet with you and your parents to discuss an appropriate course of action.

Contacts and Questions:

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or rbrown@usm.maine.edu.
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.
- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or usmorc@usm.maine.edu or TTY (207)780-5646.

Copy of Consent Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Consent:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates:

Study Participant: _____
(Print Name)

Participant Signature: _____ Date: _____

Witness:

In my judgment, the student understands the information in this assent form and agrees to participate in the training activity.

Witness signature: _____ Date: _____

Graduate Student: _____
(Print Name)

Graduate Student: _____ Date: _____
(Signature)

Course instructor: _____
(Print Name)

Course instructor: _____ Date: _____
(Signature)



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**Informed Consent for Participation as a Subject in Training Activity
Adult Student Permission Form**

Introduction:

- You are being asked to be in a training activity for a graduate level program in school psychology.
- You were selected as a possible participant because you are a family member or friend.
- Please read (or have read to you) this form and ask any questions that you may have before agreeing to participate in the training activity.

Purpose of Activity:

- The purpose of this training activity is to provide practice opportunities for graduate level students who are training to become school psychological service providers.
- Participants in this study are preschool and school-age children and adults from around Maine, including high school and college students who are 18 or older.

Description of Procedures:

If you agree to be in this study, I will ask you to do the following things:

- Arrange a time when you can meet with me for the testing session(s)
- Attend the testing session(s) and/or allow the testing session(s) to occur in your home.
- The testing activities will take about _____ hours/minutes.

Risks of Participation:

- The study has the following risks. First, as a part of the testing, I may suspect that you have otherwise unknown or undiagnosed learning or behavior difficulties. If this happens, I will end the testing and arrange a meeting with you, your parents, and my University professor to go over my concerns and arrange for appropriate follow-up activities.
- Second, you may experience questions or concerns about his or her performance on the practice tests.
- Due to the training nature of the testing activity(ies) none of the results of the testing will be shared with you. They cannot be considered accurate because I am still learning how to conduct the test(s).

Benefits of Participation:

- The benefits of participation include providing me with the chance to learn how to administer important cognitive and/or psycho-educational tests and offering you chance to interact with a graduate student with training in human development and learning.

Confidentiality:

- The records of this training activity will be kept private. In any sort of report I submit to my professor, I will not include any information that will make it possible to identify you. Training records will be kept in a safe and secure location at all times. Access to the records will be limited to me and the course instructor. The training records will be destroyed at the end of the semester when the practice testing occurred.

Voluntary Participation/Withdrawal:

- Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University or your school.
- You are free to withdraw at any time, for whatever reason.
- There is no penalty or loss of benefits for not participating or for discontinuing your participation.
- You will be provided with any significant new findings that develop during the course of the testing session(s) that may make you decide that you want to stop participating. For example, if I feel that a learning or behavior problem may be present, I will discontinue testing and arrange to have the course instructor meet with you and your parents to discuss an appropriate course of action.

Contacts and Questions:

- The school psychology program coordinator is Rachel Brown-Chidsey, Ph.D. Rachel can be contacted at 207-228-8322 or rbrown@usm.maine.edu.
- If you believe you may have suffered a research related injury, contact Rachel and she will help to address your concerns.

- If you have any questions about your rights as a training activity subject, you may contact: Office of Research Compliance at USM. This office can be reached at (207)780-4517 or usmorc@usm.maine.edu or TTY (207)780-5646.

Copy of Permission Form:

- You will be given a copy of this form to keep for your records and future reference.

Statement of Permission:

- I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions. I give my consent to participate in this study. I have received (or will receive) a copy of this form.

Signatures/Dates:

Activity Participant: _____
(Print Name)

Parent/Guardian: _____
(Print Name)

Parent/Guardian: _____ (Date)
(Signature)

Graduate Student: _____
(Print Name)

Graduate Student: _____ (Date)
(Signature)

University Supervisor: _____
(Print Name)

University Supervisor: _____ (Date)
(Signature)

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