

**GEORGE MASON UNIVERSITY**  
**School Psychology Internship**  
**PSYC 790**  
**Fall Semester 2006**

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Office Hours – Monday 4 to 5

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Time: 5:00 -7:00 PM  
Monday (twice monthly)

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GMU Psychological Clinic

**Course Objectives:**

The 1200-hour School Psychology Internship provides students with an intensive, supervised training experience that allows the knowledge and skills gained during the coursework of the previous two years to be put into practice in the school setting. At the conclusion of the internship the intern will demonstrate:

- Knowledge of public school organization and operation
- Familiarization with the role and function of the school psychologist
- Diagnostic skills in the assessment of children and adolescents suspected of having a disability
- Direct and indirect intervention skills
- Knowledge of ethical and legal considerations in the professional practice of school psychology
- Research design and implementation
- Counseling skills with individuals and in group settings
- Communication skills in in-service and research presentations, as well as with parents, teachers and administration.

**Text:**

Thomas, A. & Grimes, J. (2002). Best practices in school psychology IV. Kent, OH: NASP

**Additional References:**

Fletcher, J.M., Francis, D.J., Morris, R.D., & Lyon, G.R. (2005). Evidence-based assessment of learning disabilities in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 34 (3), 506-522

Gresham, F. M (2005). Response to intervention: An alternative means of identifying students as emotionally disturbed. *Education and Treatment of Children*, 28 (4), 328-344.

Gresham, F.M. (2004). Current status and future directions of school-based behavioral interventions. *School Psychology Review*, 33 (3), 326-343.

Kovaleski, J. F. & Glew, M. C. (2006). Bringing instructional support teams to scale: Implications of the Pennsylvania experience. *Remedial and Special Education*, 27(1), 16-25.

Kratochwill, T.R. & Shernoff, E.S. (2004). Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Review*, 33(1), 34-48.

Poland, S. (2005, August). *Managing emotionality and crisis planning in the schools*. Presented to Loudoun County Public Schools, Leesburg, VA.

Walker, H.M (2004). Commentary: Use of evidence-based interventions in schools: Where we've been, where we are, and where we need to go. *School Psychology Review*, 33 (3), 398-407.

## TOPICS

Each session there will be assigned readings from journal articles, handouts, and suggested readings from Best practices in school psychology IV.

Interns are expected to attend the twice monthly meetings held at the GMU Psychological Clinic and be prepared to discuss assigned readings and case reviews. Each student will be assigned a week to discuss a specific case, however any difficult cases will be discussed as needed. There will also be time available to discuss any questions and/or concerns that may arise during the course of the semester

Date	Topic	Readings
8/28	Orientation and Overview of Course	Syllabus
9/11	Brief presentation of research proposal Pre-Referral Intervention Teams	BPIV Ch. 42 Kovaleski article
9/25	Identifying Exceptionalities	Fletcher et. al and Gresham (2005) articles
10/16	Crisis Counseling and Suicide Prevention	BPIV Ch. 67 & 72 Poland Handouts District Policies

10/30	Linking Assessment to Intervention EBI/Project RIDE	BPIV Ch. 85 Kratochwill and Walker articles
11/13	FBA/ Manifest Determination Hearings	BPIV Ch. 64 Gresham (2004) article District FBA/BIP forms
11/27	Ethics and Credentialing Standards	BPIV Appendix

### **Logs**

Each intern is required to maintain a written record of the amount of time they spend each week in the following broad categories: Assessment, Intervention, Consultation, Research, Program Evaluation, In-service, and Supervision. The intern will complete the logs provided which break each broad category down into more specific activities. The intern is also required to document the type of exceptionality served as well as the age range, SES, and ethnic background of the students with whom you worked. Logs are to be signed by both the intern and the field supervisor. A copy of the log will be collected every nine weeks. Maintain the original for your records.

### **Portfolio**

Each student is required to arrange a portfolio of their work over the semester. The portfolio must contain:

1. *Psychological Evaluation Reports (2)*  
The psychological evaluation reports are derived from assessments conducted by the intern during the fall 2006 semester. The assessments should reflect two different referral concerns (e.g. MR and LD). The reports must contain all relevant information including: referral concerns/background information, behavioral observations, classroom observations, assessment methods and results, summary, and recommendations that thoroughly address the referral concerns.
2. *Intervention Plan and outcome report (1)*  
The intern is required to develop, implement, monitor, and evaluate at least one academic or behavioral intervention. Observations to determine baseline data must be conducted prior to initiating the intervention. Graphs and/or charts must be included as part of the intervention plan. You may use your school district's BIP forms if you wish.
3. *Group or Individual Counseling Treatment Plan (1)*  
The intern is required to conduct individual or group counseling sessions based on a counseling treatment plan during internship. Parental permission should be obtained prior to initiating counseling (check with your county for specifics). The

treatment plan should be written prior to the end of the first semester; however, counseling may continue into the spring semester.

4. *Consultation summary report (1)*

The intern is required to provide a summary of a consultative relationship with a teacher. The consultation should be done on an individual basis, not through Child Study or Student Assistive Teams. The summary must describe the steps of the consultative relationship (problem identification, etc) and the type of consultation used (instructional/behavioral/etc.) The consultation relationship should begin during the fall semester but may carry over into the spring.

5. *Inservice handouts/powerpoint notes (recommended)*

### **Supervisor Site Visit**

Towards the end of the fall semester I will come visit your school site. This is your time to show me where you are working. Please also arrange a time for me to have a private meeting with your field supervisor (15-30 minutes). If two or more of you are on internship in the same location I would prefer to visit you all on the same day. Please make sure I have good directions to your site!

### **Course Grades:**

Field Supervisor(s) evaluation of the intern's site performance	30%
Internship log	20%
Class participation	20%
Portfolio	30%