Policies and Procedures

School Psychology Program

WESTERN ILLINOIS

2010-2011

Revised: August 2010

Introduction to WIU's School Psychology Program

Welcome to the School Psychology Program at Western Illinois University! The Program has been in existence since 1968 and has graduated approximately 290 students. Most program graduates have taken first jobs as school psychologists in Illinois, and continue to work as school psychologists in Illinois and other states. Although many of our graduates work in urban and suburban school districts, the Program has fulfilled a particularly important mission of training school psychologists to work in rural areas of Illinois and Iowa. Every graduate wishing to be employed as a school psychologist has found such employment.

The Program prepares students for entry-level school psychology positions in a wide variety of school districts, special education cooperatives, and area education associations. In addition to training many fine school psychology practitioners, the Program boasts of graduates who have become leaders in the field of school psychology. Approximately 5-10% of graduates have received doctorates in school psychology and related fields. These individuals typically have taken jobs as university faculty members or as school administrators following receipt of their doctoral degrees.

Currently, Drs. Ruth Kelly, Tracy Cruise, Julie Herbstrith and Jeff Laurent are the faculty with primary responsibility for the Program. Classes are taught by many other faculty members within the Psychology Department as well as in departments within the College of Education and Human Services. Ten first year students, 7 second year students, and 7 interns are enrolled in 2010-2011. We typically receive more than 100 program inquiries and 40 applications annually.

We believe that we have a strong and dynamic school psychology training program. Our students receive a solid foundation in the knowledge and skills that have always been needed and likely will always be needed by school psychologists in all settings. These skills correspond directly to the 11 domains set forth by the National Association of School Psychologists (NASP). Program faculty have a strong commitment to diversity as well. Students also are exposed to exciting new facets of the profession through faculty members who are professionally involved; through intern and alumni return visits to campus; and through students' own participation in professional development activities such as conferences, workshops, and conventions.

The primary purpose of the Program is to train students who will meet state and national requirements for certification and who will serve as school psychologists. In addition to the traditional diagnostic, intervention, and consultation roles of the school psychologist, the Program stresses alternative roles and functions aimed at improving the overall educational setting. Such an emphasis is in keeping with recent changes in special education laws that move away from a more traditional model towards an emerging problem-solving model of curriculum-based measurement and empirically-supported interventions.

The following pages outline our conceptual framework, our policies and procedures, and include the standards set forth by the National Association of School Psychologists and adopted by the Illinois State Board of Education. We have tried to pull all of the information you need into one easy to use handbook. We hope the information is useful in this format. We welcome your questions, comments, and suggestions at all times.

Table of Contents

Table of Appendices

Conceptual Framework

Good training programs are based on an overall philosophy as well as certain basic principles. The Western Illinois University School Psychology Program follows what Fagan and Wise (2007) call the pragmatic model of training. This model has elements of the scientist-practitioner model and the professional model, but emphasizes the importance for students to meet national and state credentialing requirements. In order to meet these requirements, students in the Program require a strong knowledge base in psychology and in education. Equally important, however, school psychologists must operate legally and ethically within the settings in which they work. They must also have effective communication, collaboration, and consultation skills in order to share effectively the knowledge they have with consumers of their services. In addition, they need an understanding and appreciation of diverse populations. Each of these pieces of professional preparation is a critical component of overall professional development.

In the spirit of the pragmatic model of training, the Program has adopted the 11 domains of school psychology training and practice articulated by the National Association of School Psychologists (NASP). Students must meet all knowledge and performance indicators under each of the 11 content-area standards for school psychology as established by the Illinois State Board of Education (ISBE); ISBE adopted their standards based on the NASP domains. These standards/domains represent the core of our program. Pages 16-23 of this manual provide the domains and the courses that relate most directly to each of the domains. You will notice that several courses are listed for each domain indicating that each of the listed courses plays a part in providing knowledge and skills in that domain.

It is also important within a pragmatic model of training for the Program to assess students in a variety of ways. These assessments enable the faculty to examine the progress of individual students in the Program as well as to examine the quality of training provided. Pages 29-31 of this manual demonstrate the ways in which students are assessed throughout the Program.
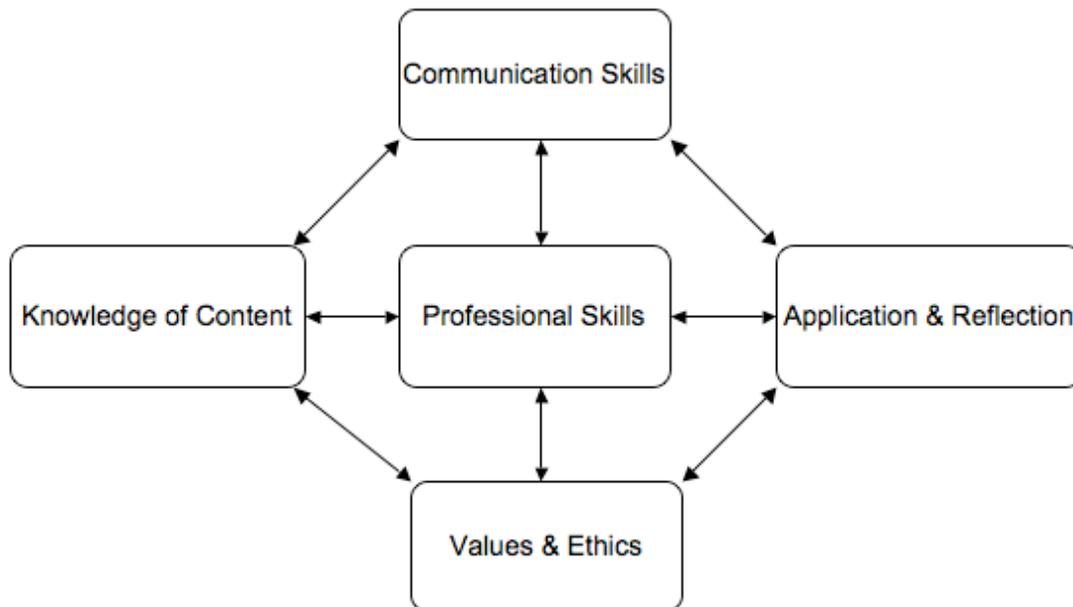
Knowledge of Content. School psychology students acquire knowledge from their psychology, education, and school psychology coursework. This knowledge provides the basis for the development of professional skills. For example, students complete coursework in developmental psychology, cognitive processes, personality, exceptional children, research and statistics, educational leadership, and so forth. Specific course requirements are listed on pages 12-13. Knowledge of content areas is assessed directly through class assignments and exams and through reflective statements that support knowledge indicators in the second year portfolio. Knowledge of content areas also is assessed indirectly through faculty and supervisor observations of student performance in class, practica, internship, and research project and/or thesis completion. More formally, students must demonstrate their knowledge of content by passing the Illinois State Certification Examination in school psychology.

Communication Skills. In their coursework, practica experiences, and internships, students develop and enhance their communication skills. The importance of communication skills is discussed in the practicum sequence, the behavioral consultation seminar, the introduction to school psychology course, individual and group psychotherapy classes, and in the assessment sequence. Extensive use of direct observations, audiotaping, and videotaping provides opportunities for frequent feedback on communication skills. Field supervisors are asked to evaluate practicum students' and interns' skills (Appendix D and the *Internship Manual*, respectively). Program faculty members also evaluate the professional work characteristics of each student all four semesters that students are on campus (Appendix E). Results from these evaluations are shared with students during the semi-annual individual conferences. Written communication skills also are an important part of student performance in coursework as well as in the second year portfolio submission and comprehensive case studies completed while on internship.

Professional Skills. Professional skills include everything from observing school protocol to punctuality and from accepting constructive feedback to filling out paperwork on the job. Professional skills are emphasized in coursework, practica, and throughout the internship experience. As with communication skills, professional skills are evaluated by faculty, practicum supervisors, and intern supervisors. They are also an important part of the professional work characteristic evaluations (Appendix E) completed by program faculty each semester and discussed during the individual conferences held during every final examination week. Documentation of professional skills is critical in meeting the comprehensive case studies and internship requirements.

Values and Ethics. Extensive discussions of ethical issues, legal issues, and values are ongoing in the introduction to school psychology class, in the practica, and in the internship. Specific, topical discussions of relevant issues also occur in the assessment sequence, the interventions seminar, and other courses. In addition, values and ethics are an important component of the semi-annual professional work characteristics evaluations (Appendix E) completed by faculty, and shared with students. A vital part of values and ethics is the issue of diversity and dealing with differences. Students in the Program are required to complete at least one graduate course on the topic of diversity. We recognize, however, that one course cannot cover all aspects of diversity. Therefore, throughout the Program, in all courses and practica, we

include conversations about various facets of diversity – age, race, culture, family structure, education, socioeconomic status, gender, sexual orientation, and abilities and disabilities.

Application and Reflection. In a small graduate program in which students are enrolled full-time for three years, there are many opportunities for application and reflection. The four-semester practicum sequence gives students the opportunity to apply the skills they are learning and to observe the concepts they are acquiring in applied and supervised settings. Weekly practicum meetings are held each semester with at least one faculty member in attendance. Such meetings allow students time to reflect on their experiences and to give and receive feedback from faculty and peers. During the internship, supervisors are required to schedule at least two hours per week of supervision time with each intern. Faculty meet with individual students near the end of each semester on campus for conferences in which students are encouraged to reflect back over the semester, identify how the semester has met, not met, or exceeded their expectations, suggest ideas for program improvement, and discuss plans for the future (e.g., research projects, internship sites). The second year portfolio and comprehensive case studies during the internship are more formal ways for students to reflect on knowledge and skill acquisition and for faculty to document students' professional growth. Individual meetings with interns to discuss progress on their internship plans and their research projects or theses, and to provide an opportunity for reflections on the adequacy of their training take place on campus and at internship sites during the fall and spring semesters.

Commitment to Diversity

The School Psychology Program at Western Illinois University has a strong commitment to diversity. Program faculty understand that it is critical for school psychologists to be prepared to work with children, youth, and families from a wide variety of racial, ethnic and cultural backgrounds, socioeconomic circumstances, and diverse family configurations, and with a wide range of abilities and disabilities.

The Program demonstrates its commitment to diversity through its efforts to recruit and retain students and faculty representing diverse backgrounds and viewpoints. To accomplish this goal, we advertise the Program and any faculty positions broadly; publicize the Program through face-to-face contacts with prospective students; work to improve the Program's website, as well as continuing to use the more traditional print medium of letters and brochures; and post information about minority scholarships on the Program's bulletin board. The Psychology Department follows the University's Affirmative Action policies in that we are committed to providing equal opportunity and an educational and work environment for our students, faculty, and staff that is free from discrimination based on race, color, religion, sex, national origin, sexual orientation, ethnicity, age, marital status, disability, or veteran status. The Psychology Department has been fortunate to recently hire faculty members who add racial and cultural diversity to the faculty. Two of these faculty members teach courses that are required of students in the School Psychology Program.

Students in the School Psychology Program represent a wide variety of ages, undergraduate institutions, undergraduate majors, hometowns (i.e., rural, suburban, urban), work experiences, and ethnic and religious backgrounds. We recognize that a diverse mix of students in the

Program promotes interaction with and respect for a wide variety of viewpoints and experiences thus enriching the education that our students receive.

Each student in the Program is required to complete at least one graduate level course in the area of diversity. Practicum and internship experiences have included counseling, consultation, and interventions with students from low income families, African-American, Hispanic and other ethnically diverse students, and gay and lesbian students and families. In addition, school psychology students have completed comprehensive case study evaluations with Hispanic, African-American, Asian Indian and other Asian students, and immigrants from various parts of the world. Also, a number of excellent opportunities exist for school psychology students to become involved in the University's diverse campus community. Many of these activities and organizations are in need of volunteers and other participants. Others, such as Disabilities Support Services and the Audio Information Services, have provided assistantships to students in the School Psychology Program. Appendix A provides a partial list of organizations, offices, and events on campus related to diversity.

The Faculty

Primary Program Faculty

Dr. Tracy K. Cruise came to WIU in 1998 with a masters' degree in clinical psychology and a Ph.D. in School Psychology from Illinois State University. Dr. Cruise splits her time between teaching undergraduate and graduate coursework, teaching and supervising students in the Clinical/Community Mental Health Master's Program, and teaching and supervising students in the School Psychology Specialist Degree Program. She has increased the amount and the quality of the counseling component of the school psychology practicum since her arrival. Dr. Cruise has published and presented research in the area of child abuse and neglect. She has also been an integral part of the statewide School Psychology Intern Supervision group that plans and presents workshops annually for all interns and their supervisors across the state. Dr. Cruise is a licensed clinical psychologist.

Dr. Julie Herbstrith joined the Program faculty on a temporary appointment for the 2008-09 school year. She was appointed to a full-time position in 2009 and completed her Ph.D. at Illinois State University in 2010. Dr. Herbstrith teaches the child psychopathology, consultation, and interventions courses within the Program. Her research interests include the relations between implicit and explicit measures of prejudice and factors related to the expression of prejudice.

Dr. Ruth M. Kelly earned her Ph.D. in School Psychology from the University of Texas at Austin. She worked as a school psychologist in St. Cloud, MN for 12 years before coming to Western in 1994 to be part of the School Psychology Program. Dr. Kelly teaches the introductory school psychology course, and shares second year practicum duties with Dr. Cruise. She continues to work one day per week as a school psychologist in a rural school district in west central Illinois. Dr. Kelly has published and presented research on the topics of bullying and assistive technology. She is co-chair of the statewide School Psychology Intern Supervision group that plans and presents workshops annually for all interns and their supervisors across the state.

Dr. Jeff Laurent joined the Program faculty in 2006. Dr. Laurent earned his Ph.D. in School Psychology from the University of Texas at Austin. He has taught at Illinois State University and the University of Alabama. He worked as a school psychologist in central Illinois before coming to Western. He teaches the applied research method and assessment courses. Dr. Laurent's research interests center around anxiety and depression among youth.

Secondary Program Faculty/Psychology Department
Dr. Reginald Adkisson teaches PSY 571 (Group Processes and Group Psychotherapy). Dr. Adkisson received his Ph.D. in Clinical Psychology from Wichita State University.

Dr. Curt Dunkel teaches the graduate class in child psychology (PSY 520). Dr. Dunkel's doctorate is from the University of Nebraska-Lincoln in Developmental Psychology.

Dr. Tracy Knight teaches several classes to the students in the School Psychology Program. These include the class on personality and behavior assessment (PSY 583), the introductory therapy course (PSY 570), and the diversity course (PSY 575). Dr. Knight received his doctorate in Clinical Psychology from the Fielding Institute. He worked for many years as a licensed clinical psychologist in west central Illinois before coming to WIU.

Dr. Kimberley McClure teaches the graduate level course in cognitive psychology (PSY 521). Dr. McClure received her Ph.D. in Applied Experimental Psychology from the University of Texas at El Paso.

Dr. Colin Harbke co-teaches the research methods in applied settings course (PSY 502). Dr. Harbke's doctorate in Experimental Psychology is from Washington State University.

Secondary Program Faculty/College of Education and Human Services
Dr. J. Q. Adams teaches EIS (Educational and Interdisciplinary Studies) 507 Social Change and the Multicultural Aspects of Schooling, a diversity class often completed by school psychology students. His Ph.D. is from the University of Illinois. Dr. Adams's area of expertise is multicultural education.

Dr. Kathy Barclay teaches LA (Language Arts) 578 Language Arts for Diverse Learners. Dr. Barclay received her Ed.D. degree with a major in Reading and minor in Learning Disabilities from Northwestern State University, Natchitoches, LA.

School Psychology Coordinating Committee
The Psychology Department supports all of its graduate programs, including the School Psychology Program, through faculty involvement with teaching and research and departmental assistantships. The School Psychology Coordinating Committee (SPCC) is responsible for program development and evaluation. The SPCC consists of all school psychology faculty members. The SPCC also includes two students. One student is elected to represent students who are in the first year of the Program. Another student is elected to represent students who are in the second year of the Program. All full-time students are eligible to nominate and vote by secret

ballot for a student representative for their respective year. The election is held early each fall semester and the term is for one year.

Getting Into Our Program – Admission Requirements

University Admission Requirements

All prospective students must complete the application forms from the School of Graduate Studies. Students are encouraged to apply on-line (www.wiu.edu/grad). Applicants must submit transcripts of all prior academic work, scores on the general aptitude portion of the Graduate Record Examination (GRE), three letters of recommendation, a brief autobiographical statement (including a description of the relationship between their degree training and future career plans) and the Personal Statement Form from the Psychology Department.

The School of Graduate Studies (not the Psychology Department) has set the following **minimum standards** for admission to degree student status:
1. overall undergraduate GPA of 2.75 or greater (based on all hours attempted), or
2. GPA of 3.00 or greater for the last two years of undergraduate work.

Applications screened by the School of Graduate Studies are forwarded to the Psychology Department's Graduate Committee where they are reviewed. At the time of application, potential graduate students must indicate in which of the three areas of specialization they intend to concentrate (i.e., School Psychology, General Psychology, or Clinical/Community Mental Health).

Psychology Department Admission Requirements

To be eligible for admission consideration, applicants should meet the following criteria:
1. An undergraduate GPA of 2.75 or greater.
2. A score of approximately 500 or greater (approximately the 50th percentile) on each of the Verbal and Quantitative sections of the GRE aptitude test.
3. Each incoming graduate student is expected to have successfully completed a minimum of 15 semester hours of psychology coursework from an accredited institution including work in each of the following three areas: introductory psychology, statistics/experimental psychology, and learning/cognitive psychology. Persons lacking one or more of the required courses or failing to meet the 15 semester hour minimum must either pass proficiency examinations or pass the appropriate undergraduate courses before being admitted to candidacy for a Specialist degree in School Psychology. Courses taken to make up undergraduate deficiencies **cannot** be applied toward credit requirements for the Specialist degree.
4. Western Illinois University is an institution with a strong commitment to diversity. In that spirit, the Psychology Department is particularly interested in receiving applications from a broad spectrum of qualified prospective graduate students, including minorities and persons with disabilities. WIU has a non-discrimination policy that includes sex, race, color, sexual orientation, religion, age, marital status, national origin, disability, or veteran status.
5. Admission reviews in the School Psychology Program begin each year on approximately March 1 and continue until all the available slots in the Program are filled. At each

review, all completed applications compete for the slots unfilled at that time, with the Graduate Committee reserving the right to accept none of the completed applications on any given round of review.

Applicants are classified as "degree candidate students" or "rejected." The School of Graduate Studies has two additional classifications: "Probationary Graduate Students" whose work does not count initially toward the number of hours required, and "non-degree Graduate Students" who do not plan on getting a degree. As a general rule, the Psychology Department's Graduate Committee does not admit students on a non-degree or probationary basis.

Profile of Current and Recent Students

Sometimes program applicants request descriptive information about students currently in the Program. The following data may prove informative as you consider your chances for acceptance. These statistics summarize students entering the Program over the past few years.

Year	Females/Males	Mean Undergrad GPA	GRE Verbal	GRE Quant	GRE V + Q
2010	7/3	3.54	503	656	1159
2009	5/3	3.35	435	560	995
2008	4/3	3.44	476	541	1017
2007	6/2	3.40	441	592	1033
2006	8/2	3.53	460	600	1060
2005	5/5	3.37	470	620	1090
Mean		3.44	464	595	1059

Completing Our Program

<u>The Curriculum</u>

Western's program provides training at the graduate level in areas relevant to the practice of school psychology, including those courses needed to meet national and state standards. The curriculum is designed so that students should be able to complete the Specialist in School Psychology degree during a three-year period – two years of full-time academic coursework and a school year long (minimum of 1200 hours) paid internship. All students are expected to be enrolled as full-time students and complete a minimum of 66 semester hours of coursework including the internship. Following successful completion of these requirements, as well as passage of a competency examination developed by the State of Illinois, students are eligible for school psychology certification in Illinois. Students may also sit for the Praxis II Exam in School Psychology, a national examination, in order to become a nationally certified school psychologist (NCSP). A total of 31 states in the U.S. currently use the NCSP as part of their standard for certification. More information about NCSP requirements is available at http://www.nasponline.org/certification/becoming_NCSP.html.

The following courses are required in order to successfully complete the School Psychology Program:

Course Requirements (Course Number/Name/Semester Hours)
*Category 1 – **Courses to be taken at graduate level***:
PSY 502 Research Methods in Applied Settings (4)
PSY 520 Advanced Child Psychology (3)
PSY 521 Advanced Cognitive Processes (3)
PSY 541 Practicum I: Orientation to School Psychology (1)
PSY 542 Practicum II: Academic Assessment and Intervention (3)
PSY 543 Practicum III: Assessment and Individual Counseling (2)
PSY 544 Practicum IV: Assessment, Counseling, and Consultation (2)
PSY 570 Systems of Psychotherapy (3)
PSY 571 Group Processes and Group Psychotherapy (3)
PSY 581 Individual Psychological Evaluation: Intellectual Assessment (3)
PSY 583 Clinical Assessment II: Personality & Behavior Assessment (3)
PSY 585 Psychological Problems of the Child (3)
PSY 590 Introduction to School Psychology (3)
PSY 591 Behavioral Consultation (3)
PSY 592 Child Neuropsychology (3) or PSY 444G Biopsychology of Drugs and Addiction
        (3) or PSY 600 Psychopharmacology for Community Mental Health (2)
PSY 593 Interventions with Children and Adolescents (3)
PSY 599 School Psychology Portfolio (0)
PSY 601 Thesis (3) or PSY 602 Professional Experience (2)
PSY 603 School Psychology Internship (12)

Total Category 1 Hours: 58-60 semester hours

NOTE: Additional graduate hours from Categories 2 and 3 (listed below) along with any directed electives will bring each student's total number of hours to **a minimum of 66 semester hours of graduate work**.

*Category 2 – **Courses in related fields that must be taken at the graduate level:***
•One Graduate Level Class in Educational Leadership – chosen from:
EDL 519 School Community Relations (3)
EDL 539 Leadership for Students with Special Needs (3)
Or other course with permission of program coordinator

•One Graduate Level Multicultural Class – chosen from:
EIS 507 Social Change in the Multicultural Aspects of Schooling (3)
CN 552 Counseling/Helping in a Multicultural Society (3)
PSY 575 Diversity Issues and Psychological Services (1)
Or other course with permission of program coordinator

Category 3 – **Courses that may be taken at either the graduate or undergraduate level:**
Psychology of Personality
Exceptional Children
Behavior Modification
Any approved regular or special education methods class

Students who have taken Category 3 courses as undergraduates do not have to repeat them, if approved by the program coordinator.

NOTE: All classes in Categories 1, 2, and 3 completed for *graduate* credit will count towards the required 66 hours of credit.

Category 4 – **Courses to make up deficiencies:**
Introduction to Psychology
Undergraduate level Psychological Statistics or Experimental Psychology Class
Undergraduate class in Psychology of Learning or Cognitive Processes

All graduate students admitted to the Psychology Department must have 15 credit hours of undergraduate psychology before beginning the School Psychology Program. Courses in Category 4 may not be taken for graduate credit.

Residency Requirement
Students are expected to enroll full-time throughout the three-year program. This includes the fall and spring semesters of the two years students are completing courses on campus and the fall and spring semesters of the year students are completing the internship.

Background Check
Individuals convicted of a felony are not eligible for certification as a school psychologist in Illinois. Therefore, prior to any practicum experience in the schools, students must supply verification of having completed both an Illinois State Police and FBI fingerprint background investigation. In addition, the National Sex Offender Registry and the National Registry of Violent Acts Against Children are checked for each student. Students may be prohibited from completing practicum if the background investigation and registry checks disclose arrests and/or convictions deemed problematic. Information regarding the background check may be obtained from the Program Director. The Fingerprint Applicant Form is found in Appendix M.

Academic Advising
The School Psychology Program Coordinator serves as the academic advisor to all students in the School Psychology Program. Because all students are full-time and are required to take much of the same coursework each semester, most advising is fairly routine. Students must, however, schedule appointments to discuss completing coursework in Categories 2, 3 and 4 presented above.

Category 3 and 4 courses are occasionally offered as supervised readings (PSY 563) during the fall and spring semesters; these courses are more commonly offered as supervised readings if taken in the summer semester. Supervised readings courses are offered under the direction of a

faculty member with expertise in the area. PSY 563 allows students to acquire the course content on an independent study basis rather than in an actual class. Faculty permission is needed to enroll in PSY 563.

The Student Progress Report (Appendix B) should be completed with the academic advisor during your first semester on campus. During your third semester on campus, you should complete a Graduate Degree Plan (sample in Appendix C). The on-line form is available at www.wiu.edu/grad/forms/dp.pdf. There also is a petition for making changes on the degree form available from the Graduate Office web site. Students are responsible for filling out a Graduate Degree Plan and for monitoring their own progress toward degree completion.

Mentoring
Faculty Mentor. It is anticipated that students will develop mentoring relationships with program and/or department faculty as they complete the training program. This is an informal rather than formal process that occurs.

Peer Mentor. Prior to enrollment in the Program, each entering student will be assigned an advanced, second-year student as a peer mentor. The major responsibility of the peer mentor will be to facilitate the entering student's socialization into the community, university, department, and program. This informal relationship will begin with a letter or e-mail from the peer mentor to the entering student the summer prior to arrival on campus.

Typical Schedule for School Psychology Students

To facilitate staffing within the Psychology Department, students' schedules vary slightly depending on whether they enter during an even numbered (e.g., 2006) or an odd numbered year (e.g., 2007). The year you enter affects when you take PSY 520, PSY 585 and PSY 592. Students entering the Program who need classes from Categories 2 and 4 may insert these classes when convenient. In some cases, it may be necessary to attend summer school in order to complete all program requirements.

Even Years Schedule (e.g., 2010, 2012, 2014)
First Year

Fall Semester		Spring Semester	
PSY 502	(4)	PSY 542	(3)
PSY 541	(1)	PSY 583	(3)
PSY 581	(3)	Ed Methods or	
PSY 585	(3)	EDL course(s)	(3-6)
PSY 590	(3)		
Total	14		9/12

<div align="center"><u>Summer Term</u></div>

PSY 575	(1)
PSY 600	(2)
Total	3

<div align="center"><u>Second Year</u></div>

Fall Semester		Spring Semester	
PSY 520	(3)	PSY 521	(3)
PSY 543	(2)	PSY 544	(2)
PSY 570	(3)	PSY 571	(3)
PSY 591	(3)	PSY 593	(3)
		PSY 601/602	(3/2)
		PSY 599	(0)
Total	11		14/15

Category 2, 3, and 4 classes are taken, as needed, and incorporated in the Fall, Spring, or Summer semesters where a student's schedule permits.

<div align="center"><u>Third Year</u></div>

Fall Semester		Spring Semester	
PSY 603	(6)	PSY 603	(6)
Total	6		6

<div align="center"><i>Odd Years Schedule</i> (e.g., 2011, 2013, 2015)
<u>First Year</u></div>

Fall Semester		Spring Semester	
PSY 502	(4)	PSY 521	(3)
PSY 541	(1)	PSY 542	(3)
PSY 581	(3)	PSY 583	(3)
PSY 590	(3)	Ed Methods or	
		EDL course(s)	(3-6)
Total	11		12/15

<div align="center"><u>Summer Term</u></div>

PSY 575	(1)
PSY 600	(2)
Total	3

Second Year

Fall Semester			Spring Semester	
PSY 521	(3)		PSY544	(2)
PSY 543	(2)		PSY 571	(3)
PSY 570	(3)		PSY 593	(3)
PSY 585	(3)		PSY 601/602	(3/2)
PSY 591	(3)		PSY 599	(0)
Total	14			10/11

Category 2, 3, and 4 classes are taken, as needed, and incorporated in the Fall, Spring, or Summer semesters where a student's schedule permits.

Third Year

Fall Semester			Spring Semester	
PSY 603	(6)		PSY 603	(6)
Total	6			6

National Association of School Psychologists (NASP) Standards: What Are They and Which Courses Meet Which Standards?

The School Psychology Program at WIU adheres to the standards developed by the National Association of School Psychologists (NASP). We are also influenced by policies set forth by the Illinois State Board of Education (ISBE). In 2002, a School Psychology Standards Panel appointed by the Division of Professional Preparation of ISBE recommended that the standards for Illinois initial and standard certification be aligned with the 11 NASP domains or standards. Panel members operationalized the standards by breaking down the critical components of each domain into knowledge indicators and performance indicators. Knowledge indicators typically are addressed through coursework. Performance indicators are addressed through a combination of practica and internship experiences. The 11 standards and their requisite knowledge and performance indicators form the basis of the school psychology curriculum at Western Illinois University. The standards along with the knowledge and performance indicators are as follows.

STANDARD 1 – Data-Based Decision-Making and Accountability
The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress 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.

Students address data-based decision making and accountability from their first semester in the Program through their internship year. Standard 1 is introduced the first semester as students master standardized administration of individualized intelligence tests and other formal and informal assessment techniques; discuss the definition, roles and functions of school

psychologists; complete practicum assignments; and discuss accountability. Students continue practicing data-based decision making as they learn to integrate personality assessments, behavioral observations, academic assessments, fine motor assessments, and curriculum-based assessments during the second semester on campus. Discussion about how assessment can help the entire school make informed decisions takes place during coursework and practica as well. Students under supervision assess children with diagnosed disabilities during their second year on campus. In this way, they learn how standardized assessments, informal assessment techniques, and curriculum-based measurement can help inform decisions for students in the schools.

PSY 542-544 Practica in School Psychology
PSY 581   Individual Psychological Evaluation: Intellectual Assessment
PSY 583   Clinical Assessment II: Personality and Behavioral Assessment
PSY 585   Psychological Problems of the Child
PSY 590   Introduction to School Psychology
PSY 591   Behavioral Consultation
PSY 592   Child Neuropsychology
PSY 593   Intervention with Children and Adolescents

STANDARD 2 – *Consultation and Collaboration*
The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

Students begin their exploration of consultation during the introduction to school psychology course where roles and functions of school psychologists are discussed. During their first semester of practicum they also interview teachers and other school personnel regarding the roles of various school employees, the satisfactions and challenges encountered in their jobs, and how they view the role of the school psychologist. Students receive further instruction in consultation during the behavior consultation course where the various models of consultation are explored. Behavior consultation is emphasized and students are required to complete an individual behavioral consultation case with a teacher in their practicum schools. Students also receive instruction and opportunities to observe in a nearby school district that uses a problem solving model that incorporates response to intervention to identify students with disabilities. Students spend time in area schools during practicum and discuss special education staffing procedures and how consultation works in the various school systems. During the internship year, students spend time talking to their intern supervisor and campus supervisor about implementation of consultation cases and understanding of consultation with classrooms and/or school programs.

PSY 543-544 Practica in School Psychology
PSY 583   Clinical Assessment II
PSY 585   Psychological Problems of the Child
PSY 590   Introduction to School Psychology
PSY 591   Behavioral Consultation

PSY 593   Intervention with Children and Adolescents
EDL 519   School-Community Relations

STANDARD 3 – *Learning and Instruction (ISBE)*
　　　　　　 Effective Instruction and Development of Cognitive/Academic Skills (NASP)
The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

Students receive didactic instruction about current research findings regarding learning and instruction in the advanced child development class (PSY 520), advanced cognitive processes class (PSY 521), and in the education methods classes they take. They are able to apply this understanding of research as they complete cases and other school-based requirements during practicum. Students continue to research this area as they consult with educators during their internship experiences under the supervision of intern and campus supervisors. Students also explore a variety of evidence-based interventions during their fourth and final semester on campus in the interventions class. Among the areas covered in that class are reading, writing, mathematics, and homework completion.

PSY 520   Advanced Child Psychology
PSY 521   Advanced Cognitive Processes
PSY 542-544 Practica in School Psychology
PSY 581   Individual Psychological Evaluation: Intellectual Assessment
PSY 590   Introduction to School Psychology
PSY 592   Child Neuropsychology
PSY 593   Intervention with Children and Adolescents
EDL 539   Leadership for Students with Special Needs
LA 578   Language Arts for Diverse Learners

STANDARD 4 – *Socialization and Development of Life Skills*
The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Students develop knowledge of socialization and development of life skills in several ways. Through the classes listed below they learn about child development (PSY 520), service delivery (PSY 590), consultation (PSY 591), assessment (PSY 581, 583), interventions (PSY 593), and

counseling (PSY 570, 571). The knowledge gained in those classes is reinforced through practica and internship via case studies, teacher assistance teams, and other relevant applications. One example of an application involves the social skills groups that students facilitate during the second year practicum in middle school settings.

PSY 542-544 Practica in School Psychology
PSY 520   Advanced Child Psychology
PSY 570   Systems of Psychotherapy
PSY 571   Group Processes and Group Psychotherapy
PSY 583   Clinical Assessment II
PSY 585   Psychological Problems of the Child
PSY 591   Behavioral Consultation
PSY 592   Child Neuropsychology or PSY 444G Biopsychology of Drugs and Addiction or
             PSY 600 Psychopharmacology for Community Mental Health
PSY 593   Intervention with Children and Adolescents

STANDARD 5 – Student Diversity in Development and Learning
The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Although students are required to complete at least one class in the area of diversity, this important standard is also infused throughout our coursework, practica, and internship experiences. For example, in the interventions class (PSY 593), a unit is devoted to interventions with diverse populations. Material is presented by the faculty member, in the textbook, and through student article critiques on racial and ethnic diversity, diversity in sexual orientation (of students in the schools and/or their parents), linguistic diversity, and religious diversity. Throughout the Program attention also is paid to diversity in terms of abilities and disabilities among students.

PSY 520   Advanced Child Psychology
PSY 521   Advanced Cognitive Processes
PSY 541-544 Practica in School Psychology
PSY 570   Systems of Psychotherapy
PSY 571   Group Processes and Group Psychotherapy
PSY 575   Diversity Issues and Psychological Services
PSY 581   Individual Psychological Assessment: Intellectual Assessment
PSY 583   Clinical Assessment II: Personality and Behavioral Assessment
PSY 585   Psychological Problems of the Child
PSY 590   Introduction to School Psychology
PSY 591   Behavioral Consultation
PSY 592   Child Neuropsychology or PSY 444G Biopsychology of Drugs and Addiction or
             PSY 600 Psychopharmacology for Community Mental Health

PSY 593	Intervention with Children and Adolescents
EDL 519	School-Community Relations
EDL 539	Leadership for Students with Special Needs
EIS 507	Social Change and the Multicultural Aspects of Schooling
EIS 599	Dealing With Differences Summer Institute
CN 552	Counseling/Helping in a Multicultural Society

> **STANDARD 6 – *School and Systems Organization, Policy Development, and Climate***
> The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

Most individuals who graduate from the WIU School Psychology Program do internships in the public schools and work for many years in public school settings. It is essential for students to understand the settings in which they will likely be working! Through coursework, students are exposed to a basic knowledge of school and systems organization, policy development, and climate. For example in the introductory course in school psychology, the Fagan and Wise textbook (*School Psychology: Past, Present, and Future* 3rd ed.) devotes an entire chapter to a discussion of the employment context of school psychologists. Much of this "academic" knowledge is reinforced through discussion of practicum experiences. Other classes, such as the courses taken in the College of Education and Human Services, provide additional insights about working within school settings.

PSY 541	Practicum I: Orientation to School Psychology
PSY 571	Group Processes and Group Psychotherapy
PSY 585	Psychological Problems of the Child
PSY 590	Introduction to School Psychology
PSY 591	Behavioral Consultation
PSY 593	Intervention with Children and Adolescents
EDL 519	School-Community Relations
EDL 539	Leadership for Students with Special Needs
EIS 507	Social Change and the Multicultural Aspects of Schooling

> **STANDARD 7 – *Prevention, Crisis Intervention, and Mental Health***
> The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

WIU school psychology students gain knowledge of human development, psychopathology, and other influences on human behavior through a number of theory-based courses during their two years of on-campus training (e.g., PSY 520, PSY 583, PSY 585, and PSY 592). This knowledge serves as the foundation upon which further didactic and practical training occur in prevention and intervention. Students complete two courses in therapeutic

theory (PSY 570 and PSY 571), which are accompanied by a series of supervised individual and group counseling experiences during the practicum sequence. Specific academic and behavioral interventions are discussed in several courses (e.g., PSY 593, EDL 519, and EDL 539). Students research various empirically-validated interventions and discuss these during the intervention course (PSY 593). The final project for this course is an intervention file that will aid them in helping children with a variety of concerns throughout internship and their careers.

PSY 520	Advanced Child Psychology
PSY 543-544	Practica in School Psychology
PSY 570	Systems of Psychotherapy
PSY 571	Group Processes and Group Psychotherapy
PSY 583	Clinical Assessment II: Personality and Behavioral Assessment
PSY 585	Psychological Problems of the Child
PSY 590	Introduction to School Psychology
PSY 591	Behavioral Consultation
PSY 592	Child Neuropsychology or PSY 444G Biopsychology of Drugs and Addiction or PSY 600 Psychopharmacology for Community Mental Health
PSY 593	Intervention with Children and Adolescents
EDL 519	School-Community Relations

STANDARD 8 – *Home/School/Community Collaborations*
The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

School psychology students at WIU gain a broad understanding of the importance of families in the educational process. Some courses are devoted to learning about the individual child, while others focus on the family and community. Students learn about individuals and the influence of biological factors, as well as systems theory and the impact that environmental, familial, social, and cultural factors may have on school-age students. Some information is acquired through didactic coursework (PSY 520, PSY 571, PSY 585), while other knowledge is gained by working with children, families, and school personnel throughout practica and other applied experiences such as the Dealing with Differences Summer Institute (EIS 599). Moreover, students begin to learn effective methods for making families feel comfortable in the schools, how to involve families of all students, and how to address cultural differences that may impact home-school relations (PSY 593, EDL 519, EIS 507).

PSY 520	Advanced Child Psychology
PSY 541-544	Practica in School Psychology
PSY 571	Group Processes and Group Psychotherapy
PSY 585	Psychological Problems of the Child
PSY 590	Introduction to School Psychology
PSY 591	Behavioral Consultation

PSY 593   Intervention with Children and Adolescents
EDL 519   School-Community Relations
EIS 507   Social Change and the Multicultural Aspects of Schooling

---

STANDARD 9 – *Research and Program Evaluation*
The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

Throughout the training program, school psychology students acquire the necessary knowledge to be both consumers and producers of research. Students are taught basic and advanced statistical procedures and empirical design through a series of courses (PSY 500 and PSY 501) so that they may critically evaluate and produce applied research. Continual evaluation of specific research in the field as well as individual and school-based program evaluation occurs throughout the Program but with added emphasis in PSY 521, PSY 542, PSY 543, PSY 544, PSY 585, PSY 593, and EDL 539. Students are also required to complete either a final research project or a thesis as a graduation requirement.

PSY 500   Techniques in Research and Program Evaluation
PSY 501   Advanced Psychological Statistics
PSY 542-544 Practica in School Psychology
PSY 585   Psychological Problems of the Child
PSY 593   Intervention with Children and Adolescents
PSY 601   Thesis
    or
PSY 602   Professional Experience

STANDARD 10 – *School Psychology Practice and Development*
The competent school psychologist has knowledge of the history and foundations of the 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. The competent school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Students in the Program receive intensive training and experience in understanding the history of the profession, the models of service delivery, the methods and techniques used by school psychologists, the legislation that impacts the profession, and the legal and ethical issues that have shaped much of professional practice. The training and experience start in the first semester with PSY 541, PSY 581, and PSY 590, and continue throughout each of the four semesters on campus and the two semesters (9-10 months) of internship. Although students take only one course titled Introduction to School Psychology (PSY 590), the subject matter is infused through nearly every course and experience the students complete. Students often cite the portfolio requirement as an additional way in which they become familiar with the profession of school psychology.

PSY 541-544 Practica in School Psychology
PSY 581   Individual Psychological Evaluation: Intellectual Assessment
PSY 585   Psychological Problems of the Child
PSY 590   Introduction to School Psychology
PSY 591   Behavioral Consultation
PSY 593   Intervention with Children and Adolescents

STANDARD 11 – Technology Standards (ISBE)
Information Technology (NASP)
The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services.

Students use technology for most classes as they learn how to use library resources on the web for research projects in a variety of courses, learn about scoring software for standardized tests and how to use it ethically, and learn how to use e-mail and fax technology in an ethically responsible way to ensure confidential information is not compromised. This standard is infused throughout the graduate school experience as students learn to use technology relevant to assessment techniques, give power point presentations, research topics through on-line library searches, prepare brochures, and make extensive use of e-mail, the internet, word processing, and other computer-based technology.

PSY 500   Techniques in Research and Program Evaluation
PSY 501   Advanced Psychological Statistics
PSY 541-544 Practica in School Psychology
PSY 581   Individual Psychological Evaluation: Intellectual Assessment
PSY 583   Clinical Assessment II: Personality and Behavioral Assessment
PSY 590   Introduction to School Psychology
PSY 591   Behavioral Consultation
PSY 592   Child Neuropsychology
EDL 519   School-Community Relations

Practicum

The four-semester practicum sequence required of all school psychology students is a unique aspect of Western's Program. The following description provides a thumbnail sketch of the activities and goals of the practicum sequence.

PSY 541 Practicum I: Orientation to School Psychology (1 s.h.)
The first year fall semester practicum is team-taught. Each student is assigned to a local elementary school for one day a week (approximately 4-6 hours per week). In the beginning of the year, students gain firsthand experience regarding the organization and workings of a school setting. A checklist of specific assignments or activities is given including observing in classrooms, interviewing school personnel, teaching a lesson, and attending a school board meeting. Students check off assignments or activities as they are completed. Students also are

required to reflect upon and keep journals of their experiences. Students meet weekly with the faculty members assigned PSY 541 to discuss experiences and perceptions. Evaluation of the experience is described in the course syllabus for PSY 541.

An additional requirement of the first semester practicum is working with a "special friend." The special friend is a child identified by school personnel as someone who does not have serious behavioral or emotional problems but who might enjoy and benefit from spending time with a graduate student. Students in the School Psychology Program learn to use various methods and materials in working with their special friends over a six to eight week period. School psychology students meet once a week with program faculty to receive instruction and to process the practicum experience. They reflect upon and keep journals of their special friend experiences.

PSY 542 Practicum II: Academic Assessment and Intervention (3 s.h.)
The first year spring semester practicum is the course where school psychology students learn skills necessary to evaluate the academic functioning of children. Capitalizing on the standardized assessment techniques learned in PSY 581, the course on intelligence testing, traditional (e.g., WIAT-II, WJ-III Achievement) and non-traditional (e.g., curriculum-based) measures of academic functioning are presented. Students begin to conduct case studies of children culminating in comprehensive reports of cognitive and academic skills. Students also gain information about and experience with the problem solving model, curriculum-based measurement, and response to intervention. In addition to practical experiences with academic assessment and intervention, students are exposed the scope and sequence of reading, math, and writing curricula. The course instructor evaluates the practicum experience using the criteria in the course syllabus.

PSY 543 Practicum III: Assessment and Individual Counseling (2 s.h.) – Fall
PSY 544 Practicum IV: Assessment, Counseling, and Consultation (2 s.h.) – Spring
During the second year practicum each student spends approximately 4-6 hours per week working in a local or area school. Graduate students apply conceptual knowledge gained in the first year of coursework by engaging in assessment, consultation, counseling and other interventions. The field-based school psychologist, as well as program faculty, provides weekly supervision. Each second year student completes four case studies either in a school setting or through the on-campus Psychoeducational Clinic. Comprehensive case evaluations include traditional assessment with standardized measures and response to intervention cases involving curriculum based measurement, behavioral observations, team consultation, and progress monitoring. Assessments may involve newly referred students or students already enrolled in special education programs. School-age students vary in age, socioeconomic status, ethnic background, and presenting concerns or identified disabilities. Results are presented in a psychological report and communicated orally at team meetings.

Another requirement for the second year students is completion of a behavioral consultation case. Each graduate student meets with a teacher regarding a specific academic or behavioral concern that the teacher has about a student. Once a targeted behavior is operationally defined, baseline data are gathered for the target behavior(s). School psychology students collaborate with teachers to develop and implement an empirically supported intervention

program. School psychology students assist with progress monitoring to evaluate the integrity and effectiveness of the intervention. The teacher and graduate student determine whether the target behavior has been successfully addressed or if modification of the intervention is needed.

The counseling component of the second year practicum includes both individual and group counseling experiences. During the fall semester school psychology graduate students meet individually for a minimum of 10 weeks with a school-age child who has been referred for social, emotional, or behavioral concerns. The presenting concern and nature of the child and the skill level of the graduate student govern these individual counseling cases. Graduate students participate in large and small group supervision through practicum. Students are expected to complete weekly case notes, prepare a case summary, and conduct an evaluation. During the spring semester, school psychology graduate students are paired and co-facilitate an 8-week social skills training group with 4th-6th grade students. The graduate students conduct group interviews, weekly sessions, and pre- and post-group evaluations. Training and supervision are provided through practicum and PSY 571 (Group Processes and Group Psychotherapy).

Grading of the Practica
The practicum experiences involve learning special techniques for working with individuals in schools and other settings including face-to-face contacts with students, school personnel, and families. Students should be aware that their ability to deal with people is an integral part of these courses. Each semester students are rated by faculty on their academic performance in practicum. Evaluations are formative, taking place during the course (e.g., presentations of cases, review of counseling videos, discussion of progress monitoring, accuracy of protocols), and summative, at the conclusion of the course (e.g., journals, final reports/summaries, 2nd Year Practicum Evaluation Form [Appendix D]). Results of their overall performance are reflected in course grades each semester.

Although not linked directly to practica grades, students' professional work characteristics exhibited during these applied experiences are the basis for Professional Work Characteristics evaluation (Appendix E). Students are evaluated at the end of each semester on their interpersonal and intrapersonal growth and performance across various dimensions (e.g., initiative, self-awareness, adaptability/flexibility). Evaluation ratings are shared during individual conferences during finals week each semester.

Practicum Sites
Local and Area Public Schools: The School Psychology Program has long standing relationships with the Macomb Public Schools (District 185) and with many schools in the west central Illinois area. Typically, first year students are assigned to schools in the West Prairie, LaHarpe, Bushnell, and Industry school district for their practicum experiences. Second year students work more closely with area school psychologists in Macomb, West Prairie, Bushnell, Dallas City school districts, and in the Knox-Warren special education cooperative. The latter setting provides students with experience in the flexible service delivery model, although all school districts in Illinois are moving to this model; the State of Illinois is in the process of mandating the implementation of a response to intervention model by the 2010-2011 school year.

<u>Western Illinois University Psychoeducational Clinic</u>: Although the faculty prefer that students complete the majority of their practicum work in public school settings, we do have an on-campus Psychoeducational Clinic. The Clinic accepts referrals from parents in cases where a second opinion is warranted. Students work under faculty supervision on these cases.

Research Requirement

All students in the School Psychology Program must complete either a master's thesis (PSY 601) or a research project (PSY 602) prior to graduation.

Master's Thesis (PSY 601)
Students who intend eventually to pursue a doctoratal degree in school psychology or a related field are encouraged to consider the thesis option. The topic of the thesis should be chosen from the student's area of interest and should reveal a capacity to carry out independent research. Each student will select a thesis advisor and at least two other committee members from the Psychology Department. The student is encouraged to include committee members from outside the Psychology Department when appropriate, but three psychology faculty members are always required as part of the committee. Students work closely with their committee members in drawing up formal thesis proposals including a thorough review of the relevant literature. When the committee agrees that the proposal is ready, the student will present the formal thesis proposal orally to the committee members and all other interested faculty and students of the Psychology Department for the purpose of obtaining their suggestions and comments. Several typed copies of the proposal, along with a one or two page summary for all faculty members (not just those on the committee), should be available to the faculty at least three days before the presentation. After the proposal meeting, students revise their proposals by incorporating suggestions that the student and committee see as improving the study.

After the study is completed and the thesis has been written, all committee members must read the rough draft(s) of the thesis and decide when it is ready to be defended. At least three days before the oral defense, one copy of the thesis typed in final form should be left with the department secretary for faculty members to review, and a one or two page abstract should be given to all faculty members. The most recent edition of the *Publication Manual of the American Psychological Association* and the guidelines established by the School of Graduate Studies are the official style manuals for theses in the Department.

The final oral presentation, or thesis defense, will be made by students to their thesis committee and to all other interested students and faculty members. The thesis is graded S-U (Satisfactory-Unsatisfactory) by the committee after discussion and by majority vote.

Research Project (PSY 602)
In order to receive academic credit for the project, students must register for 2 semester hours of PSY 602 during the spring semester of their second year in the program.

Option A – Inservice Presentation
In this option, the research project will take the form of an inservice presentation where the student must demonstrate the ability to read, understand, and disseminate research. A number of

sources can be consulted in developing the inservice. The expectation is that the majority of the sources will be peer-reviewed research journals. Where appropriate, interventions should be empirically supported. The audience could include other school psychologists, teachers, school staff, parents, or others. *All topics must be approved by the school psychology faculty.*

The following types of projects would be acceptable:
1) Inservice on a topic of interest to your school district. This could be a topic such as autism, bipolar disorder, use of medications, etc.

2) Inservice on program evaluation project. This could include evaluation of a program such as 2nd Step, an in-school suspension program, reading curriculum, etc. The topic would need to be approved by the IRB in order to obtain/collect data.

3) Presentation at ISPA, NASP or other professional conference. This has to be a presentation, not a poster session.

Requirements for the research project:
1) Prior approval for research topic. The proposal would be submitted to the director of the school psychology program by **the assigned date**. The proposal should include the proposed topic, target audience, and if possible proposed date for presentation. Feedback will be provided to students **within two weeks** with an assigned faculty member responsible for guiding their inservice presentation.

2) The finished PowerPoint presentation must be submitted to the assigned faculty member at least **one month before** the scheduled inservice activity. Faculty will provide feedback to students **within two weeks** of the submission. The PowerPoint presentation must include the slides and annotations or notes about each slide that show further understanding of the topic. A complete list of references written in APA style must accompany the PowerPoint slides. Your annotations should refer to the citations. Feedback will be given on use of evidence-based information, adequate coverage of topic, quality of references listed, clarity of slides/notes, organization of presentation, and evaluation of presentation.

3) Presentation evaluations must be submitted one week after the presentation or by **the last day of class (spring semester)**, whichever occurs first. Evaluations must include copies of actual feedback received from participants at the presentation (using the ISBE form or a similar form if you are out-of-state) and self reflection on how the presentation was accomplished. Did you feel like you covered the topic? What did the feedback from the participants tell you? What would you change and what would you do the same if you were to present again?

Option B – School Psychology-Related Project
The nature of the project should relate to some aspect of school psychology. It must also provide data to show that the project is having an impact on student learning, broadly defined to include academic, social or emotional gains.

Requirements for the research project:

1) Prior approval for research topic. A brief, two-page proposal would be submitted to the director of the school psychology program by **the assigned date** (typically, this is the first Friday in September). The proposal should include an introduction to the topic to be studied, including the reason for choosing the topic, the general plans for the literature review, a brief method section, and the plan for measuring the impact of the project on student learning. This may be a direct impact on students or an indirect impact through training or evaluation by a specified group (e.g., teachers, school psychologists). Also the proposal should address a timetable for completing approval forms for human subjects research. Feedback will be provided to students **within two weeks** with an assigned faculty member responsible for guiding their project.

2) All projects must conform to current APA *Publication Manual* standards. The format for the final project should include the following sections:
   a. An introduction explaining the nature, purpose, and importance of the project.
   b. A representative review of relevant literature.
   c. A description of methods/procedures including how the impact on student learning was measured.
   d. A description and analysis of results.
   e. A discussion section integrating the project's findings with related research.
   f. A list of references in APA format.

3) Timelines
   •1st Friday in September   Research proposal due
   •Last day of Fall classes   Research project literature review due
   •1st Friday in April   Draft of whole research project due
   •Last day of Spring classes   Final copy of research project due

   Grading for either research project option is as follows: At least two faculty members will evaluate each project. Feedback will be given through the appropriate Research Project Evaluation forms relative to the initial proposal and all drafts of the project (see Appendix F). Students must continue to submit the project until it meets approval by both faculty members, operationally defined as ratings of Acceptable in each area of the Final Project Evaluation Form. The project must be complete before the student is allowed to graduate.

Internship

Internship (PSY 603)

   In order to become certified as a school psychologists in Illinois and complete all requirements for the Specialist in School Psychology degree, each student must complete a full-time nine month (at least 1200 actual clock hours) internship in a public school setting approved by training program faculty. The internship experience must follow a written plan agreed upon by the intern, the intern supervisor, and the university supervisor. This plan must meet all performance indicators in the Illinois State Standards. Copies of plans from previous interns are available for examination, although plans should be developed to meet each intern's unique training needs and interests and the special features of each internship site.

Intern supervisors are required to evaluate the intern in writing at least once each semester noting the intern's strengths, weaknesses, and progress in the completion of the internship plan. The intern should have the opportunity to examine these evaluations and to sign the evaluation forms noting agreement. The internship should provide a balanced look at regular and special education programs. Interns are expected to receive at least two hours of direct supervision each week from a certified school psychologist. Intern supervisors should be responsible for a maximum of no more than two interns at any given time; university supervisors should be responsible for no more than 12 interns in any year.

Interns register for 6 semester hours of academic credit each semester of the internship. Interns receive grades of Incomplete until the entire internship is successfully completed. A university supervisor is expected to visit each intern at least once each semester and interns are expected to return to campus at least once each semester. In addition, interns are required to submit a monthly log of their activities to the program director. In order to meet all certification requirements in Illinois, interns must also pass the state administered basic skills and advanced school psychology certification examinations. Other information about internship sites and requirements, including a copy of the *Internship Manual*, is available from the program coordinator as well as from the Illinois School Psychologists Association website: http://www.ilispa.org/modules/smartsection/item.php?itemid=15.

Assessment of Students

Just as a conceptual framework is necessary in developing and maintaining a strong program, so too is assessment. Assessments encompass two main components – assessment of individual students and assessment of the Program. The following describes the ways in which individual students are assessed.

Student assessments are completed at certain points throughout the Program to assist faculty in making decisions about candidates' progress and performance. Increasingly, assessments are designed to see how candidates perform relevant to content-based standards. Specific assessments include:

Admission to the Program – Out of the total applicant pool, we accept only those students who show the highest potential for completion of the Program and for success in the field. As described on pages 10-11, the Graduate Committee examines a combination of undergraduate grade point average, scores on the general portion of the Graduate Record Examination (GRE), letters of recommendation, and a personal statement to determine which candidates to admit into the program. Page 11 shows the grade point average and GRE profile of recent classes of students in the Program.

Course Grades – Each student's performance is graded in each class and practicum. Any student receiving more than 9 semester hours of C out of the 66 total hours of credit is no longer eligible to be in the Program. The School of Graduate Studies notifies the program coordinator each time students in the Program receive a grade of C or lower in a graduate class. Students also receive a letter from the School of Graduate Studies notifying them of

their status, if they receive a C. In a small program such as ours concerns about individual students are usually shared with the program coordinator by program faculty.

Individual End-of-Semester Conferences – Each semester individual students meet with school psychology faculty members to discuss their progress in the Program and to provide feedback to the faculty about the Program. These sessions are held during final exam week. A sign up sheet is circulated to all first and second year students approximately one week prior to finals week. During these talks, students are provided with faculty feedback from the Professional Work Characteristics evaluation form (Appendix E) and 2nd Year Practicum Evaluation form (Appendix D). Students are asked about their progress in classes and practica, their ideas for research projects or theses, their plans for the internship year, and what feedback they have for the Program. Feedback received from the students is discussed among the program faculty and program changes may be made based upon this feedback.

Portfolio – All students in the School Psychology Program are required to submit a portfolio during the second year to demonstrate their progress towards fulfillment of the NASP standards for school psychologists. Standards are provided in Appendices G and K. Documentation that the basic knowledge indicators have been completed occurs during the second year in the Program. No student is allowed to begin the internship experience until all knowledge indicators are successfully completed.

Internship Evaluation – The Program has a standardized internship plan used for assessments of internship experiences; all school psychology training programs in Illinois use the same internship plan document. In accordance with the ISBE School Psychology Standards, competencies have been identified that are expected of the intern. The model for the internship plan can be found in the *Internship Manual* put together by a joint committee of school psychology trainers and practitioners. Internship site supervisors use the internship plan to help evaluate the skills of the students with whom they work. The *Internship Manual* is available on the Illinois School Psychologists Association website: http://www.ilispa.org/modules/smartsection/item.php?itemid=15.

Comprehensive Case Studies – The comprehensive case studies are a means by which the Program documents that the performance indicators have been completed. Through various course and practicum experiences along with the internship, students should have developed the practice skills to be successful school psychologists. The case studies and their accompanying narratives allow the program faculty to evaluate students abilities integrate the practice skills they have developed throughout the Program. Comprehensive case studies evaluations occur during the third year in the Program, while student are on internship.

Final Research Requirement – All students are required to complete either a final research project (PSY 602) or a master's thesis (PSY 601). Specific requirements and methods of evaluation for each of these experiences are available in this document (pages 25-28 and Appendix F) or from the program coordinator.

Clearance for Internship – In order to begin an internship, students must have completed all required coursework and practicum experiences with at least a 3.0 GPA. Most students will not complete their research projects (PSY 602) or theses (PSY 601) prior to the internship. All other coursework, however, must be completed. Students must have completed successfully the second submission of their school psychology portfolios including passage of all knowledge indicators. They must have a completed Degree Plan approved by the School of Graduate Studies (Appendix C). Finally, candidates for internship must have received the Illinois Approval for Internship Form (#73-44) signed by the WIU School Psychology Program Coordinator, and signed and sealed by the campus certification officer.

Clearance for Certification – To be recommended for certification at the completion of the internship, students must have passed all portfolio requirements. They must have fulfilled all internship plan requirements to the satisfaction of the intern and university supervisors. Their intern supervisor(s) must submit a final letter of approval to the university supervisor. In order to be certified as a school psychologist in Illinois, students must also receive a passing score on the Basic Skills and School Psychology (Type 73) portions of the Illinois State Certification Exams. Students are not required, but are encouraged, to complete the national certification (NCSP) requirements including taking the Praxis II exam in school psychology.

Illinois State Certification Exam – Under the direction of the Illinois State Board of Education, the Illinois Certification Testing System was custom designed and developed to meet Illinois needs and requirements relating to the preparation and certification of teachers, school service personnel (including school psychologists) and administrators. Students must take and report these scores to the program coordinator as a requirement for graduation. Information about the test is available at http://www.icts.nesinc.com/.

Student Portfolio

One form of assessment of student learning in the School Psychology Program is the second year portfolio requirement. Due dates are announced in advance to the students. Students register for PSY 599 during the spring semester of their second year.

Part I Portfolio
The following materials should be in the portfolio for the Fall submission:
1. Personal Credentials
   a) A current vita/resume
   b) Copies of any certificates earned (teacher certifications, etc.)
   c) Transcripts from all post-secondary coursework (including graduate [can be unofficial])
   d) A copy of the graduate degree plan (available in Policies & Procedures Manual)

2. Personal Essay
   This essay should present a philosophy about school psychology as well as professional goals. The essay should include:

a) Professional strengths and areas of particular interest within the field of school psychology
b) Career goals in school psychology for the next five to ten years
c) Personal and professional development occurring through the training program and how your ideas have changed during the graduate program
d) A discussion of areas needing improvement and future professional development plans and how the areas in need of improvement will be addressed
e) Plans for becoming active in professional associations and what you can contribute to the profession in the future

It is expected that your personal essay will be revised for the second submission of the portfolio in the Spring.

3. Best Work Representation
a) Psycho-educational Assessment Report (also known as a comprehensive report)
b) RtI Report
c) Inservice PowerPoint Presentation

4. Reflective Statement on Domains 1, 6 & 9
How are you going to use the information you've acquired within this domain of training (i.e., data based decision-making; school and systems organization, policy development & climate; research and program evaluation) in the professional practice of school psychology?
Reflect on the consolidated knowledge indicators as you address each domain fully. Make sure that you reflect on course work that has helped you master each of these domains of training.

Part II Portfolio
The following materials should be in the portfolio for the Spring submission:
1. Personal Credentials – revised

2. Personal Essay – revised

3. Best Work Representation
a) Psycho-educational Assessment Report (2 including one from first submission)
b) Consultation Report
c) Counseling Case Study
d) RtI Report (2 including one from the first submission)
e) Inservice PowerPoint Presentation

Reflective Statement on Domains 2, 3, 4, 5, 7, 8, 10, &11
How are you going to use the information you've acquired within this domain of training (i.e. consultation/collaboration, learning/instruction, socialization/development of life skills, student diversity, prevention, crisis intervention & mental health, home/school/community collaboration, school psychology practice & development, technology) in the professional practice of school psychology?

Reflect on the consolidated knowledge indicators as you address each domain fully. Make sure that you reflect on course work that has helped you master each of these domains of training.

The knowledge indicators for Domains 1-11 are found in Appendix G. Evaluation forms for the student portfolio are found in Appendix H.

Comprehensive Case Studies

The comprehensive case studies are completed during the internship year. The intent is to provide a mechanism with which students can integrate the practice skills they have developed through coursework, practicum experiences, and the internship. The comprehensive case studies also provide the means by which students have mastered the performance indicators outlined by ISBE/NASP.

There are four comprehensive case studies with accompanying narratives that are required:
1) Psychoeducational assessment case with traditional assessment measures;
2) Consultation case;
3) Response-to-Intervention case; and
4) Counseling case.

Students will be provided specific due dates for the cases. The psychoeducational assessment case will be due during the fall semester. The other three cases will be due during the spring semester. The intent was to allow students sufficient time to find appropriate situations during their internship to meet the requirements for the various comprehensive case studies.

Guidelines for the comprehensive case studies are provided in Appendix J.

Remedial Plan for Students Not Completing Their Portfolio, Comprehensive Case Studies or Experiencing Other Academic Difficulties

Students in the School Psychology Program at Western Illinois University who do not complete the portfolio or comprehensive case studies requirements satisfactorily or who experience other academic difficulties are required to work with program faculty in the development and fulfillment of a remediation plan. The program coordinator develops a written plan in consultation with the student and other program faculty after reviewing the student's performance.

The faculty will:
- Meet with the student to discuss the problem and to determine if a remediation plan is appropriate. In cases in which ethical violations or academic dishonesty are involved, university procedures will be followed.

- In cases in which the portfolio or case studies do not meet program criteria, students will

be told as precisely as possible what the difficulty is and what is needed to pass the portfolio or case study requirement. Students will be given one chance per portfolio or case study submission to correct the problem.

- In other cases (e.g., student fails to complete practicum requirements satisfactorily; student does not complete PSY 602 on time; student drops a required class against the advice of the academic advisor), the student and faculty will come up with a plan to address the specific difficulty. The written plan will be signed and dated by at least one faculty member and the student. A copy will be placed in the student's academic folder. The plan should spell out
    - A date for completion
    - The specific requirements that are needed
    - The format of the required paper, project, completion of class
    - Any additional assignments, readings, papers, etc.
    - Expectations for the quality of the work (quality will be evaluated by school psychology faculty)

Assessment of the Program

Assessments are conducted not just of individual students but also to benefit the School Psychology Program as a whole. Faculty maintain and analyze records of new student characteristics, portfolio evaluations, program completion, alumni satisfaction with the program, etc. The College of Arts and Sciences, the University Provost, and NCATE, the national accrediting body for teacher education programs, also evaluate the Program periodically. Copies of the most recent reports are available if students wish to review them.

Faculty members in the Psychology Department are evaluated in every class they teach. They also are evaluated annually prior to receiving tenure and periodically post-tenure, particularly if they seek promotions or professional achievement awards in the university.

In addition, each academic program, including the School Psychology Program, is required to submit an annual assessment report to the Provost's Office stating attainment of the previous year's goals and setting goals for the next academic year.

Assessments also are used to demonstrate how requirements relate to candidates' success and to evaluate the ability of the Program to meet the needs of students and school psychology in Illinois. Based on these on-going evaluations, changes may be made to course offerings, course content, delivery of instruction, the internship experience, and other aspects of the Program.

Other Useful Academic Information

A. _**Transfer of Graduate Credits to Western Illinois University**_
   1. A student may be permitted to transfer a maximum of 9 semester hours of approved graduate credit in a 32 credit hour degree program and 12 semester hours in a 48 (or more) hour degree program.

2. Approval of transferred credits to be counted toward one's degree program must be obtained by way of petition to the Departmental Graduate Committee. If the transferred courses are intended to substitute for required courses, the petition should indicate the number and description of the course(s) taken for graduate credit and also the number and the description of the course(s) it would replace.
3. Petitions to the Graduate Committee for transfer of credit should be completed following approval of the student's Graduate Degree Plan (Appendix C).

B. *__Maximum and Minimum Course Loads__*
1. Those students who do not have graduate assistantships may take a maximum course load of 15 semester hours during fall and spring semesters and 12 semester hours during the summer session.
2. Students with graduate assistantships are generally expected to carry a maximum load of 12-14 semester hours per semester.
3. Since graduate assistantships are intended to support full-time students, all graduate assistants must carry a minimum of 9 graduate semester hours per semester or face the possibility of losing their assistantships.

C. *__Academic Standards__*
1. Passing grades in graduate courses are A, B, and C, representing 4, 3, and 2 quality points, respectively. Grades of D and F are recorded and are considered in determining the grade point average, but are not accepted towards completion of the graduate program.
2. No quality points are allowed for a grade of I (Incomplete) that has not been converted to a passing grade. Incomplete grades are given **only** when the failure to complete the requirements of a course is due to circumstances beyond the control of the student (e.g., illness). Poor planning on the part of the student is **not** sufficient reason for expecting an instructor to give an incomplete in a course. A grade of I is expected for PSY 601 (Thesis), PSY 602 (Research Project) and PSY 603 (Internship). A grade of I is changed when the entire thesis, research project, or internship has been satisfactorily completed.
3. Graduate students are expected to maintain a higher level of academic performance than undergraduate students. A candidate for either the Specialist degree **must maintain** at least a cumulative grade point average of 3.00 (B). Graduate degrees will **not** be awarded to students with less than an overall GPA of 3.00 (B) or with more than nine semester hours of a grade of C or lower.

D. *__Withdrawing from a Course__*
1. According to Departmental Graduate Committee policy, a graduate student in psychology may withdraw from any psychology course during the first 9 weeks of a regular school term. When considering withdrawing from a course the student should keep course load requirements in mind and discuss this decision with the program coordinator. Official withdrawal from the university does not insure that a student will receive a grade of W. After the ninth week, no withdrawals will be permitted except for total withdrawal from the university.

E. *Procedures for Applying for Candidacy*
    1. After at least 9 semester hours of graduate work at the university have been completed, and **before completion of 30 hours in the School Psychology Program,** students must apply for candidacy for the Specialist degree. Application forms (Graduate Degree Plan [Appendix C]) should be obtained from the School of Graduate Studies on their web site at www.wiu.edu/grad/current.
    2. The completed degree plan must be signed by the student and submitted to the program coordinator for review. The program coordinator takes care of obtaining signatures from the Psychology Graduate Committee chair, as well as from other faculty members of the Graduate Committee. The signed application is then sent to the School of Graduate Studies for action by the Graduate Council.
    3. All academic deficiencies must be removed before a student graduates. This means that all undergraduate deficiencies must be made up and that the student must have at least a 3.00 (B) GPA before they may graduate.
    4. Once a student's Graduate Degree Plan has been approved by the Graduate Council, changes may be made only by first petitioning the Department Graduate Committee and then petitioning the School of Graduate Studies using the appropriate petition forms. See program coordinator for details.

F. *Changing from One Graduate Specialization to Another*
    1. A student is admitted to the School Psychology Program. To change areas, the student must reapply for admission into another specialization.

G. *Maximum Time Permitted for Completion of Degree*
    1. According to the university's Graduate Catalog, work required for a Graduate Degree must be completed within six consecutive calendar years. Any work completed by extension or transferred from another institution must have commenced not more than six years prior to graduation in order for the credits to be applied toward the graduate degree. It is expected, however, that all graduate students in school psychology will obtain their degrees in three years.

H. *Application for Graduation*
    1. Clearance and application forms for graduation are available in the School of Graduate Studies or on their web site at www.wiu.edu/grad. These forms must be completed and returned to that office at least three weeks prior to the end of the student's final term. In order to graduate, the student must have attained at least an overall grade point average of 3.00, obtained candidacy status, and completed successfully all program requirements.

Graduation and Certification

All students are required to complete the advanced school psychology portion of the Illinois State Certification examination prior to graduation from the Program. Students wishing to be certified as school psychologists in Illinois must pass the basic skills portion of the exam as well as the school psychology content-area exam.

Before a student may graduate he or she must turn in the following to the program coordinator:

1. A final copy of the research paper or thesis.

2. A final letter from your intern supervisor indicating that all requirements on the internship plan have been completed and that s/he recommends you for certification.

3. A final copy of the internship plan with all three ratings (i.e., self-rating, mid-year rating, final rating).

4. No incompletes on your transcript.

5. All time logs.

6. A passing score on the school psychology portion of the Illinois state certification exam.

Before you can be certified to practice as a school psychologist in Illinois you must do the following:
1. Return to the program coordinator a completed copy of the form for certification in Illinois.

2. Graduate from the Program

3. Pass both the basic skills and the content area (i.e., Type 73 – School Psychologist) portion of the state certification exam.

4. Pay the appropriate certification fees.

Financial Assistance

A. _**Procedures for Applying for Financial Assistance**_
1. Students wishing to apply for assistantships should obtain application forms and materials from the School of Graduate Studies or from their website at http://www.wiu.edu/grad/forms/assist.pdf.
2. Students are encouraged to apply for such assistantships no later than March 1 of the calendar year in which they plan to enter graduate school. The Department Graduate Committee makes awards on the basis of the student's undergraduate record and Graduate Record Examination scores. All students will be notified of such decisions as soon as possible. Students seeking other forms of financial assistance such as work study, etc. should direct their inquiries to the Financial Aid Office.
3. Students receiving assistantships are required to sign a contract with the university.

B. _**Responsibilities Associated with Graduate Assistantships in the Psychology Department**_
1. Graduate Assistants within the Psychology Department are expected to provide at least 13 hours per week of service. Twelve of these hours are spent in activities determined by the faculty members to whom the student is assigned. All graduate assistants must also participate in the proctoring of examinations in introductory psychology courses as part of their total of 13 hours. During the last three weeks of each semester, some of the 13 hours

may be used for administering the course evaluation forms and for proctoring final examinations.

2. Students involved in proctoring should ascertain the faculty member's policy on cheating before the proctoring duty is begun.

3. Graduate assistants and research assistants are expected to maintain weekly contacts with the faculty members to whom they are assigned. The Graduate Committee reviews graduate assistants' academic work and performance each semester and a letter is sent to the student with a copy placed in his/her file. Failure to fulfill the responsibilities of such a contract will result in termination of the assistantship. In addition, assistantships may be terminated for reason of low-quality academic work.

4. First year graduate assistants are not required to grade essay examinations or papers.

5. Tuition waivers for summer classes are available to students receiving assistantships. These tuition waivers may be used either the summer preceding or the summer following the academic year for which the student has an assistantship.

6. Students not awarded graduate assistantships within the Psychology Department are encouraged to ask their program coordinator and/or the department chair for information on additional assistantship opportunities.

Graduate Program Coordinators and Graduate Committee

A. *__Responsibilities of Program Coordinators__*
1. Attempting to maintain adequate enrollment in the program.
2. Screening all applications and preparing them for presentation to the Graduate Committee with recommendations.
3. Annually revising and distributing the program description brochures, and annually revising relevant sections of *Guidelines for Graduate Students* subject to approval by the Graduate Committee.
4. Annually reviewing the program requirements and recommending changes to the Graduate Committee in order to maintain high quality standards and consistency and relevance to occupational needs of program graduates.
5. Advising students currently enrolled in the program.
6. Maintaining a record of the first jobs taken by recent program graduates, and attempting to assess typical duties and skills required by those jobs in order to recommend revisions of the program if necessary.
7. Assisting students in seeking and selecting suitable internship sites, advanced graduate programs, professional experience sties, or jobs.
8. Assisting students in situations requiring petitions to either the Department Graduate Committee or the university School of Graduate Studies or the filing of degree plans and applications for assistantships.
9. Representing the program to the Graduate Committee.
10. Maintaining the necessary administrative records of the program including past and current practicum case studies, theses, and project reports.

B. *__Composition of the Psychology Department Graduate Committee__*
1. The committee consists of five faculty members and three graduate students.

2. The five faculty members on the Graduate Committee include the coordinators of the three graduate options/programs and two members elected at large by the department. One of the latter faculty members will also be elected as chair of the Graduate Committee.
3. The three graduate students on the committee are full voting members, but do not participate in admission decisions. Student members are elected or appointed from each of the options/programs by fellow students in that area.
4. Except for grade appeals and admission decisions, the meetings of the Committee are open to all faculty and graduate students.

C. *Functions of the Graduate Committee*
1. The Committee serves as the liaison between the Psychology Department and the School of Graduate Studies.
2. The Committee or its delegate will assume the responsibility for determining the admissibility of applicants to the graduate programs of the Psychology Department.
3. The Committee or its designee will maintain current records for each graduate student and these records may be examined by faculty members upon request.
4. The Committee must approve each candidate's Graduate Degree Plan before it is forwarded to the School of Graduate Studies. The Graduate Committee must also approve petitions for changes before being forwarded to the School of Graduate Studies.
5. The Committee shall specify the style and form of theses and share the responsibility with the thesis advisor for having theses meet standards established by the Psychology Department and the School of Graduate Studies.
6. The Committee will review applications for department graduate assistantships and make selections.
7. The Committee will facilitate communication regarding such matters as the following:
    a. Procedures and dates involved in the completion of requirements for a graduate degree.
    b. Procedures and dates involved in the completion of the requirements for the Master's thesis.
    c. Composition and responsibilities of members of a thesis committee.
    d. Reviewing each student's academic progress at the end of each term and making recommendations.

D. *Grade Appeals and Procedures for Dealing with Problems*
1. In the case of a student who feels she or he has been graded unfairly,
    a. The student must discuss the matter with the instructor of the course.
    b. If, after discussion with the course instructor, the student wishes to pursue the appeal, he or she should make a written appeal to the Graduate Committee. The case will be heard as soon as possible. The student can also make an oral appeal at that time, and can present any other relevant evidence. If the instructor of the course in question is on the Graduate Committee, the department chair in consultation with the student will choose a temporary substitute committee member. The Department Grade Appeals Committee operates under the procedures defined in the Psychology Department Graduate Guidelines, which details the instructor's role in the proceedings.

c. If the student is not satisfied with the Graduate Committee's recommendation, the student should then contact the Dean of the College of Arts and Sciences for a hearing.

2. Students with complaints about any aspect of the graduate program, other than grades, should consult first with the program coordinator. They may also want to speak with the graduate student representative. If they are unable to achieve satisfaction in this manner, they should contact the department chair who can then further advise the student.

The Psychology Department vigorously supports an ongoing process of critically evaluating the quality and conduct of its graduate programs. Instructors are required to have all courses evaluated by students through an anonymous questionnaire. The questionnaire contains a section for written comments as well as multiple-choice questions. It is hoped that through free and open intradepartmental discussion of present or possible problems, the Department can continue to produce highly competent professional psychologist.

Student Responsibilities

The School Psychology Program includes a series of experiences and requirements that students must complete in a sequential and timely manner. Although program faculty may remind students of these experiences and requirements, ultimately each student is responsible for making certain that all requirements are met.

Students usually apply to the Program early in the spring semester prior to fall admission. Application materials and other entrance requirements are available in the School Psychology Program's Policies and Procedures Manual, the Psychology Department's Graduate Guidelines document, as well as in the WIU Graduate Catalog. Ordinarily admission decisions by the Psychology Department Graduate Committee begin in early March and continue until the program is full. Students not admitted into the Program have the option of enrolling as non-degree seeking students through the School of Graduate Studies and of re-applying the following year. Admissions only occur for the fall semester of each academic year.

Once a student is admitted, s/he is expected to become familiar with the material in the Policies and Procedures Manual, the Graduate Guidelines, and the WIU Graduate Catalog. The information in the Policies and Procedures Manual is unique to the School Psychology Program. The material in the Graduate Guidelines outlines policies and procedures for all Graduate Programs in Psychology (the most relevant information from the Graduate Guidelines is also included in the Policies and Procedures Manual). The WIU Graduate Catalog contains information for all graduate programs at WIU. Additional information on how to register for classes, what classes to take, contracts for those with department assistantships, etc. will be sent to all those who have been accepted and who have indicated that they will be attending the Program.

All new students will be invited to two orientation meetings – one conducted by the School of Graduate Studies, usually held the Friday before fall classes begin, and the other conducted by the Psychology Department, usually held during the first week of classes. Students are strongly encouraged to attend both orientation meetings.

Remediation Plan for Candidates Failing the
ISBE Content Area Examination

Students in the School Psychology Program at Western Illinois University who do not pass the state content-area exam are required to work with program faculty in the development and fulfillment of a remediation plan. The program coordinator will develop this plan in consultation with the student and other program faculty upon review of the student's performance on the content-area exam.

The program faculty will:
- Meet with the student to discuss the content exam, exam results, and other information that may assist the faculty in developing an individual remediation plan.

- Review student's scores on the sub-areas of the exam.

- Review the exam objectives and descriptions for the exam sub-areas where the student's score was unsatisfactory.

- Consider what resources would be useful in studying the content represented by those objectives and exam sub-areas. Such resources might be course textbooks, curriculum guides, course lecture notes, assignments, supporting texts, supplemental materials, human resources, or other resources

- Have the student take the practice test in the study guide provided by the Illinois State Board of Education.

- Review the test questions and answers from the practice test, and offer appropriate assistance to help the student understand the relevant content, concepts, vocabulary, etc.

In addition, the program coordinator may:
- Ask a faculty member to work individually with the student through independent study or tutoring on specific concepts or areas of weakness.

- Advise the student to take or retake courses that will enhance his or her understanding of the concepts, knowledge, or objectives.

- Recommend readings or provide study materials that the student should use to prepare for a retake of the exam.

The Program will not support the student's appeal to receive credit for the internship without having passed the appropriate content-area exam, if the student waives remediation or fails to meet the specific remediation plan developed (i.e., take courses or work with faculty member).

Additionally, if a student fails to pass the content-area exam twice after remediation, the Program will counsel the student to change majors and to consider other career options.

NOTE: The remediation plan is intended to assist students in their preparation for the next content-area exam. Western Illinois University's School Psychology Program cannot guarantee that the student will eventually pass the required State certification examinations.

Lori Lynne Myers Award

The Lori Lynne Myers Award is a monetary award given annually to a second year student in the School Psychology Program. The award is named after Lori Lynne Myers, a 1998 graduate of the Program, who died accidentally soon after graduating. Her family, peers, and friends established a fund in Lori's memory. It was decided that recipients of the award should be those who best exemplify the things that Lori stood for: a strong commitment to the field of school psychology; the ability to balance academic achievement with other aspects of life; a sense of humor; and a sense of caring for one's classmates. Lori was a special person and we are honored to be able to remember her in this way.

Each year late in the spring semester, first year students are informed of the Lori Myers Award and are encouraged to think about someone in their class who demonstrates the characteristics possessed by Lori. During spring semester individual disposition conferences, first year students are asked to nominate one or more classmates for the award. All first year students are also encouraged to apply for the award during the summer prior to their second year of the Program. Applications consist of a cover letter indicating why the individual feels that s/he qualifies for the award and a brief (one to two page) resume. A committee made up of school psychology faculty, the Psychology Department chair, and one of Lori's classmates examine the applications and the peer nominations and make a determination.

Past winners of the Lori Lynne Myers Award are:

2009	Rachel Stahl	2004	Kate Pietscher
2008	Laura Skarren	2003	Kelly Ward
2007	Mandi Clark	2002	Michael Johnson
2006	Mary Woollard	2001	Michelle Onik
2005	Michelle Beck	2000	Jera Paris

Professional Organizations

Students are encouraged to join national and state school psychology associations as a way to become socialized to the profession. All organizations have reduced membership fees for students. A more complete description of the membership benefits and application procedures for the respective organizations are available from school psychology faculty members and the organizations websites.

National Association of School Psychologists
      http://www.nasponline.org/
American Psychological Association – Division 16 School Psychology
      http://www.apa.org/about/division/div16.html
Illinois School Psychologists Association
      http://www.ilispa.org/

Campus Resources for New Graduate Students

School Psychology Program Coordinator – Waggoner Hall Room 119 – 298-1897
Dr. Ruth Kelly
      If you have a question about course requirements, deficiencies, or almost anything related to the School Psychology Program, Dr. Kelly's office should be your first stop. Dr. Kelly should be able to answer most questions or to refer you to someone who can. In addition, Drs. Tracy Cruise (Waggoner Hall 132, 298-1745), Julie Herbstrith (Waggoner Hall 131G, 298-1923), and Jeff Laurent (Waggoner Hall 131I, 298-3162) can provide advice and counsel when Dr. Kelly is not available. If you get different answers from each of us, please let us know so that we can discuss the issue and come up with one answer.

Psychology Clinic Office – Waggoner Hall Room 116 – 298-1919
Ms. Connie Kreps
      This is the place to check out assessment instruments and other materials you may need for assessment classes and practica. Since Connie is also the secretary for the graduate programs and the clinic secretary, she is a great resource person when you have questions about admissions, room scheduling, and so forth.

Psychology Department Office – Waggoner Hall Room 100 – 298-1593
Dr. Stephen Dworkin, Department Chair
Ms. Tammy Huffman, Department Office Manager
      The Psychology Department office is an important spot for graduate students for several reasons. The back room contains mailboxes for all graduate students. Check for announcements and messages whenever you are in the building. There is also a microwave and a small refrigerator that you can share with faculty and staff. (A larger refrigerator is available elsewhere in the building. The secretary has the key.) The office also contains the copy machine and other equipment and supplies. Those of you with assistantships in the Psychology Department may be asked to copy things for faculty members. Graduate students should not copy their own materials on this machine.

      The Department chair, Dr. Dworkin, has many duties. One of these is to solve problems that arise in the Department. If you have a problem with some aspect of the School Psychology Program, Dr. Kelly, the school psychology program coordinator will generally be the person you will approach first. If Dr. Kelly cannot answer your question or is not available at the time, OR if the problem is not directly related to the School Psychology Program (e.g., it concerns your department assistantship duties), Dr. Dworkin is the person to see. Dr. Dworkin is also the person who oversees just about everything that goes on in the Department. If she does not have an answer to your question, she will find out and get back to you. If possible, you should make

an appointment to see Dr. Dworkin when there is a question, unless it is an emergency (e.g., you are supposed to show a video to someone's class in 5 minutes and the bulb burned out.)

School of Graduate Studies – Stipes Hall 527 – 298-1806
Dr. Judith Dallinger, Associate Provost for Graduate and Undergraduate Studies
The School of Graduate Studies, sometimes called the Graduate Office, is the office that processes application materials, admission decisions, and provides a check of each student's progress through the graduate program. This check of progress involves the filing of the Graduate Degree Plan (Appendix C) early in the Program and monitoring the plan to make certain that students meet all requirements for graduation. The Graduate Office is also the place that issues contracts for graduate assistantships. When changes come up on the Graduate Degree Plan or students face other difficulties, there is a university Graduate Council chaired by Dr. Dallinger that addresses such issues.

College of Arts and Sciences – Morgan Hall 114 – 298-1828
College of Education and Human Services – Horrabin Hall 76A – 298-1690
The Psychology Department, and therefore the School Psychology Program, are part of the College of Arts and Sciences. When program changes are made, they go first to the Department, then to the College of Arts and Sciences, and then to the School of Graduate Studies. Because the School Psychology Program is an entitlement program that leads to state certification, we also must have the changes approved by the College of Education and Human Services. In general, if you have a grade appeal or other questions about a specific course or professor, and you have already been to Dr. Kelly and Dr. Diehl, and through the department graduate grade appeal process, the Dean's Office of the College of Arts and Sciences would likely be your next stop. If you have questions about certification as a school psychologist or what education courses are available, and Dr. Kelly cannot answer the questions, you would ask at the Office of the College of Education and Human Services.

Registrar's Office – 298-1891 – Sherman Hall 110
You will need the Registrar's Office at various points in the Program when you need to request an academic transcript. If you call the phone number listed above, you will receive automated instructions for ordering your transcript. You may also obtain a transcript online at http://www.wiu.edu/registrar/transcripts.php.

Expectations and Perks for Program Alumni

It is hoped that graduates of the School Psychology Program will continue to stay in touch with program faculty. An alumni listserv has been ongoing for many years which keeps graduates aware of developments within the Psychology Department, publicizes job opportunities, poses questions to consider, and in general maintains a professional affiliation between the faculty and former students. Alumni also are invited back to campus for continuing education opportunities or to talk with current students about new developments in the field. Contact Dr. Kelly (rm-kelly1@wiu.edu) to be added to the listserv. In addition to this listserv, we hope we can count on our graduates to:

- Contact us with questions or observations about the field

- Complete periodic alumni surveys to help improve the Program
- Continue to learn about the field of school psychology
- Be professionally involved through membership in the Illinois School Psychologists Association and the National Association of School Psychologists
- Provide supervision to practicum students and interns
- Participate in continuing education activities throughout their careers at WIU and elsewhere
- Apply for and obtain the National Certification for School Psychologists (NCSP)
- Contribute financially to the institution, if feasible

Appendix A

Diversity Organizations, Offices and Events at WIU

Organizations and Offices

The *Casa Latina Cultural Center* provides support services for Latino and International students as well as an informed understanding of the Latino people to Western's community, surrounding areas and people in the State of Illinois. (309-298-3379)

Disability Support Services (DSS) coordinates accommodations and additional services for qualified students with disabilities enrolled at Western. Eligibility for services is determined on a case-by-case basis. (309-298-2512)

The *Gwendolyn Brooks Cultural Center* provides ongoing cultural experiences, academic enhancement opportunities, and social programs designed to aid in the adjustment of African American students at Western Illinois University and to provide sponsorship of programs designed to broaden public awareness of African American cultural heritage. (309-298-2220)

The *Office of Western's English as a Second Language Programs* (WESL) offers an intensive program in academic English for international students who are preparing to enter an American college or university. WESL serves international students who do not speak English as a native language and do not meet WIU's English language proficiency requirement. WESL has some opportunities for conversation partners in which American students spend time with WESL students. (309-298-2501)

Promoting the Rights of Individuals with Disabilities Everywhere (PRIDE). The purpose of the PRIDE group is to serve students with disabilities while promoting disability rights awareness within the entire University community. (http://www.wiu.edu/users/pride/)

Tri-States Audio Information Services (AIS) provides access to printed materials for individuals in the tri-states who are blind, visually impaired, learning disabled, or physically disabled. The AIS is always looking for volunteer readers. (309-298-2403)

Unity exists to provide a backbone of unity, support and strength and to work towards educational, social and political goals for the bisexual, gay, lesbian, transgender population and their heterosexual allies. Many leadership opportunities are available through committees, organization liaisons and senators, as well as seats on the Unity executive board. (309-298-3203)

The *Women's Center* houses a lending library focused on multicultural aspects of women's history, empowerment, and concerns. The Center also sponsors a variety of empowerment groups, Campus Girl Scouts, the Feminist Action Alliance (a student group created to increase awareness of women's issues on campus and in the community through education and action), a Feminist Reading Group, and Unity (a group for individuals who seek a safe space to share gay, lesbian, bisexual, and transgender issues). (309-298-2242)

Annual Events

The *Multicultural Orientation Program* takes place at the beginning of each school year. Its

purpose is to assist new minority students in their transition into Western. The program allows new students to meet and socialize for the first time. It also creates an opportunity for faculty, staff, and returning students to welcome new students and offer their perspectives on achieving academic success at WIU. (309-298-3232)

The Women, International Students, Disabilities, Other issues, Minorities (W.I.S.D.O.M.) Conference is a one-day event, held in the spring, designed to help promote diversity and awareness. It is an opportunity for students to meet and discuss cultural issues taking place here at WIU and on college campuses nationwide. Throughout the day hundreds of students participate in active educational sessions that focus on diversity, multiculturalism, tolerance, understanding, appreciation, and unity.

The *Annual International Bazaar* transforms WIU into a global village for two days and nights in March every year. Students and faculty alike from dozens of countries work for months to build a display that best represents all of the rich culture that their country has to offer. The Bazaar boasts a parade of nations, displays, dancing, music, an auction, an international market, and culinary delights. Attendees can get their passports stamped and may even get invited on stage to participate in any one of a variety of cross-cultural festivities.

A Campus Dialogue on Multicultural Issues is a weeklong collaborative campus-wide program focusing on diversity, harmony, and the benefits of living in a multicultural community. Town hall discussions on race have been held, in addition to programs such as Star Power and the Hunger Banquet, which illustrates diverse world economics. Brown bag lunch programs have been held to discuss topics such as religion, sexual harassment, affirmative action, and sexual orientation. The event is usually held every year in the fall semester.
The *"Tunnel of Oppression"* began in WIU's residence halls in the early 1990's and has been recognized and implemented nationally since. Through graphic, hard-hitting video and audiotapes, dramatic readings and live theatre vignettes, participants are put into contact with oppression. Participants are invited to discuss the impact of the experience in small, structured discussion groups and to explore ways they can work against oppressive behaviors, whether their own or others. The program's emphasis is on developing greater personal awareness and understanding of situations and occurrences that are oppressive to others.

Disability Awareness Week (Fall and Spring) provides a series of presentations, brown bag lunches, and events to raise awareness and understanding of how daily living affects students with disabilities, as well as to look at why students with disabilities need specific accommodations to assure equal access to higher education.

Appendix B

Student Progress Report

NAME_____ DATE_____

PREREQUISITES
_____INTRO TO PSYCH
_____UNDERGRAD LEVEL PSYCH STATISTICS/EXPERIMENTAL
_____LEARNING/COGNITIVE PROCESSES

COURSES WHICH MUST BE TAKEN AT GRAD OR UNDERGRAD LEVEL
_____ PSY OF PERSONALITY
_____ EXCEPTIONAL CHILD
_____ BEHAVIOR MOD
_____ TESTS AND MEAS
_____ METHODS IN EDUCATION

GRAD LEVEL COURSES
_____ PSY 500   RESEARCH   3
_____ PSY 501   ADV STAT   4
_____ PSY 520   ADV CHILD PSY   3
_____ PSY 521   ADV COGNITIVE   3
_____ PSY 541   PRACTICUM I   1
_____ PSY 542   PRACTICUM II   3
_____ PSY 543   PRACTICUM III   2
_____ PSY 544   PRACTICUM IV   2
_____ PSY 570   SYSTEMS PSYCH   3
_____ PSY 571   GROUP PSYCH   3
_____ PSY 581   INTELL ASSESS   3
_____ PSY 583   PERSON ASSESS   3
_____ PSY 585   PSY PROBS CHILD   3
_____ PSY 590   INTRO SCH PSY   3
_____ PSY 591   CONSULTATION   3
_____ PSY 592   NEUROPSYCH   3
_____ PSY 593   INTERVENTIONS   3
_____ PSY 599   PORTFOLIO   0
_____ PSY 602   PROF EXP (PROJECT)   2
        OR
_____ PSY 601   THESIS   3
_____ PSY 603   INTERNSHIP   12
_____ PSY 606   ACCREDITATION EXAM   0

COURSES IN RELATED FIELDS
_____ GRAD LEVEL EDL or EIS
_____ GRAD LEVEL MULTICULTURAL CLASS

Total graduate hours must equal at least 66 semester hours including the internship.

Appendix C

Western Illinois University, School of Graduate Studies
GRADUATE DEGREE PLAN

Instructions: Please complete this form and submit to your adviser upon the completion of 9-15 semester hours of graduate course work.

Name: _____   Social Security
     (Last)   (First)   (Middle)   or WIU ID No._____

Present mailing address:_____   Phone:_____
     (Street)   (City)   (State)   (Zip code)

Date of oldest WIU graduate course listed on degree plan: Semester_____ Year_____ Catalog year:_____	Degree sought:	Major field:	Option/Emphasis:

Degree Requirements						Degree Requirements (Continued)					
Dept.	No.	Course Title (abbrev.)	Cr.	Gr.	Instructor	Dept.	No.	Course Title (abbrev.)	Cr.	Gr.	Instructor
						TOTAL CREDIT HOURS					
						DEFICIENCY COURSES (IF ANY)					

Thesis/Dissertation Title: _____

Thesis/Dissertation Supervisor: _____

                Student Signature   Date

STUDENTS: DO NOT WRITE BELOW THIS LINE

CANDIDACY AND DEGREE PLAN APPROVAL	DATE	CLEARANCE	DATE RECEIVED
Adviser: _____		Application for Graduation	
Grad Committee Chairperson: _____		Thesis/Dissertation Abstract (if required)	
Grad Committee Member: _____		Graduate Studies	
Grad Committee Member: _____		Send original to: School of Graduate Studies Western Illinois University, 1 University Circle Macomb, IL 61455-1390	
School of Graduate Studies: _____		The Graduate Office will send a copy to the department and the student upon approval.	

Form will not be processed without signatures

9-1-06

WIU School Psychology 2nd Year Practicum Evaluation

Student: _____   **Supervisor:** _____

Please circle the appropriate rating for each item using the scale below.

1-Unsatisfactory   2-Needs Improvement   3-Competent   4-High Competence
5-Exceptional   NA- Not Applicable

Professional/Personal Development

Grooming and personal appearance appropriate for setting	1	2	3	4	5	NA
Exhibits good time management skills (e.g., punctual and prompt)	1	2	3	4	5	NA
Demonstrates flexibility and adaptiveness to a wide variety of situations	1	2	3	4	5	NA
Demonstrates ability to handle stress, frustration, and ambiguity appropriately	1	2	3	4	5	NA
Aptly prepared and organized for meetings, reports and appointments	1	2	3	4	5	NA
Follows through with tasks and responsibilities in a prompt, well-organized manner	1	2	3	4	5	NA
Works with school staff and community members in a professional manner	1	2	3	4	5	NA
Displays initiative and resourcefulness	1	2	3	4	5	NA
Is adequately prepared for supervision	1	2	3	4	5	NA
Accepts and incorporates feedback from supervisor and colleagues in a non-defensive manner	1	2	3	4	5	NA

School Psychology Practice and Development

Consistently demonstrates high ethical, professional, And legal standards	1	2	3	4	5	NA

1-Unsatisfactory   2-Needs Improvement   3-Competent   4-High Competence
5-Exceptional   NA- Not Applicable

Has a realistic awareness of personal and professional strengths and weaknesses	**1**	**2**	**3**	**4**	**5**	**NA**
Shows evidence of continued efforts at self-improvement	**1**	**2**	**3**	**4**	**5**	**NA**
Functions at an appropriate level of independence	**1**	**2**	**3**	**4**	**5**	**NA**

Assessment Skills/Data-Based Decision-Making and Accountability

Obtains pertinent pre-assessment information Through interviews with the appropriate person(s)	**1**	**2**	**3**	**4**	**5**	**NA**
Clearly identifies the nature of the referral problem and the purpose of the assessment	**1**	**2**	**3**	**4**	**5**	**NA**
Gathers, organizes, and interprets relevant information from observations	**1**	**2**	**3**	**4**	**5**	**NA**
Considers entire ecology when assessing (e.g., family, peers, school, community, etc.)	**1**	**2**	**3**	**4**	**5**	**NA**
Uses appropriate assessment procedures and is sensitive to sources of bias when selecting, administering, and interpreting tests	**1**	**2**	**3**	**4**	**5**	**NA**
Maintains confidentiality of information collected during assessment	**1**	**2**	**3**	**4**	**5**	**NA**
Analyzes and interprets test results in a meaningful and thorough fashion	**1**	**2**	**3**	**4**	**5**	**NA**
Generates and supports reasonable hypotheses	**1**	**2**	**3**	**4**	**5**	**NA**
Moves logically from the conclusion reached as a result of an evaluation to the choice of intervention(s) or recommendation(s)	**1**	**2**	**3**	**4**	**5**	**NA**
Presents assessment information to parents and teachers in an understandable and concise manner in meetings as well as through written reports	**1**	**2**	**3**	**4**	**5**	**NA**

1-Unsatisfactory   2-Needs Improvement   3-Competent   4-High Competence
5-Exceptional   NA- Not Applicable

Consultation and Collaboration

Communicates and listens effectively	1	2	3	4	5	NA
Is tolerant of others' values and viewpoints	1	2	3	4	5	NA
Relates sensitively and effectively to school personnel and community members	1	2	3	4	5	NA
Involves teachers and other school staff in effective collaborative consultative relationships	1	2	3	4	5	NA
Is able to maintain objectivity and problem focus in consultation	1	2	3	4	5	NA
Demonstrates effective problem-solving skills and an ability to facilitate desired change	1	2	3	4	5	NA
Implements intervention strategies effectively and follows through with evaluation	1	2	3	4	5	NA

Effective Instruction and Development of Cognitive/Academic Skills

Develops appropriate cognitive/academic goals and interventions for students.	1	2	3	4	5	NA
Implements interventions to achieve identified cognitive and/or academic goals	1	2	3	4	5	NA
Evaluates effectiveness of interventions addressing cognitive and/or academic goals	1	2	3	4	5	NA

Socialization and Development of Life

Develops appropriate behavioral, affective, adaptive, and social goals for students	1	2	3	4	5	NA
Implements interventions to achieve identified behavioral, affective, adaptive and social goals	1	2	3	4	5	NA
Evaluates effectiveness of interventions addressing goals which may include consultation, behavioral interventions, and counseling	1	2	3	4	5	NA

1-Unsatisfactory   **2-Needs Improvement**   **3-Competent**   **4-High Competence**
5-Exceptional   **NA- Not Applicable**

Student Diversity in Development and Learning

Demonstrates respect for human diversity	**1**	**2**	**3**	**4**	**5**	**NA**
Demonstrates sensitivity and skills needed to work with diverse individuals	**1**	**2**	**3**	**4**	**5**	**NA**
Demonstrates knowledge of the potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors	**1**	**2**	**3**	**4**	**5**	**NA**

School and Systems Organization, Policy Development, and Climate

Understands schools and other settings as systems	**1**	**2**	**3**	**4**	**5**	**NA**
Works to create and maintain safe, supportive, and effective learning environments	**1**	**2**	**3**	**4**	**5**	**NA**

Prevention, Crisis Intervention, and Mental Health

Demonstrates ability in establishing effective therapeutic relationships with children	**1**	**2**	**3**	**4**	**5**	**NA**
Contributes to prevention and intervention programs That promote mental health and physical well-being	**1**	**2**	**3**	**4**	**5**	**NA**
Demonstrates skills in individual and group counseling	**1**	**2**	**3**	**4**	**5**	**NA**

Home/School/Community Collaboration

Demonstrates an awareness of community agencies and resources	**1**	**2**	**3**	**4**	**5**	**NA**
Works effectively with families, educators, and other community members	**1**	**2**	**3**	**4**	**5**	**NA**

Research and Program Evaluation

Consults appropriate literature when gathering information, planning assessments and interventions, and making recommendations	**1**	**2**	**3**	**4**	**5**	**NA**
Monitors the integrity of intervention implementation	**1**	**2**	**3**	**4**	**5**	**NA**

**1-Unsatisfactory   2-Needs Improvement   3-Competent   4-High Competence
5-Exceptional   NA- Not Applicable**

Information Technology

Demonstrates use of technology in accessing
and sharing information with school personnel   **1   2   3   4   5   NA**

Uses technology to effectively evaluate interventions   **1   2   3   4   5   NA**

Comments:

Appendix E

Professional Work Characteristics

1 = Needs substantial improvement. Close supervision and monitoring is called for in this area.
2 = Needs some improvement but is generally adequate for trainee at this level of experience.
3 = On target for this area. Meets expectations for trainee at this point in training.
4 = An area of strength; exceeds what is expected for a trainee at this level.
5 = An area of exceptional strength; greatly exceeds what is expected for a trainee at this level.
NA = No basis for judgment during this evaluation period.

Initiative - initiates activities when appropriate; does not
wait to be asked or told when to begin an anticipated task.　　1　2　3　4　5　NA

Dependability - follows through on a task once a commitment
to it has been made; reliably completes assignments in a timely
manner.　　1　2　3　4　5　NA

Time Management/Work Organization - organizes work and
manages time effectively.　　1　2　3　4　5　NA

Problem-Solving/Critical Thinking - thinks critically; effectively
analyzes problem situations and conceptualizes alternative
approaches and solutions.　　1　2　3　4　5　NA

Respect for Human Diversity - respects racial, cultural, SES,
religious, gender-related, sexual orientation, and other human
differences; demonstrates sensitivity and skills needed to work
with diverse populations.　　1　2　3　4　5　NA

Oral Communication - expresses self orally in an organized
and clear manner.　　1　2　3　4　5　NA

Written Communication - writes in an organized, clear manner.　　1　2　3　4　5　NA

Attending/Listening Skills - attends to important communications;
listens attentively.　　1　2　3　4　5　NA

Effective Interpersonal Relations - relates effectively to colleagues,
faculty, supervisors, & clients.　　1　2　3　4　5　NA

Teamwork - works well with others; collaborates effectively with
others on assignments/projects.　　1　2　3　4　5　NA

Adaptability/Flexibility - adapts effectively to the demands of a
situation; is sufficiently flexible to deal with change.　　1　2　3　4　5　NA

Responsiveness to Supervision/Feedback - is open to
supervision/feedback & responds to such appropriately.　　1　2　3　4　5　NA

Self-Awareness - shows realistic awareness of personal strengths
and weaknesses and impact this has on professional functioning
and relationship with others.　　1　2　3　4　5　NA

Professional Identity/Development - appears to identify with the
profession of school psychology; conducts oneself as a professional
concerned with own professional growth.　　1　2　3　4　5　NA

Professional Dedication - Willing to go beyond classroom
requirements; interest in more than meeting standards.　　1　2　3　4　5　NA

Ethical Conduct - Maintains professional ethical standards,
knowledgeable about legal issues.　　1　2　3　4　5　NA

Student _____　　Evaluator _____　　Date _____

Appendix F.1a

Research Project – Inservice Presentation
Proposal Evaluation Form

Name: _____   **Date Received:** _____

Topic:

	Unacceptable	Acceptable
Relevance of Topic to Profession		
Relevance of Topic to School Site		
Expected Audience Appropriate for Topic		
Length of Expected Presentation Appropriate		
Preliminary List of Resources		
Organization		
Format		
Clarity		
Spelling, Punctuation, and Grammar		
Human Subjects Review Needed	YES	NO

PROJECT IS APPROVED   Yes   No

Project Faculty Chair _____   Date _____

Second Reader for Project _____   Date _____

Comments:

Appendix F.2a

Research Project – Inservice Presentation
PowerPoint Presentation Evaluation Form

Name: _____   **Date Received:** _____

Topic:

Proposed date of presentation: _____

	Unacceptable 0	1	Acceptable 2	3	Outstanding 4
Introduction/Justification of Importance of Project					
Adequate Coverage of Topic					
Evidence-based information presented					
Clarity of slides					
Clarity of notes					
Quality of references					
Organization of presentation					
Use of supplementary visuals (e.g., graphs, charts, pictures, videoclips)					
Spelling, punctuation, grammar					
Reference slide in APA format					

PRESENTATION IS APPROVED: **Yes**   **No**

Project Faculty Chair _____   Date _____

Second Reader for Project _____   Date _____

Comments:

Research Project – Inservice Presentation
Final Project Evaluation Form

Name: _____   **Date Received:** _____

Topic:

Date of presentation: _____

Final Project Checklist

Final PowerPoint on CD	Yes	No
Audience Handout	Yes	No
Supporting Materials	Yes	No
Audience Evaluation Forms	Yes	No
Self-Reflective Statement	Yes	No

	Unacceptable 0	1	Acceptable 2	3	Outstanding 4
Final PowerPoint on CD					
Audience Handout					
Supporting Materials					
Audience Evaluation Forms					
Self Reflection					
Did you cover the topic adequately?					
What did feedback from participants tell you?					
What would you change in the presentation?					
What would you keep the same with this presentation?					
What did you learn about your ability to present research findings to school personnel, parents, and/or the public?					

FINAL RESEARCH PROJECT IS APPROVED: Yes   No

Project Faculty Chair _____   Date _____

Second Reader for Project _____   Date _____

Comments:

Appendix F.1b

**Research Project – School Psychology-Related Topic
Proposal Evaluation Form**

Student _____   Title _____

Rater _____   _____

Date _____

	Unacceptable 0	Acceptable 1
Relevance of Topic to Profession		
Feasibility of Reviewing and Assessing Topic Area		
Description of Method		
Plan for Evaluating Impact on Student Learning		
Format		
Organization		
Clarity		
Spelling, Punctuation, and Grammar		
	No 0	Yes 1
IRB Training Required		
Human Subjects Review Needed		

Comments:

Appendix F.2b

Research Project – School Psychology-Related Topic
Literature Review Evaluation Form

Student _____   Title _____

Rater _____   _____

Date _____

	Unacceptable 0	1	Minimally Acceptable 2	3	Acceptable 4
Literature Review					
Introduction/Justification of Importance of Project					
Coverage of Topic					
Method/Procedure					
Description of Procedure to be Implemented					
Proposed Sample Size					
IRB Training Completed					
Human Subjects Review Completed					
Format					
Organization					
Clarity					
Spelling, Punctuation, and Grammar					
Conformity to APA Publication Standards					

Comments:

**Research Project – School Psychology-Related Topic
Final Project Evaluation Form**

Student _____   Title _____

Rater   _____   _____

Date   _____

	Unacceptable 0	1	Minimally Acceptable 2	3	Acceptable 4
Literature Review					
Introduction/Justification of Importance of Project					
Coverage of Topic					
Method/Procedure					
Description of Sample					
Description of Procedure Used					
Results					
Presentation of Outcomes					
Use of Statistical Analyses (if necessary)					
Discussion					
Conclusions/Interpretations					
Impact on the field/appropriate setting					
Discussion of Impact on Student Learning					
Format					
Organization					
Clarity					
Spelling, Punctuation, and Grammar					
Conformity to APA Publication Standards					

Comments:

Appendix G

Consolidated Knowledge Indicators

As part of the second year portfolio, students must reflect upon how they have acquired the knowledge outlined by ISBE/NASP as crucial to the functioning of a school psychologist. Students are to provide written responses demonstrating their familiarity with the content of each of the domains. The consolidated knowledge indicators represent a condensed version to help students conceptualize and integrate the common elements the larger number of indicators listed by ISBE/NASP. The complete list of ISBE/NASP knowledge indicators are contained in Appendix K. All start with the stem, "*A competent school psychologist…*"

Standard 1 – Data-based Decision-Making and Accountability (5 instead of 17)
1a   Understands the importance of effective, data-based decision making and problem-solving processes in assessment, intervention, and consultation. This includes the use of nondiscriminatory evaluation procedures; linking assessment results with the development of interventions; and linking system-wide assessment data with district curricular decisions. (IA, IE, IF, IG).

1b   Understands the purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment for the purposes of data collection. Also understands the role that child development, learning theory, diversity, psychometric theory, test development, and research play in data-based decision making as well as the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data (IB, IC, 1D, 1H).

1c   Understands the importance of collecting data across environments, how to modify intervention plans based on data, and the use of data in evaluating intervention integrity. Also understands the methods and standards for using technology in data collection, intervention implementation, and other professional functions. (II, IJ, IL, IID)

1d   Understands the legal and ethical implications of data-based decision making and accountability including: the use of data in determining the areas of exceptionality as defined in the federal and state statutes: the rights of parents/guardians and students; the principles and importance of professional accountability for confidentiality and record keeping; and the legal, ethical, and social issues involved in the use of technology (1K, IM, IN, IO, 11 E, 11F)

1e   Understands measurement principles and psychometric standards and methods when selecting and using assessment techniques and published tests in program or systems-level evaluation. (9D)

Standard 2 – Consultation and Collaboration (4 instead of 8)
2a   Understands a variety of consultation approaches (e.g., behavioral, mental health, collaborative) and their application to particular situations. (2A)

2b   Understands the importance of interpersonal communication skills in professional collaboration and consultation. Understands the skills necessary to communicate with students, school personnel, families, community professionals, and others including those with diverse cultures, values, and experiences. Also understands the importance of collaborating with other professionals in the school community. (2B, 2C, 2E, 2F, 2G, 10F)

2c   Understands schools as organizations within the larger community context. (2D)

2d   Understands technological tools for accessing, managing, and disseminating information to enhance the consultation process. (2H)

Standard 3 – Learning and Instruction (6 instead of 15)
3a   Understands theories of cognitive development, learning, and teaching and their application to the development of instructional strategies. This includes understanding how students' conceptual frameworks can influence learning; understanding how students acquire knowledge and skills; realizing that students' cognitive, physical, social, emotional, and moral development influence learning and that there are individual differences in approaches to learning and performance. (3A, 3B, 3C, 3D, 3E)

3b   Understands language development, communication styles, the role of communication in learning, and the process of second language acquisition including being aware of strategies to support student learning. (3F, 3G, 5H)

3c   Understands the unique instructional needs of students with diverse abilities and the impact of gender, race, culture, disability, and environment on learning. Also understands factors that influence motivation and engagement in student learning. (3H, 3I, 3N, 5E)

3d   Understands formal and informal assessment techniques to evaluate student learning. (3J)

3e   Understands the importance of alignment of student learning with current learner standards and objectives as defined by the State of Illinois (3M)

3f   Understands intervention strategies that promote students' critical thinking, problem solving, and performance skills. (3K)

Standard 4 – Socialization and Development of Life Skills (3 instead of 13)
4a   Understands developmental processes involved in the behavioral, social, affective, and adaptive domains as well as the use of assessment information to address these domains. (4A, 4G)

4b   Understands the principles of behavior change, multiple approaches to classroom management, establishing career goals, and other direct/indirect intervention strategies in addressing socialization and the development of life skills. Such strategies may include but are not limited to consultation, behavior management, and counseling in order to enhance student behavior. (4B, 4C, 4D, 4E, 4F)

4c   Understands how language, culture, environmental factors (e.g., diverse family systems), communication, behavior, and medications may affect students' learning, behavior, communication, and relationships. (4H, 4I, 4J, 5C, 5D, 5G)

Standard 5 – Student Diversity in Development and Learning (5 instead of 8)
5A   Understands cultural, racial, ethnic, gender, family, and linguistic diversity including his/her own perspectives and biases and how these perspectives and biases impact interactions with others within the educational environment. Also understands that similar behaviors may have different meanings in different cultures. (5A, 5B, 5F, 5I, 8A)

5B   Understands the legal and ethical issues involved in working with students from diverse cultures and backgrounds (e.g., state and federal legislation). (5J, 5K)

5C   Understands the characteristics and educational needs of all students including those with disabilities and those who are gifted, creative, and talented. (5L, 5M)

5D   Understands the role of diversity in developing and implementing prevention, crisis intervention, and other mental health programs and in home/school/community collaborations (7L, 8D)

5E   Understands how the practice of school psychology affects students and families from diverse backgrounds (10E)

Standard 6 – School and Systems Organization, Policy Development, and Climate (2 instead of 6)
6A   Understands the organization and operation of school systems; the effective principles of systems theory such as organizational development; and the importance of and need for involvement in policy development in school systems and agencies. (6A, 6B, 6C, 6D, 6E)

6B   Understands the factors that contribute to safe, caring, and supportive learning environments. (6F)

Standard 7 – Prevention, Crisis Intervention, and Mental Health (5 instead of 17)
7A   Understands the influences of a variety of factors on behavior including child and adolescent development, child psychopathology, biological influences, human diversity, culture, and social influences, and stressors. (7A, 7B, 7C, 7D, 7E)

7B   Understands effective prevention and intervention strategies needed in school settings and the impact of school and community crisis on student behavior. Understands findings from intervention research when designing programs for children. (7F, 7G, 7H, 9E)

7C   Understands mental and physical health issues influencing children and adolescents and their families, resources to address these issues, and ways to access and make appropriate referrals for services provided by the district, the community and the state. (7I, 7J, 7K, 8E)

7D   Understands how individuals and groups influence one another and how to help students work cooperatively and productively. Also understands factors that motivate and engage students and how to help students become self-motivated. (7M, 7N, 7O).

7E   Understands the impact of medication on students' educational, cognitive, physical, social, and emotional behavior. (7P)

Standard 8 – Home/School/Community Collaboration (1 instead of 5)
8A   Understands the importance of family involvement in education along with methods that promote collaboration and partnerships between families/guardians and educators that improve outcomes for students. (8B, 8C)

Standard 9 – Research and Program Evaluation (1 instead of 6)
9A   Understands research, research design, statistical procedures and data analysis methods in order to answer research questions and to evaluate published research. (9A, 9B, 9C)

Standard 10 – School Psychology Practice and Development (3 instead of 10)
10A   Understands the history, foundations, standards, models, methods, and practices of the profession. Standards include all of those professional, ethical, and legal standards designed to enhance the quality of the full range of services and to protect the rights of all parties (e.g., confidentiality, due process, being a mandated reporter). (7Q, 10A, 10B, 10C, 10H, 10J)

10B   Understands relevant aspects of related areas in psychology and education (e.g., developmental psychology, cross-cultural psychology, bilingual and special education) (10D)

10C   Understands the importance of continued professional development in all areas of the profession (e.g., assessment, intervention, consultation) as it impacts student development and learning. Understands the importance of involvement in professional organizations (e.g., ISPA, NASP) in order to develop as a professional (10G, 10I)

Standard 11 – Technology Standards (2 instead of 6)
11A   Understands how to review, evaluate, and use technology for professional purposes. This includes methods and standards for information technology, methods to access information sources, ethical issues and social implication of using technology, and the strengths and weaknesses of using professional computer software (e.g., test scoring, report writing programs, behavior analysis programs). (9F, 11A, 11C, 11D, 11E, 11F)

11B   Has knowledge of assistive technology and other technological resources for children (11B)

Appendix H.1

Portfolio Assessment Rating Form

Fall _____

Name: _____

Evaluator: _____

Evaluation of Personal Credentials	Acceptable	Comments
Vita	Y/N	
Certificates	Y/N	
Transcripts	Y/N	
Degree plan	Y/N	

Evaluation of Personal Essay	Rating = 3, 2 or 1	Comments
Professional Strengths		
Career goals		
Personal/professional development		
Needs for future professional development		
Active in Profession	Y/N	

Evaluation of Best Work	Acceptable	Comments
Assessment Report	Y/N	
RtI Report	Y/N	
Inservice Presentation	Y/N	

Domain 1 – Data-Based Decision Making	Rating = 3, 2 or 1	Comments
1a		
1b		
1c		
1d		
1e		
Domain 6 – School and Systems Organizations	Rating = 3, 2 or 1	Comments
6a		
6b		

Domain 9 – Research and Program Evaluations	*Rating = 3, 2 or 1*	*Comments*
9a		

Exceeds (3) = Thoughtful analysis of domain of training including all the exemplars: specific examples provided from your training
Meets (2) = Thoughtful analysis of domain of training including most of the exemplars; examples may need more specificity
Below (1) = Analysis lacks clarity about the domain of training or many of the exemplars not considered in narrative

Portfolios are passable if personal credentials and best work representations are acceptable for each area submitted. Ratings on personal essay must equal at least 8 or more points. Ratings on domain of training must be 10 or more points for Domain 1, 4 or more points for Domain 6 and 2 or more points for Domain 9. Students who receive lower ratings by two faculty raters will be asked to resubmit material in that specific area.

Appendix H.2

Portfolio Assessment Rating Form

Spring _____

Name: _____

Evaluator: _____

Re-evaluation of Personal Credentials	Acceptable	Comments
Vita	Y/N	
Certificates	Y/N	
Transcripts	Y/N	
Degree plan	Y/N	

Re-evaluation of Personal Essay	Rating = 3, 2 or 1	Comments
Professional Strengths		
Career goals		
Personal/professional development		
Needs for future professional development		
Active in Profession	Y/N	

Evaluation of Best Work	Acceptable	Comments
New Assessment Report	Y/N	
Consultation Report	Y/N	
Counseling Case Study	Y/N	
New RtI Report	Y/N	
Inservice Presentation	Y/N	

Domain 2 – Consultation and Collaboration	Rating = 3, 2 or 1	Comments
2a		
2b		
2c		
2d		

Domain 3 – Learning and Instruction	Rating = 3, 2 or 1	Comments
3a		
3b		
3c		
3d		
3e		
3f		
Domain 4 – Socialization and Dev. of Life Skills	Rating = 3, 2 or 1	Comments
4a		
4b		
4c		
Domain 5 – Student Diversity in Dev. & Learn.	Rating = 3, 2 or 1	Comments
5a		
5b		
5c		
5d		
5e		
Domain 7 – Prevent., Crisis Interv. & Mental Health	Rating = 3, 2 or 1	Comments
7a		
7b		
7c		
7d		
7e		
Domain 8 – Home/School/ Community Collaboration	Rating = 3, 2 or 1	Comments
8a		
Domain 10 – Sch. Psych. Practice & Development	Rating = 3, 2 or 1	Comments
10a		
10b		
10c		
Domain 11 – Technology Standards	Rating = 3, 2 or 1	Comments
11a		
11b		

Exceeds (3) = Thoughtful analysis of domain of training including all the exemplars: specific examples provided from your training
Meets (2) = Thoughtful analysis of domain of training including most of the exemplars; examples may need more specificity

Below (1) = Analysis lacks clarity about the domain of training or many of the exemplars not considered in narrative

Portfolios are passable if personal credentials and best work representations are acceptable for each area submitted. Ratings on personal essay must equal at least 8 or more points. Ratings on domain of training must be 8 or more points for Domain 2, 12 or more points for Domain 3, 6 or more points on Domain 4, 10 or more points on Domain 5, 10 or more points on Domain 7, 2 or more points for Domain 8, 6 or more points on Domain 10, and 4 or more points on Domain 11. Students who receive lower ratings by two faculty raters will be asked to resubmit material in that specific area.

Appendix I

Western Illinois University
School Psychology Program
Intern Visit Evaluation Form

Name of Intern:

Name of Supervisor(s):

District/Co-op:

Name of Faculty Member:

Date and Time of Visit:

	Agree	Neutral	Disagree
The intern seems to be working out well at the internship site	1	2	3
The internship plan is well done.	1	2	3
The supervisor seemed pleased with the intern's skills	1	2	3
The supervisor seemed pleased with the intern's progress	1	2	3
The intern seemed pleased with the internship experience	1	2	3
The intern and supervisor seemed to be compatible.	1	2	3

The supervisor(s) had suggestions for the training program (please specify).

The intern had suggestions for the training program (please specify).

Other comments.

Appendix J.1

Guidelines for Comprehensive Case Studies

<u>Psychoeducational Assessment Case with Standardized Measures</u>
What you need to provide: Report of comprehensive psychoeducational evaluation
Consent for Evaluation with the Identification for Needed
Assessments grid
Multidisciplinary Conference (MDC) eligibility decision paperwork

For this case study, you will need to provide a final report for a "traditional" psychoeducational assessment that you completed. In other words, this report should be based on standardized assessment methods. You must assess and integrate data from the following domains: academic, cognitive, social/emotional; other domains are optional and should be dictated by the student with whom you work. Data collected must include information from the cumulative folder, student, teachers, and parents.

The report you provide should be the one on which your internship supervisor has signed off. The report will be treated as confidential, so do not make any modifications (e.g., redacting). You will have an opportunity to comment on the report in the narrative that must accompany the report. The narrative will allow you to comment on the process that led to your product, that is, the report.

Your narrative should address the following, if it is not clearly evident in the report itself:

<u>1. Organization of the Report</u>:
Most reports have the following sections:

a. Organizational letterhead
b. Descriptive/demographic information
c. Reason for referral
d. Background information
e. Tests selected
f. Test observations
g. Test results and interpretation
h. Summary, implications, and recommendations

School districts and cooperatives may differ in their expectations concerning the organization of reports. If your report strays from the typical format, comment on how the content listed above is addressed. For example, if the tests selected are incorporated in the body of the test results and interpretation section, say so. If an appendix is used to list previous and current test results, state this. You also may comment on the strengths and weaknesses that you find in the particular format used at your site.

2. Referral Question(s)/Problem(s):
The referral question(s) or problem(s) form the basis for conceptualizing the case and guide the assessment. Again, some sites like these to be stated as questions, others use this section to explain why the evaluation is being conducted. In either case, the reason for referral becomes your initial working hypothesis (or hypotheses). If your working hypothesis(es) is not clear from your report, explain them here.

3. Background information:
This section should include all relevant data: cultural background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention. Also, any health issues, physical disabilities, medications, family health history, should be included when relevant.

4. Choice of Assessment Measures: These should be tailored to the referral question and to the student, to the extent that is possible. Where there are constraints on the choice of instruments, explain. Use the latest versions of the instrument. Use measures such as interviews, tests, rating scales, direct observation, review of records, etc. When possible, interview the child, the parents, teachers, or other informants.

5. Linking Data to Inferences:
The inferences need to be valid representations of the assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question, provide a clear understanding of the strengths, deficits, interests, and general functioning of the student, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem/initial hypothesis. The conceptualization should include an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.

6. Language:
Avoid colloquial expressions (e.g., mom), jargon, and pejorative or judgmental language. Write clearly and in language that all can understand (teachers, parents, etc.). Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit hyperactivity disorder), describe specifically what behaviors are relevant for this case.

7. Summary and Recommendations:
Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors. Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. In addition, recommendations should build upon the student's strengths and/or interests, as well as his/her difficulties and also the opportunities and constraints in the student's environment.

8. Ethical and Legal Issues:
Indicate how you abided by relevant NASP ethical standards in conducting the assessment and reporting the results. Cite the specific standards. Using the MDC Eligibility Conference paperwork, indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.

9. Comment on Information Technology:
Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., digital databases to find research articles or intervention strategies).

Evaluation of Case Study
Each of the nine (9) "sections" outlined above will be considered when evaluating the comprehensive psychoeducational case study. The following ratings will be used to indicate the quality of the comprehensive psychoeducational report and accompanying narrative:

3 = Pass: Student demonstrates mastery, requiring little or no additional supervision.

2 = Minimal Pass: Meets expectations for level of training; it is understood that continued practice and supervision are required.

1 = Needs Improvement: Does not meet expectations for level of training; the student needs much more practice and supervision. Remediation will be discussed with the student and his/her internship supervisor.

If the student obtains a score of 18 across all areas, s/he earns an overall passing score for the case study.

NASP Domains Addressed:
2.1 Data-Based Decision-Making and Accountability
2.4 Socialization and Development of Life Skills
2.5 Student Diversity in Development and Learning
2.10 School Psychology Practice and Development
2.11 Information Technology

Appendix J.2

Guidelines for Comprehensive Case Studies

Consultation Case
What you will need to provide: Behavioral consultation report
                                                    Supporting documents

For this case study, you will need to provide documentation of a behavioral consultation case study. This case could be an informal consultation or a more formal consultation case that has been referred for a functional behavior analysis. Your report will be evaluated on the four-step problem solving process: Problem Identification, Problem Analysis, Intervention, and Problem Evaluation.

The report must address each of these areas and meet the criteria specified on the attached rubric. Note that this rubric titled "National Association of School Psychologists Report on Case Study Evaluation" is one requirement for individuals seeking the Nationally Certified School Psychologist (NCSP) credential, who have not graduated from an approved program.

Again, this is a report that should be ready for both site based and university based supervisor signatures. The report will be treated as confidential, so do not make any modifications (e.g., redacting).

1. District/cooperative Orientation to Behavioral Consultation Cases
School districts and cooperatives may have different philosophies and approaches regarding the implementation of behavioral supports for students. In your narrative, briefly state your district or cooperative's orientation to the implementation of positive behavioral supports. This would also be the place to outline the district or cooperative's Tier I/universal screening/benchmarking procedures, if they exist. Also, state the district or cooperative's pre-referral intervention process and how behavioral consultation fits within this framework. Depending on your school district, this may include Positive Behavioral Intervention Support (PBIS) or other systematic behavior supports for students.

2. Referral Question(s)/Problem(s)
The referral question(s) or problem(s) form the basis for the reason you are working with a student. The reason for referral also guides the problem solving process. The basic questions are: Why are you working with this student? What is your goal in working with this student?

3. Background information
This section should include all **relevant** data: cultural background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention. Also, any health issues, physical disabilities, medications, family health history, should be included when relevant. Data could include information from the cumulative folder, student, teachers, and parents. Note we discussed this in class as distal antecedents during the interview process. For this report, you would want to verify the distal antecedents if you thought there were any that are directly impacting the identified concern.

4. Problem Identification

You need to address how the problem is operationalized. Provide support for your operational definition from both the consultation with the teacher and behavioral observations. The operational definition should be objective, clear, and complete. The problem identification discussion needs to consider the components from the NCSP problem-solving rubric provided in PSY 591 (Behavioral Consultation).

5. Problem Analysis

You need to address your analysis of the behavior. Provide support for you analysis from both the consultation with the teacher and behavioral observations. What is the function of this behavior? The problem analysis discussion needs to consider the components from the NCSP problem-solving rubric provided in PSY 591 (Behavioral Consultation).

6. Intervention

You need to clearly state how your intervention is tied to the identified problem and the analysis of this problem. How does your intervention address the function of the behavior? Make sure you clearly articulate how this intervention is evidence based. Where did you find information about this intervention that supports it is evidence based? The intervention discussion needs to consider the components from the NCSP problem-solving rubric provided in PSY 591 (Behavioral Consultation).

7. Problem Evaluation

You need to clearly explain whether the data collected shows that the problem behavior was addressed. You need to address generalization of change or transfer of training. The problem evaluation discussion needs to consider the components from the NCSP problem-solving rubric provided in PSY 591 (Behavioral Consultation).

8. Goal Attainment Scaling (GAS)

You need to develop a goal attainment scale that clearly shows the behavior was addressed and the level of success achieved. The GAS could be part of the report to turn into the school or it could be a separate document for this analysis. You need to report how this scale was developed and what rating the student would receive.

9. Ethical and Legal Issues:

Indicate how you abided by relevant NASP ethical standards in conducting the assessment and reporting the results. Cite the specific standards. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.

10. Comment on Information Technology:

Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., digital databases to find research articles or intervention strategies).

Evaluation of Case Study
Each of the ten "sections" outlined above will be considered when evaluating the behavioral consultation case study. The following ratings will be used to indicate the quality of the behavioral consultation case study and accompanying narrative:

3 = Pass: Student demonstrates mastery, requiring little or no additional supervision.

2 = Minimal Pass: Meets expectations for level of training; it is understood that continued practice and supervision are required.

1 = Needs Improvement: Does not meet expectations for level of training; the student needs much more practice and supervision. Remediation will be discussed with the student and his/her internship supervisor.

If the student obtains a score of 20 across all areas, s/he earns an overall passing score for the case study.

NASP Domains Addressed
2.1 Data-Based Decision-Making and Accountability
2.2 Consultation and Collaboration
2.4 Socialization and Development of Life Skills
2.5 Student Diversity in Development and Learning
2.8 Home/School/Community Collaboration
2.9 Research and Program Evaluation
2.11 Information Technology

Appendix J.3

Guidelines for Comprehensive Case Studies

Response-to-Intervention (RtI) Case
What you need to provide: RtI report
                              Supplemental material

For this case study, you will need to provide documentation of a response to intervention (RtI) "project." As a problem-solving model, RtI can take many forms. The narrative will be useful in explaining the particular form of RtI implemented with the case you submit from your district or cooperative.

Again, the RtI "report" you provide should be one on which your internship supervisor has signed off. The report will be treated as confidential, so do not make any modifications (e.g., redacting).

RtI reports tend to be briefer than comprehensive psychoeducational reports. As a result, you may need to rely more heavily on the narrative to convey the information required to complete the case study.

It is expected that your RtI report/project will reflect your work with a single student. If you are providing services in a small group, select one student for your report.

It is expected that the report and narrative will address the following:

1. District/cooperative orientation to RtI
School districts and cooperatives may have different philosophies and approaches regarding the implementation of RtI. In your narrative, briefly state your district or cooperative's orientation to the implementation of RtI. This would also be the place to outline the district or cooperative's Tier I/universal screening/benchmarking procedures, if they exist. Also, state the district or cooperative's pre-referral intervention process and how RtI fits within this framework.

2. Referral Question(s)/Problem(s):
The referral question(s) or problem(s) form the basis for the reason you are working with a student. The reason for referral also guides the RtI process. The basic questions are: Why are you working with this student? What is your goal in working with this student?

If screening/benchmarking data are used in the pre-referral process, and led to the referral, include or mention that here.

3. Background information:
This section should include all relevant data: cultural background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention. Also, any health issues, physical disabilities, medications, family health

history, should be included when relevant. Data should include information from the cumulative folder, student, teachers, and parents.

Some of this information may be part of the pre-referral intervention process. If such information is not part of the usual RtI report in your setting, but is part of the pre-referral intervention paperwork, provide that paperwork.

4. Assessment technique(s):
Describe the techniques used in the screening process and for the purpose of monitoring progress, if they are not stated in the report. If the probes or materials are not commonly used, cite where they came from.

5. Intervention(s):
This section has several components. First, you should provide a description of baseline data collection that verifies the existence of a problem. Depending on the problem, baseline data may come from multiple sources. For instance, if the intervention is targeting a problem behavior, teacher and parent reports and classroom observations may be collected.

Second, you should provide an intervention to address the area of concern. You should identify the specific intervention you use, state where it is from (i.e., a citation regarding the intervention), and provide evidence that it is empirically based.

Third, you should monitor the effectiveness of the intervention over time and adjust the intervention based on data collected. Some sort of graphic representation of progress monitoring should be included.

6. Disposition
A statement of the effectiveness of the intervention and the resulting decision should be included, if not clearly stated in your report. If the intervention was effective, was the child returned to the regular curriculum? If so, was any support provided? If the interventions were not effective, was a referral to special education made?

7. Ethical and Legal Issues:
Indicate how you abided by relevant NASP ethical standards in conducting the assessment and reporting the results. Cite the specific standards. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.

8. Comment on Information Technology:
Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., digital databases to find research articles or intervention strategies).

Evaluation of Case Study
Each of the eight (8) "sections" outlined above will be considered when evaluating the RtI case study. The following ratings will be used to indicate the quality of the RtI case study and accompanying narrative:

3 = Pass: Student demonstrates mastery, requiring little or no additional supervision.

2 = Minimal Pass: Meets expectations for level of training; it is understood that continued practice and supervision are required.

1 = Needs Improvement: Does not meet expectations for level of training; the student needs much more practice and supervision. Remediation will be discussed with the student and his/her internship supervisor.

If the student obtains a score of 16 across all areas, s/he earns an overall passing score for the case study.

NASP Domains Addressed:
2.1 Data-Based Decision-Making and Accountability
2.5 Student Diversity in Development and Learning
2.10 School Psychology Practice and Development
2.11 Information Technology

Appendix J.4

Guidelines for Comprehensive Case Studies

Counseling Case
What you need to provide: Signed permission form
Copies of Weekly Progress Notes
Formal Case Summary
Narrative with appropriate appendices

The documents you provide will be treated as confidential, so do not make any modifications (e.g., redacting).

Case Management: This section is primarily providing documentation for permission to provide counseling services, weekly progress, and the final summary report. The case summary report will include information required for the Treatment Planning section of the rubric, and the Weekly Case Notes should include the required information from the Direct Services section of the rubric.

Treatment Planning:

Referral Question / Description of Problem: Use the referral question or problem as a basis for conceptualizing the case. Provide a clear description of who the referring party is and the nature of the problem in specific, behavioral terms.

Background and Context
Describe relevant ecological context, including (a) relevant behavior setting (e.g., number of people, stressors, types of activities, demands, etc.), (b) antecedents to problem(s), (c) consequential events, (d) the conditions under which the problem does the problem not occur, (e) interpersonal or group process variables, (e) cultural or linguistic factors, (f) system factors (e.g., family or school) that might affect the case, and (g) developmental factors. Be sure to address any previous attempts to resolve the problem or factors that might be maintaining it.

Goals: As a formal part of the planning process specific goals should be developed in collaboration with the student. Goals should also be derived based on pre-test data.

Direct Services: A description and justification for your theoretical approach to this case (e.g., cognitive-behavioral), and a clear description, documentation, and justification of the counseling strategies should be described. The justification should be based on three factors: (a) a review of the research on relevant counseling strategies, (b) a broad-based understanding of the problem and hypothesized function, and (c) relevant ecological factors, such as the student's strengths and interests, relevant sociocultural aspects of the case, and the systems (e.g., school and / or family) context.

Appendix A--Reference List of Articles Reviewed for Counseling Strategies
At the end of the case report, provide a list of references (APA format) that provide empirical support for one or more of the counseling strategies.

Outcomes: The evaluation part of the report shall include a detailed description of the extent to which the counseling strategies were implemented as planned. Provide a summary of counseling outcomes with respect to (a) goals, (b) the student's reactions to counseling (i.e., this may also include student satisfaction survey data), and (c) related effects. Based on the available data, determine to what extent any changes might be attributable to the counseling. Describe how and why the counseling plan will be modified as a result of the evaluation. In the Appendix of the report, there should be a clearly labeled graph (see APA publication guidelines) that appropriately compares pre-counseling and post-counseling data with respect to counseling goals.

Ethical and Legal Issues: In Appendix B, indicate how you abided by relevant NASP ethical standards in providing counseling services. Cite the specific standards.

Self-Evaluation of Counseling Process Issues
In a separate document provide a description and critique of the process issues in this case, including to what extent you:
- established a mutually rewarding and collaborative process (i.e., built rapport);
- attended to nonverbal/paralinguistic cues
- used active listening and expressed empathy;
- maintained appropriate boundaries with client;
- summarized the important points;
- conducted the meetings at an appropriate tempo;
- avoided speaking too much or too little;
- handled termination

Provide brief examples of the strengths and weaknesses of your counseling behavior.

Evaluation of Case Study
Each of the six (6) broad areas outlined above will be considered when evaluating the counseling case study. The following ratings will be used to indicate the quality of the counseling case study and accompanying narrative:

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

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

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

If the student obtains a score of 12 across all areas, s/he earns an overall passing score for the case study.

NASP Domains Addressed: Counseling Case
2.1 Data-Based Decision-Making and Accountability
2.4 Socialization and Development of Life Skills
2.5 Student Diversity in Development and Learning
2.8 Home/School/Community Collaboration
2.9 Research and Program Evaluation
2.10 School Psychology Practice and Development

Appendix K.1

NASP/ISBE Knowledge Indicators

STANDARD 1 – *Data-Based Decision-Making and Accountability*

The competent school psychologist:

1A.   Understands effective, data-based decision-making and problem solving-processes.
1B.   Understands the purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment (e.g., interviewing techniques, norm-referenced cognitive and achievement tests, curriculum-based assessment, authentic assessment, portfolio assessment; criterion-referenced assessment, functional assessment, behavioral assessment, behavioral observation, social developmental history, and adaptive behavior assessment) for the purposes of data collection.
1C.   Understands child development, learning theory, and diversity as well as their relationship to data-based decision making.
1D.   Understands psychometric theory, test development, and research as applied to data-based decision making.
1E.   Understands nondiscriminatory evaluation procedures.
1F.   Understands the process of linking assessment results with the development of interventions.
1G.   Understands the importance of linking system-wide assessment data with district curricular decisions.
1H.   Understands the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data.
1I.   Understands the importance of collecting data across environments.
1J.   Understands how to modify intervention plans based on data.
1K.   Understands the use of technology in data-based decision making.
1L.   Understands the use of data in evaluating intervention integrity.
1M.   Understands the use of data in determining the areas of exceptionality as defined in the federal and state statutes (e.g., *Section 504 of the Rehabilitation Act, Individuals with Disabilities Act* (IDEA), *Americans with Disabilities Act* (ADA) and the *Illinois Administrative Code*).
1N.   Understands parents'/guardians' and students' rights regarding assessment and evaluation.
1O.   Understands the principles and importance of professional accountability for confidentiality and record keeping.

STANDARD 2 – *Consultation and Collaboration*

The competent school psychologist:

2A.   Understands behavioral, mental health, collaborative, and other consultation approaches and their application to particular situations.
2B.   Understands the dynamics of communication skills applicable to collaboration and consultation in professional practice.
2C.   Understands the importance of interpersonal skills in the consultation process.

2D. Understands schools as organizations within the larger community context.
2E. Understands skills necessary to facilitate communication with students.
2F. Understands skills necessary to facilitate communication among teams of school personnel, families, community professionals, and others.
2G. Understands the important features of collaboration with individuals of diverse cultures, values, and experiences.
2H. Understands technological tools for accessing, managing, and disseminating information to enhance the consultation process.

STANDARD 3 – *Learning and Instruction (ISBE)*
   Effective Instruction and Development of Cognitive/Academic Skills (NASP)

The competent school psychologist:

3A. Understands theories of cognitive development, learning, and teaching and their application to the development of instructional strategies.
3B. Understands how students' conceptual frameworks can influence learning.
3C. Understands how students acquire knowledge and skills.
3D. Understands that students' cognitive, physical, social, emotional, and moral development influence learning.
3E. Understands individual differences in approaches to learning and performance.
3F. Understands language development, communication styles, and the role of communication in learning.
3G. Understands the process of second language acquisition and strategies to support student learning.
3H. Understands the unique instructional needs of students with diverse abilities.
3I. Understands the impact of gender, race, culture, disability, and environment on learning.
3J. Understands formal and informal assessment techniques to evaluate student learning.
3K. Understands intervention strategies that promote students' critical thinking, problem solving, and performance skills.
3L. Understands the importance of continuing education in the areas of learning and instruction.
3M. Understands the importance of alignment of student learning with current learner standards and objectives as defined by the State of Illinois.
3N. Understands factors that influence motivation and engagement in student learning.

STANDARD 4 – *Socialization and Development of Life Skills*
The competent school psychologist:

4A. Understands the developmental processes involved in the behavioral, social, affective, and adaptive domains.
4B. Understands career goals and planning as part of the developmental process.
4C. Understands the principles of behavior change within the behavioral, social, affective and adaptive domains.
4D. Understands direct/indirect intervention strategies appropriate for students from diverse backgrounds and experiences.

4E.   Understands consultation, behavior management, and counseling strategies as they apply to the enhancement of student behavior.
4F.   Understands multiple approaches to classroom management.
4G.   Understands how to use assessment information to address students' behavioral, affective, adaptive, social, academic, and career needs.
4H.   Understands that medications may affect the academic, cognitive, physical, social, and emotional behavior of students.
4I.   Understands how language, communication, and behavior affect socialization.
4J.   Understands the characteristics and effects of culture and environment on students and families.

STANDARD 5 – *Student Diversity in Development and Learning*

The competent school psychologist:

5A.   Understands his/her own cultural perspectives and biases and the impact of these biases on interactions with others.
5B.   Understands cultural, racial, ethnic, gender, and linguistic diversity.
5C.   Understands the impact of familial, sociocultural, and political contexts on interpersonal relationships.
5D.   Understands diverse family systems and how they affect students' development, learning and communication skills.
5E.   Understands how individual experiences, talents, disabilities, gender, prior learning, language, culture, family, religion, and community values influence students' learning.
5F.   Understands that similar behaviors may have different meanings in different cultures.
5G.   Understands cultural differences in approaches to learning and performance.
5H.   Understands the process of second language acquisition and its impact on student learning.
5I.   Understands the impact of bias and stereotyping in the educational environment.
5J.   Understands the implications of State and federal legislation; rules and regulations (e.g., *Illinois School Code*, Office of Civil Rights, *Title IX*, *IDEA*, *ADA*, etc); and case law on educational programming for all students.
5K.   Understands the importance of professional practices that are consistent with ethical standards when dealing with students from diverse cultures and backgrounds.
5L.   Understands the characteristics and educational needs of students with disabilities.
5M.   Understands the characteristics and educational needs of gifted, creative, and talented students.

STANDARD 6 – *School and Systems Organization, Policy Development, and Climate*

The competent school psychologist:

6A.   Understands the organization and operation of school systems.
6B.   Understands effective principles of systems theory (e.g., organization development, etc.).
6C.   Understands the importance of and the need for involvement in policy development.
6D.   Understands the importance of policies and policy development processes in school systems and agencies.

6E. Understands the impact of school and public policy on schools, communities, and ecosystems.

6F. Understands the factors that contribute to safe, caring and supportive learning environments.

STANDARD 7 – *Prevention, Crisis Intervention, and Mental Health*

The competent school psychologist:

7A. Understands the influence of child and adolescent development on behavior.

7B. Understands the influence of child psychopathology on behavior.

7C. Understands biological influences on behavior.

7D. Understands human diversity, cultural, and social influences on behavior.

7E. Understands the influences of societal stressors on behavior.

7F. Understands crises in schools and communities and how they affect student behavior.

7G. Understands effective prevention strategies.

7H. Understands crisis intervention strategies.

7I. Understands health issues influencing children and adolescents (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

7J. Understands resources to address a wide variety of behavioral, learning, and mental and physical health problems.

7K. Understands how to access and make appropriate referrals for services provided by the district, community, and state resources.

7L. Understands the role of diversity in the development and implementation of prevention, crisis intervention, and mental health programs.

7M. Understands how individuals and groups influence one another and how they function in society.

7N. Understands how to help students to work cooperatively and productively.

7O. Understands factors that influence motivation and engagement and how to help students become self-motivated.

7P. Understands that medications can affect the educational, cognitive, physical, social, and emotional behavior of individuals.

7Q. Understands the appropriate use of confidentiality in prevention, crisis intervention, and mental health services.

STANDARD 8 – *Home/School/Community Collaborations*

The competent school psychologist:

8A. Understands how diverse family systems affect students.

8B. Understands the importance of family involvement in education.

8C. Understands methods to promote collaboration and partnerships between families/guardians and educators that improve outcomes for students.

8D. Understands the implications of cultural diversity on family, home, school, and community collaborations.

8E. Has knowledge of school and community resources and agencies available to students and families/guardians.

STANDARD 9 – Research and Program Evaluation

The competent school psychologist:

9A.   Understands research design.
9B.   Understands research and statistics in order to evaluate published research.
9C.   Understands statistical procedures and data analysis methods to answer research questions.
9D.   Understands measurement principles and psychometric standards and methods when selecting and using assessment techniques and published tests in program or systems-level evaluation.
9E.   Understands findings from intervention research when designing educational, mental health, or treatment programs for children.
9F.   Understands technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).

STANDARD 10 – School Psychology Practice and Development

The competent school psychologist:

10A.   Understands professional, ethical and legal standards in order to enhance the quality of services and to protect the rights of all parties.
10B.   Understands the standards, models, methods, and practices of the profession.
10C.   Understands the history and foundations of school psychology.
10D.   Understands relevant aspects of related areas in psychology and education (e.g., developmental psychology, cross-cultural psychology, mental health/health, bilingual education, and special education).
10E.   Understands how the practice of school psychology affects students and families from diverse backgrounds.
10F.   Understands the importance of collaborating with other professionals in the school community.
10G.   Understands the importance of continued professional development.
10H.   Understands the obligations, procedures, and applications of being a mandated reporter.
10I.   Understands the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists, Council for Exceptional Children, etc.).
10J.   Understands the full range of school psychological services.

STANDARD 11 – Technology Standards (ISBE)
Information Technology (NASP)

The competent school psychologist:

11A.   Understands how to review, evaluate, and use technology for educational purposes.
11B.   Has knowledge about assistive technology and other technological resources for children.
11C.   Understands methods and standards for using information technology.
11D.   Understands methods to access information sources.
11E.   Understands the ethical issues and social implications of using technology.

11F.   Understands the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Appendix K.2

NASP/ISBE Performance Indicators

STANDARD 1 – *Data-Based Decision Making and Accountability*

The competent school psychologist:

1P. Applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision making.

1Q. Collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies.

1R. Uses data to evaluate outcomes of services and to facilitate accountability.

1S. Uses environmental data (e.g., data from home, school, community) to plan interventions.

1T. Applies psychometric theory to the evaluation of assessment materials and techniques.

1U. Applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.

1V. Uses nondiscriminatory evaluation procedures.

1W. Analyzes group performance to design interventions that meet learners' needs.

1X. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.

1Y. Uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.

1Z. Prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.

1AA. Articulates assessment findings in a manner that is understandable for the intended audience.

1BB. Uses data to identify factors that influence learning and behavior at the classroom or building, levels.

1CC. Assists school personnel and other agency administrators with the interpretation of data to evaluate classroom and/or building -level programs.

1DD. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.

STANDARD 2 – *Consultation and Collaboration*

The competent school psychologist:

2I. Applies knowledge of consultation and collaboration skills.

2J. Uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.

2K. Initiates collaboration to enhance student learning.

2L. Participates in collaborative decision making and problem solving with other professionals to achieve student success.

2M. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.

2N. Uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.

2O.   Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).
2P.   Promotes and models ethical practices of confidential communication with others.
2Q.   Uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.
2R.   Uses technological resources to access, manage, and disseminate information to enhance the consultation process.

STANDARD 3 – *Learning and Instruction (ISBE)*
                    Effective Instruction and Development of Cognitive/Academic Skills (NASP)

The competent school psychologist:

3O.   Works effectively with school personnel to promote supportive learning environments.
3P.   Assists school personnel in developing cognitive and academic goals for all students.
3Q.   Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students.
3R.   Uses formal and informal assessment techniques to evaluate the performance and progress of students.
3S.   Uses assessment results to identify student-learning needs, develop instructional strategies, and contribute to eligibility and placement recommendations.
3T.   Participates in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.
3U.   Develops intervention plans consistent with curriculum, learner diversity, and learning theory.
3V.   Considers instructional methods and materials, student interests, and career needs when planning interventions.
3W   Uses intervention strategies and resources that encourage students' development of critical thinking, problem solving, and performance skills.
3X.   Monitors and adjusts interventions in response to feedback.
3Y.   Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career alternatives.
3Z.   Accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.
3AA.   Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards/expectations as established by the State of Illinois or by local districts.

STANDARD 4 – *Socialization and Development of Life Skills*

The competent school psychologist:

4K.   Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.
4L.   Develops methods to assist teachers and families in teaching pro-social behavior to students.

4M. Applies the principles of generalization and transfer of training to the development of interventions.
4N. Assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
4O. Identifies factors that lead to successful interventions.
4P. Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.
4Q. Develops classroom management interventions.
4R. Develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).
4S. Links assessment information to the development of strategies that address individual student's goals.

STANDARD 5 – *Student Diversity in Development and Learning*

The competent school psychologist:

5N. Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.
5O. Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.
5P. Demonstrates respect for cultural diversity.
5Q. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.
5R. Assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.
5S. Facilitates learning communities in which individual differences are respected.
5T. Practices gender equity and non-sex-role stereotyping.
5U. Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes.
5V. Uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.
5W. Integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.
5X. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.
5Y. Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.
5Z. Designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.
5AA. Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.
5BB. Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.

5CC. Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.

5DD. Participates in professional continuing education to minimize biases and to enhance training and expertise.

STANDARD 6 – *School and Systems Organization, Policy Development, and Climate*

The competent school psychologist:

6G. Contributes to the development of practices that provide beneficial programs and services for students and their family.

6H. Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.

6I. Participates in decision making that promotes effective services for students and their families/guardians.

STANDARD 7 – *Prevention, Crisis Intervention, and Mental Health*

The competent school psychologist:

7R. Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).

7S. Reviews crisis intervention plans utilized in schools.

7T. Promotes mental health in the schools and other agencies.

7U. Addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

7V. Collaborates with other health care professionals to promote behaviors that lead to good health.

7W. Uses resources to address a wide variety of cognitive, social-emotional, and physical problems.

7X. Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.

7Y. Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.

7Z. Works effectively within the school and community to create/enhance supportive learning environments.

7AA. Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.

STANDARD 8 – *Home/School/Community Collaborations*

The competent school psychologist:

8F. Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.

8G.	Facilitates collaboration between schools and parents/guardians by designing educational interventions.
8H.	Identifies resources and facilitates communication between schools, families/guardians, and community agencies.

STANDARD 9 – *Research and Program Evaluation*

The competent school psychologist:

9G.	Applies research design and data analysis techniques when conducting and evaluating research.
9H.	Evaluates psychometric properties when selecting assessment methods.
9I.	Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.
9J.	Applies knowledge of intervention research in designing psycho-educational and mental health programs for children.
9K.	Provides information about relevant research findings to school personnel, parents, and the public.

STANDARD 10 – *School Psychology Practice and Development*

The competent school psychologist:

10K.	Practices in full accordance with the NASP Principles for Professional Ethics.
10L.	Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP *Guidelines for the Provision of School Psychological Services*).
10M.	Maintains accepted standards in assessment, consultation, intervention, and general professional practice.
10N.	Complies with legal requirements for professional practice.
10O.	Participates in personal continuing professional development.
10P.	Shares professional resources with teachers, parents or others to enhance and/or provide services to students.
10Q.	Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.

STANDARD 11 – *Technology Standards (ISBE)*
Information Technology (NASP)

The competent school psychologist:

11G.	Practices ethical, legal, and socially responsible behavior when using technology and computer software.
11H.	Adheres to copyright laws and guidelines in the access and use of information from various technologies.
11I.	Uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, and current research findings
11J.	Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.

11K. Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.

11L. Uses multimedia resources to support and deliver oral presentations.

11M. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

11N. Uses technology in communicating, collaborating, and conducting research

11O. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.

Appendix L

Schedule of Activities and Assessments of School Psychology Students

Activities	Pre-Enroll	Year 1 Fall	Year 1 Spring	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring
Apply for admission to WIU and program	*						
Read Graduate Guidelines and catalog information	*						
Consult your academic advisor	*	*	*	*	*	*	*
Attend new student orientation programs		*					
Submit degree plan				*			
Participate in intern return events		*	*	*	*	*	*
Attend ISPA Annual Conference			*		*		*
Attend intern-supervisor meeting						*	
Individual Conferences		*	*	*	*		
Submit Portfolio				*	*		
Submit Case Studies						*	*
Submit draft of project/thesis						*	
Submit final thesis/project							*
Apply for Graduation							*
Complete State Certification Test/Praxis							*
Apply for Type 73 Certificate/NCSP							*

Western Illinois University
School Psychology Program
Fingerprint Applicant Form

Please provide the following information (please print clearly).

Last Name: _____ First Name: _____ MI___

Address: _____ City: _____

State: _____ Zip Code: _____

Date of Birth: ____/____/____   Sex: _____   Race: _____

Height: _____   Weight: _____

Hair Color: _____   Eye Color: _____

Social Security #: _____ - _____ - _____

Place of Birth: (State or Country if outside USA): _____

ORI# ILL13999S

(DO NOT WRITE BELOW THIS LINE – FOR OFFICE USE ONLY) _____

F.P. Technician _____   Date Printed _____

TCN# _____

Purpose Code: AWA
State & FBI
$50