

Stephen F. Austin (SFA) Charter School

**SCHOOL PSYCHOLOGY DOCTORAL
INTERNSHIP PROGRAM
HANDBOOK**



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**THE SFA CHARTER SCHOOL
SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM**

I. THE SFA CHARTER SCHOOL

The SFA Charter School – School Psychology Doctoral Internship Program (SFA CSSPDIP) is a doctoral training program based upon collaboration between the SFASU Department of Human Services & Educational Leadership and the SFA Charter School. The SFA Charter School, located in Nacogdoches County, is the sponsoring agency in which the internship training program occurs. The School Psychology Doctoral Internship Program is exclusively affiliated with the School Psychology Doctoral Program at Stephen F. Austin State University (SFASU), meaning the internship program only accepts interns enrolled in and approved for internship by the School Psychology Doctoral Program at SFASU.

The City of Nacogdoches is the home to many educational and professional resources, including SFASU, a mental health community center (Burke), the University Counseling Center and Clinic, two large and modern hospitals (Nacogdoches Medical Center and Nacogdoches Memorial Center), and a number of mental health practitioners in private practice.

A. DESCRIPTION OF THE SFA CHARTER SCHOOL

Built upon the collaborative efforts of SFASU and the Nacogdoches Independent School District (NISD), the SFA Charter School was approved by the Texas State Board of Education in January 2008. The SFA Charter School opened in August 2008. Located in the Janice A. Pattillo Early Childhood Research Center, the accredited SFA Charter School provides high-quality instruction to students and serves as a teacher preparation program and research facility for the application, evaluation, improvement, and dissemination of alternative teaching methodologies. It was named the 2nd highest ranking charter school in Texas in 2022, by the U.S. News & World Report, and was the highest ranked Charter school in Texas in 2017-2018. The SFA Charter School is one of more than 400 campuses in Texas to earn all possible distinctions in the 2018 accountability ratings. The SFA Charter School continues to serve as a field-based center for the James I. Perkins College of Education, providing both hands-on and observational experiences with children for university students in various areas of study, such as Elementary Education, Kinesiology, Music, Human Services, and other university instructional programs. It houses grades K-5th and enrolls approximately 250 students. Collaboration between the SFASU Education Studies Department, SFA Early Childhood Lab, and the SFA Charter School, results in the continual development of and improvement in models for teacher preparation, professional development, and research-based instructional strategies, ultimately improving student performance.

B. SFA CHARTER SCHOOL MISSION STATEMENT AND GOALS

SFA Charter School Mission Statement

The SFA Charter School is based on the twin goals of improving public education and enhancing the preparation of future educators and school psychologists, with a commitment to the overarching goal of attaining excellence in education. It is dedicated to hiring and training highly qualified teachers, with the requirement that teachers understand and utilize research-based educational practices. The mission of the SFA Charter School is to create a responsive social

learning community that inspires autonomy, integrity and deep critical thinking. This mission is enhanced through the School Psychology Doctoral Internship Program, which adds a unique perspective to the students and teachers through training and consultation for teachers, classroom management, assessments of needs, and through specialized interventions.

SFA Charter School Goals

1. The SFA Charter School maintains a culture of high expectations of achievement for all students.
 - a. Students will meet or exceed the expectations as set forth by state and federal accountability along with intervention and monitoring systems for each content area (AYP, PBM, AEIS).
 - b. Instruction will be based in constructivist philosophy, in order to encourage autonomy and self-regulation throughout the learning process.
 - c. The SFA Charter School will provide a variety of appropriate intensive, compensatory, and/or accelerated instructional services for at-risk students, in order to increase academic performance, reduce the dropout rate, and increase school attendance.
 - d. The SFA Charter School will ensure high quality staff committed to excellence.
 - e. The SFA Charter School will demonstrate an increase in the percentage of students who are preparing for transition to the next grade level education

2. The SFA Charter School will provide supplemental support services to enhance, intervene, and expand opportunities to learn for all students.
 - a. The integration of extra-curricular activities will be used as a tool to enhance student education.
 - b. The SFA Charter School is a premier school, recognized throughout the state for the level of services provided to students and teachers and by how technology is applied in instruction.
 - c. The supplemental school services will support other educational campuses in their efforts to provide quality communication, transportation, food services, health and safety to students and staff.

3. The SFA Charter School will provide a safe, healthy, orderly environment, in addition to well-maintained facilities.
 - a. The campus will provide and uphold an environment where students develop positive character attributes, with emphasis on self-discipline; safety; health and nutrition; substance abuse and violence prevention; and treating others with courtesy, dignity, and respect.
 - b. Facilities will be well maintained, with an emphasis on clean, safe, appealing learning environments meant to promote student success.

4. The SFA Charter School will maintain a customer service-oriented partnership with all stakeholders, in order to promote collaboration, communication, and diversity.
 - a. The campus will use positive and effective communication, both internally and externally, so that parents and other stakeholders become partners in the educational process and campus decision-making
 - b. The SFA Charter School will provide a warm, inviting, and professional atmosphere to all who enter each campus and facility

5. The SFA Charter School will maintain fiscal responsibility for all local, state, and federal allocations:

- a. By improving operating efficiency and effectiveness in the delivery of services,
- b. By encouraging all teachers and staff to pursue advanced professional development and degrees within their specialty area, and
- c. By promoting health and wellness in the workforce.

II. THE SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

C. INTRODUCTION

The School Psychology Doctoral Internship Program was first developed during the 2014-15 school year and received American Psychological Association (APA) accreditation in 2019. The Program is continuously improved through ongoing collaboration between the School Psychology Doctoral Program Director, the Department of Human Services & Educational Leadership Chair, the School Psychology Doctoral Internship Director and Clinical Supervisors, the Elementary Education Department Chair, SFA Charter School CEO/Principal, and the Doctoral Intern Advisory Training Committee (DIATC). The School Psychology Doctoral Internship Director and Clinical Supervisors are experienced licensed psychologists experienced in clinical supervision. The Program's structure, goals, and curriculum meet APPIC and APA internship standards and guidelines. The Program also adheres to the internship guidelines set forth by the National Association of School Psychologists (NASP), and the Texas State Board of Examiners of Psychologists (TSBEP).

D. INTERNSHIP PROGRAM MISSION/STATEMENT

The mission of the SFA CSSPDIP is to prepare each intern to assume the role of a competent mental health service psychologist, able to independently provide exemplary services to schools and the greater community.

E. INTERNSHIP CORE STANDARDS

The SFA CSSPDIP will, at a minimum, meet the following criteria:

1. The primary purpose of the Internship will be to provide a planned, sequential training experience, reflecting breadth and quality, rather than solely supervised on-the-job experience. Interns will participate in regularly scheduled didactics that address critical issues in School Psychology.
2. The Internship will have a clearly designated staff psychologist who (a) is employed by the Internship agency, (b) is responsible for the integrity and quality of the training program, and (c) is actively licensed as a psychologist, as well as a Licensed Specialist in School Psychology (LSSP), by the Texas State Board of Examiners of Psychologists (TSBEP).
3. The Internship will meet the Standards provided by the Texas State Board of Examiners of Psychologists (TSBEP).
4. Internship supervision will be provided by psychologists who are staff members of the internship agency and who will carry clinical responsibility for all psychological services provided by interns under their supervision.

5. Interns will verbally identify themselves as interns and as having supervised status. The supervising psychologist's clinical responsibility will be indicated for all work completed by the intern through introductions, and on reports, written materials, business cards, signature lines, and all other documents utilized by the school district.
6. The Internship will provide training in a full range of psychological services conducted directly with students, including evaluations and intervention activities.
7. Each intern will develop an individualized internship training plan with specific and measurable goals and criteria, and this plan will be utilized to guide training throughout the internship training program.
8. The Internship will provide training and experience with multicultural populations and individuals with diverse social and ethnic backgrounds, to the extent required to establish a professional level of knowledge, comfort, and competence.
9. The Internship will assure that at least 25% of the intern's time will be in direct client contact (minimum of 438 hours). The internship is a 10-month, 1750-hour, psychology training program.
10. The Internship will include each week a minimum of two hours of regularly scheduled formal, face-to-face individual supervision by a licensed psychologist. Each intern will attend at least two additional hours each week of supervision, to include case discussions, group supervision provided by an LP/LSSP, colloquia training, grand rounds, professional development, or other training activities. The interns will also receive two hours weekly of didactics.
11. The internship training will be provided as post-practicum.
12. Interns will use the title "Doctoral Intern."
13. Interns are expected to participate in at least one research project during the Internship year. Interns will, with the assistance of the Internship Director, identify an area of appropriate research (e.g., evaluation of intervention outcomes), submit a research plan to the University IRB (if applicable), collect data, and submit a paper or poster to a professional regional or state organization and/or for publication in a professional journal.
14. The interns are expected to conduct at least two literature-based presentations of a current journal article, or one presentation resulting from a broader study of a topic relating to an academic or mental health issue faced in the course of their Internship. The purpose is to bridge the gap between research and practice by developing a theoretical conceptualization of an actual problem, implementing an empirically based intervention(s), monitoring its outcomes, and modifying it as needed.
15. Interns are expected to collaborate with parents and teachers. This includes the provision of a 12-hour parent training seminar, presented over the course of six weeks.

16. Dissertation research is supported up to ten percent of the internship total hours, at a rate of no more than four hours each week. One day of absence, scheduled with at least a two-week advanced notice, is allowed for dissertation defense.
17. A 12 month/2000-hour internship option may be available to students who foresee the possibility of licensure in a state where this requirement applies. However, this option will be only available with special coordination with the Charter School CEO and the Internship Director. Prospective interns are encouraged to explore the licensing requirements of all states in which they may wish to practice. Extension of the internship beyond the contracted time period is performed on a volunteer basis.

F. INTERNSHIP ADMINISTRATION

Internship Training Director and Clinical Supervisors

The Internship Training Director communicates directly with the Charter School CEO and School Psychology Doctoral Program Director and has administrative and clinical responsibility for decisions related to the content, training, and integrity of the Internship program. The Internship Training Director is a licensed psychologist as well as a Licensed Specialist in School Psychology. The Internship Training Director will attend all SFA Charter School faculty meetings as scheduled. The Internship Training Director is housed at the SFA Charter School location and will be present on campus when the interns are there. The Internship Training Director (at present, Dr. McCreary) is the primary psychologist and will provide both field and individual supervision for the interns. The Internship Training Director will be present and involved with the interns daily. The work in Charter is referral driven. All referrals from teachers, parents and administrative staff are channeled through the Charter School CEO to the Internship Training Director. The Internship Training Director will meet with the interns each morning to plan what needs to be done for the day, how to do it, and oversees all activities of the interns. A weekly schedule is implemented to further guide the interns in their training. The Internship Training Director makes the didactic schedules for the year; attends all ARD/IEP meetings, parent meetings, teacher meetings, and administrative meetings with the interns; and oversees the original research conducted during the Internship year.

Dr. Frankie Clark, LP, LSSP, is the secondary psychologist and will provide two hours per week of group supervision for the 10-month Internship. Dr. Clark will also provide two hours of didactics per semester to the Internship (for a total of four hours), will meet one hour per month with the Trainers of Interns Committee, and will meet three times for at least two hours each time, per intern year with the DIATC. Dr. Clark reviews the Charter School CEO ratings, as well as the teachers' ratings of the interns, which are given at the end of the Fall Semester and Spring semesters. Dr. Clark will provide feedback to the interns concerning supervisor assessments and will help devise plans for improvement, as needed. Dr. Clark is also involved with the Intern by Supervisor evaluations, which are given three times (BOY, MOY, EOY) over the course of the 10-month Internship. Based on these ratings, Dr. Clark will review all didactics completed at that point and help implement didactics that will lead to improvement of intern skills for the remainder of the year. Dr. Clark screens intern applicants, determines their skill level (based on sample reports and assessments, e.g., FBAs, BIPs, FIEs/FIIEs, etc.), and helps collect proximal and distal data, in order to determine necessary improvements and/or changes to the Internship program.

In addition, Dr. Nina Harness provides a three hour per week, mini-rotation in the Spring and Fall semesters in the School Psychology Assessment Center (SPAC) and at the SFA Charter School, including one hour of group supervision per week. These mini-rotations will provide the interns with supervisory experience. The SPAC is connected to the SFASU School Psychology Doctoral Program, located in the Department of Human Services & Educational Leadership. The SPAC is not affiliated with the SFA Charter School. Dr. Harness also provides four hours of didactic training during the Internship year. She meets one hour per month on the Trainers of Interns Committee with Dr. McCreary and Dr. Clark (see below) and meets three times per year for at least two hours each time on the Doctoral Advisory Training Committee (DIATC; see below). Please see Appendix A for more supervisor information.

Trainers of Interns Committee

The Committee is made up of the Internship Training Director and two other licensed psychologists/LSSPs (Appendix B). The Trainers of Interns Committee meets monthly to review program progress and potential issues, and to provide possible solutions to problems. When more in-depth problem solving is needed, the Committee will refer to the DIATC. In addition, the Committee prepares monthly progress summaries for the DIATC to review.

Doctoral Intern Advisory Training Committee (DIATC)

The DIATC serves as an advisory oversight board to the Internship program. The DIATC is comprised of various professionals and community members representing a multitude of backgrounds and training. Current members of the DIATC are listed in Appendix B. The DIATC meets three times per year, a minimum of 2 hours per meeting.

G. CLINICAL SUPERVISION

Each intern receives, at a minimum, four total hours of clinical supervision per week, with two hours per week of regularly scheduled, formal face-to-face individual supervision from the primary licensed psychologist supervisor (Internship Training Director) and two additional hours from other appropriately credentialed school staff (e.g., LSSP, LP). Supervision times are arranged on an individual basis between interns and direct supervisors. Throughout the training day, supervisors are readily available to all interns and there are multiple supervisors available for crisis situations. All faculty within the SFASU School Psychology Doctoral Program have office hours open to interns for consultation and additional supervision, as needed. Office hours, email addresses, and other contact information are provided to the interns online and upon request, for further consultation and help.

H. INTERNSHIP STRUCTURE

The Internship program begins each year in August. The internship is a 10-month, 1750-hour psychology training program. Interns should expect to work at least 40 hours, but no more than 45 hours, per week. The Texas State Board of Examiners of Psychologists allows internships in academic settings to be completed in no fewer than 10 months, for professional licensure as a psychologist.

The Internship consists of 1750 hours of specifically selected training and experience. Once orientation is completed, interns will spend as much as 45% of their time in direct client contact, easily meeting the minimum requirements of at least 25% (438 hours) in direct client contact, as

required by TSBEP standards. Although the SFA CSSPDIP is conducted primarily within a public school setting, the Internship training experience provides additional opportunities related to the general, professional practice of psychology. For example, interns will participate in two mini-rotations (Fall and Spring semesters) involving clinical supervision, both supervised by Dr. Nina Harness. The Fall mini-rotation takes place in the School Psychology Assessment Center and the Spring mini-rotation takes place within the SFA Charter School. The interns will supervise graduate students from the School Psychology Doctoral Program as they complete assessments and other assignments in these settings.

As is required by APA, the SFA CSSPDIP provides a sequential training experience, rather than simply supervised experience or on-the-job training. The Internship is a post-practicum training experience that is rooted in best practices. Before interns can be accepted to the program, they must provide, from the University, documentation of Internship preparedness. The Internship requirements must be completed prior to intern graduation.

Internship curriculum is developed to meet the training goals of the overall program. Under supervision, a doctoral intern will provide a range of psychological services to children and families, including prevention, evaluation, consultation, direct academic/behavioral interventions, trainings, counseling, and crisis intervention services. Interns will provide evaluation and intervention services to students with a variety of needs. Special efforts are made to provide interns with experience in working with low incidence disorders and populations. Throughout the Internship, interns are exposed to both special education and regular education programs. Below is a sample log of intern activities. These activities may vary, depending on case load and service demand. During the school year, more time allotted to direct services. As previously mentioned, the Internship is 1750 hours over 10-months (calendar school year).

Sample of Interns’ Weekly Activities

ACTIVITIES	HOURS Per WEEK
Direct/Indirect Services	
Assessment	7
Observation	4
Counseling/Intervention	4
Consultation	4
ARD/IEP Meetings	5
Professional Development	
Individual Supervision	2

Group Supervision	2
Didactic Training	2
Intern/Peer Interaction	2
Administration	
Report Writing	4
Case Management	4
TOTAL	40

I. THEORETIC BASIS OF TRAINING

The SFA CSSPDIP is rooted in developmental, ecological, cognitive-behavioral, and behavioral theories and models of psychology. Internship training occurs in numerous formats and multidisciplinary environments, requiring the intern to function as a team member. Professional skills and competencies developed during formal graduate training serve as the foundation for interns as they experience varying assessment and therapeutic approaches. In addition, interns may pursue individual interests and research throughout the training year. Appendix C provides a tentative didactic/professional development calendar.

The SFA Charter School emphasizes the value of developing a respectful and productive relationship between the families we serve and our schools. Interns are expected to communicate with families and assist parents in becoming active participants in evaluation, program planning, and design of interventions. Maintaining communication with families is considered crucial to the evaluation process and to the design of all interventions that will be applied. Interns are trained to actively (a) obtain information through taking developmental and family histories, and (b) provide parents with individual evaluation results.

J. TRAINING MODEL

The SFA CSSPDIP adheres to a “practitioner-scholar” model of training. Interns read, explore, and are guided by research. They are taught to think critically, to use research-based practices, and to collect data on intervention effectiveness. Psychology practitioners rely on research-based methods of assessment, evaluation, counseling, and intervention in the delivery of psychological services in the schools.

K. TRAINING SEQUENCE

The SFA CSSPDIP occurs in five sequential phases. The time and duration of each phase is typically dependent on the intern’s background, initial skills, and progress in the training program.

Stage One: Information

The first stage, the Information phase, is a five-day long intern orientation period, which incorporates a detailed presentation and overview of the core training areas; professional roles and expectations; commonly used tests, strategies, techniques; and training for building professional relationships. Discussion of ethics, special education law, and standards of professional practice are included as part of this training. Interns gain information regarding informed consent, the documentation of services, department structure, and the policies and procedures of the SFA Charter School. Special topics are presented relevant to the practice of psychology in schools and the most recent topics in peer-reviewed journals. See Appendix D for a tentative orientation schedule.

Interns will gain information on internship expectations, and the process and evaluation instruments used for evaluating intern performance. Interns will be informed of the full due process procedures specific to the Internship program and to the employee process of the SFA Charter School (i.e., notice, hearing, and appeal). At the end of Stage One, interns will be asked to evaluate their own baseline skills as they begin the training program (see Appendices E and N). This information will be shared with their Trainers of Interns Committee and the Internship Training Director. If ratings from these initial self-evaluations indicate additional deficiencies in cultural competence and awareness, then a remediation plan will be created.

As interns move out of Stage One, they will begin developing their Individualized Intern Training Plan (IITP) with their clinical supervisors. This process may occur over several days and will culminate in the development of the formal IITP (see Appendix F). The IITP will include the minimal Internship expectations of the intern and will also emphasize the special interests and the unique training needs of the intern.

Stage Two: Orientation

Stage Two, the Orientation phase, provides opportunities for interns to become familiar with the internship setting, initial internship expectations, practice locations, and assignments. The following topics will be highlighted during this stage:

- The school system and special programs, such as 504, ESL, and special education
- Role of supervised service providers in specific practice settings
- Observations of other clinicians as they work with students, talk with parents, plan evaluations, administer tests, consult with teachers, attend ARD/IEP meetings, plan with multi-disciplinary teams, and observe in classrooms.
- Preparation for counseling assignments
- Review of Individual Education Plans (IEPs)

At the end of the Orientation phase, interns will sign the Expectations of Interns Agreement form (Appendix G) and write a self-reflection paper.

Stage Three: Skills Development

During Stage Three, the Skills Development phase, interns receive their cases and assignments of responsibilities. Interns work closely with their supervisors regarding the fulfillment of these responsibilities. The length of this phase is dependent upon the progress of the intern.

Stage Four: Professional Practice

Stage Four, the Professional Practice phase, enables the interns to participate in the full range of training activities. Interns will advance their clinical skills through practice and feedback from colleagues and supervisors, as well as through completing more complex independent work.

Stage Five: Supervised Independence

Stage Five, the Supervised Independence phase, occurs in the last few weeks or months of the training program, depending on individual intern progress through the stages. Interns experience an expanded range of responsibilities with less direct supervision, displaying a greater degree of professional competencies.

L. TRAINING AIM AND COMPETENCIES

The aim of the SFA CSSPDIP is to prepare each intern to competently assume the role of a health service psychologist, able to independently provide exemplary services to schools and the greater community. Profession-wide competencies are defined, in accordance with APA guidelines, for the Internship. Interns are prepared for the practice of health service psychology by developing and demonstrating competence in the following areas:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values and Attitudes
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interpersonal/Interdisciplinary Skills

Best practices govern the focus of each competency. The link between research and practice in each area is regularly examined through literature reviews, didactic seminars, professional dialog, case conferences, group and individual supervision, and other training activities.

Profession-Wide Competencies

1. Research

Elements associated with this competency from [IR C-8 I](#):

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Program-defined elements associated with this competency:

- Locate, read, and critically evaluate empirically based research.
- Consider implication of research and use this information in determining test selection and recommendations to parents and teachers.
- Develop research questions, explore and present ideas to Internship faculty and supervisors.
Conduct organized research

Required training/experiential activities meeting each element:

- One mentored original research project, to be completed and presented as a paper or a poster to a professional organization and/or as a publication in a professional journal during the course of the Internship;
- Two literature-based presentations of a current journal article OR one presentation resulting from a broader study of a topic relating to an academic or mental health issue, intended to bridge a gap between research and practice;
- Supervision by Internship supervisors, as well as relevant members of the Trainers of Interns Committee, as appropriate, to support intern research goals.

How outcomes are measured:

- Outcomes are measured by successful completion of the research activities, as rated on the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

2. Ethical and Legal Standards

Elements associated with this competency from [IR C-8 I](#):

- Be knowledgeable of and act in accordance with each of the following:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Program-defined elements associated with this competency (if applicable):

- Demonstrates understanding of the role and function of a school psychologist in relation to legal, ethical, and/or professional practice.
- Apply ethical and professional principles in scholarship and practice.
- Proficient in the knowledge of state and federal laws applicable to special education and the practice of psychology in the school.

Required training/experiential activities meeting each element:

- Didactics focused on special education, state, and federal law
- Case consultation with supervisors over best practices and navigating ethical issues that arise the Internship year

How outcomes are measured:

- Outcomes are measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

3. Individual and Cultural Diversity

Elements associated with this competency from [IR C-8 I](#):

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.
- The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Program-defined elements associated with this competency (if applicable):

- Demonstrates knowledge of possible diversity issues, including values, beliefs, traditions, customs, parenting styles, language barriers and effect of disabilities or other life styles.
- Reads empirical literature examining how diversity affects the delivery of psychological services.
- Demonstrates ability to provide culturally sensitive services
- Considers multicultural and diversity factors when planning assessments and interventions

Required training/experiential activities meeting each element:

- Didactics focused on cultural diversity
- Self-assessments and reflection paper
- Discussions with supervisors on individual histories and how they might impact their ability to work with certain types of diversity
- Case consultation to discuss, on a case-by-case basis, issues of diversity
- Diversity & Climate Self-Study/In-service Presentation

How outcomes are measured:

- Measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

4. Professional Values, Attitudes, and Behaviors

Elements associated with this competency from [IR C-8 I](#):

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Program-defined elements associated with this competency (if applicable):

- Demonstrates ability to maintain good working relationships with colleagues.
- Engages in confident resolutions and collaborative problem-solving strategies.
- Works well in a group and contributes to the completion of psychology related tasks.
- Completes assessments and reports within a timely manner and adheres to both school schedules and legal timelines, as defined by special education law.
- Maintains knowledge of changes in ethical, legal and best practices in psychology.

Required training/experiential activities to meet elements:

- Didactic trainings designed to enhance professional values, attitudes and behaviors.
- Participation in teacher meetings, ARD/IEP committee meetings, Section 504 meetings, parent conferences with supervisor present, etc.
- Attendance at state or local professional conferences.
- Participation in Educational Service Center's professional development activities for professional networking and awareness of current issues.

How outcomes are measured:

- Measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

5. Communications and Interpersonal Skills:

Elements associated with this competency from [IR C-8 I](#):

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills
- Demonstrate the ability to manage difficult communication well.

Program-defined elements associated with this competency (if applicable):

- Verbally communicates results of evaluations to students (when appropriate), families, and school personnel.

- Communicates results of evaluations in a formal written report.
- Makes appropriate recommendations, based on a synthesis of data collected.
- Demonstrates knowledge and skills in responding to school aged children in crisis.

Required training/experiential activities meeting each element:

- Didactics in self-identified areas of weakness.
- Didactics in crises management (e.g., CPI, PREPaRE, etc., as available)
- All referrals for assessment are reviewed with the supervisor, reports are approved by supervisors, and teachers and family conferences are supervised by the supervisor.

How outcomes are measured:

- Measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

6. Assessment

Elements associated with this competency from [IR C-8 I](#):

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Program-defined elements associated with this competency (if applicable):

- Conducts interviews, collects data, and observes academic and behavioral skill performance.
- Administers and scores appropriate tests and interprets data.
- Integrates data from multiple sources, formulates diagnosis within a DSM-5 cluster, and determines eligibility for special education services, according to state and federal specific education law.
- Conducts appropriate universal screenings to identify systems-level needs and individual students in need of additional supports, compiles and interprets data, and shares results with appropriate stakeholders.

Required training/experiential activities meeting each element:

- Didactics in all areas that the intern or supervisor see as a weakness, as determined by previous supervisor evaluations and intern self-evaluations.
- With supervisors, intern explores what would be an appropriate school-wide screener.
- Participation in Educational Service Center's professional development activities for professional networking and awareness of current issues.

How outcomes are measured:

- Measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

7. Intervention

Elements associated with this competency from [IR C-8 I](#):

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Program-defined elements associated with this competency (if applicable):

- Identifies target social, behavioral, and/or emotional skill(s), based on referral, observational, and assessment data.
- Selects research-based interventions to meet needs of students.
- Effectively communicates progress and outcomes to relevant stakeholders.
- Identifies contacts and incorporates appropriate community-based resources and recommendations.
- Demonstrates knowledge of empirically based, system-level prevention/interventions, conducts a needs assessment, implements empirically based, systems-level prevention/interventions, by using a problem-solving approach to program evaluation, including program evaluation and modification.

Required training/experiential activities meeting each element:

- Didactics on system-wide interventions and implementation.
- Review with supervisor results of screeners, as well as interns and supervisor's research, plans, and intervention implementation.
- Participation in Educational Service Center's professional development activities for professional networking and awareness of current issues.

How outcomes are measured:

- Measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

8. Supervision

Elements associated with this competency from [IR C-8 I](#):

- Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Program-defined elements associated with this competency:

- Recognizes limits of competence and requests supervision, when needed.
- Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth.
- Demonstrates knowledge of empirically based, culturally sensitive models and strategies of supervision.
- Implements appropriate strategies of supervision and evaluate overall effectiveness of the supervision.

Required training/experiential activities to meet elements:

- Didactics on supervision models and culturally sensitive supervisory practices
- Interns provide individual and small group supervision graduate supervisees in screening, assessment, and report writing, at both the SFA Charter School and unaffiliated SPAC.

How outcomes are measured

- Measured by the intern supervisor's evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

9. Consultation and Inter-professional/Interdisciplinary Skills

Elements associated with this competency from [IR C-8 I](#):

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, inter-professional groups, or systems related to health and behavior.

Program-defined elements associated with this competency (if applicable):

- Collects data from multiple sources to determine deficits between expected skills and skills displayed and identifies target behaviors or skill areas.
- Demonstrates knowledge of empirically supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually selected interventions.
- Collects data to monitor progress and presents data in appropriate form to stakeholders.
- Communicates results of consultation both orally and in written form to appropriate stakeholders.
- Determines appropriate referrals to outside sources when necessary.

Required training/experiential activities to meet elements:

- Didactics to teach appropriate skills.
- Didactics in crises management (e.g., CPI, PREPaRE, etc., as available)
- Supervised teacher meetings, parent conferences, and structured observations to enhance and teach skills.
- Attendance at a local, state, or national conference to improve inter-professional/interdisciplinary skills.
- Case consultation with supervisors to review plans and enhance skills.
- Participation in Educational Service Center’s professional development activities for professional networking and awareness of current issues.

How outcomes are measured:

- Measured by the intern supervisor’s evaluation at each evaluation period

Minimum levels of achievement (MLAs): On a scale of 1-5, interns are required to achieve a rating of 3 across all areas of this competency by the final evaluation period. A rating of 3 indicates Intermediate performance and preparedness for entry-level, supervised practice during postdoctoral training.

- At the 1st evaluation period, 30 % of the elements should be rated at a 3 or higher
- At the 2nd evaluation period, 60 % of the elements should be rated at a 3 or higher
- At the final evaluation period, 100 % of the elements should be rated at a 3 or higher

M. TRAINING OPPORTUNITIES

There are many training opportunities available to interns. The SFA Charter School serves children from a wide range of ethnic, minority, and family backgrounds and circumstances, who display a variety of skill levels. Low incidence populations include students with intellectual and developmental disabilities, psychological and behavioral disorders, and other needs. Interns will collaborate with their primary and secondary supervisors to develop an individualized internship training plan (IITP) for the year. Didactic training activities are required by the Internship. In addition, interns will participate in two mini-rotations in clinical supervision during the Internship, both supervised by Dr. Nona Harness. The Fall mini-rotation is in the School Psychology Assessment Center (SPAC). During the Spring mini-rotation, interns will supervise graduate students from the School Psychology Doctoral Program in the SFA Charter School setting, as they conduct evaluations and design and implement interventions. These experiences help develop the supervisory skills needed for later practice. There are other activities that may be selected by interns that coincide with areas of interest, skill deficits, or future plans. Intern training activities will involve, and may be selected by interns, to involve the following:

1. DIRECT SERVICES/INTERVENTIONS

Consultation: Interns will consult with teachers, parents, administrators, outside community professionals, and other individuals. Consultation may involve recommending classroom management or academic intervention strategies, developing behavior intervention plans, implementing academic or behavioral classroom interventions, or facilitating program design.

Crisis Intervention: Interns will be actively involved in responding to crisis situations, such as intervening with severe and destructive student behaviors; conducting threat assessments; and responding to the suicide or deaths of students, parents, or faculty. Interns may be trained and may serve on the campus crisis intervention team.

Class-wide and School-wide Prevention Services: Interns will provide class-wide prevention/intervention services, including bullying prevention curriculum, social skills development, staff professional development sessions, and parent training courses.

Group Counseling: Interns will provide or co-lead counseling sessions to groups of students with various needs (initially supervised). The group modality is used to address a variety of issues, including adjustment to family structure changes, resiliency, and social skills.

Individual Counseling: Interns will provide individual counseling to students (initially supervised). Individual counseling is school-based and is meant to assist students in becoming socially and academically successful.

Behavioral/Social-Emotional Interventions: Interns will provide direct interventions to students identified as at-risk of developing behavioral, social, or emotional skills deficits.

2. DIAGNOSTIC SKILLS

Individual Evaluations: Interns will conduct psychological evaluations of children with suspected disabilities, as identified in IDEA (2004), such as specific learning disabilities, other health impairments (e.g., ADHD), autism spectrum disorder, emotional disturbance, intellectual disability, etc.

Screening: Interns will conduct school-wide screenings of social, emotional, and behavioral skills.

Needs Assessment: Interns will conduct system-wide needs assessment in order to determine various needs of the school community.

Diagnostic Skills: In addition to adherence to state and federal rules regarding criteria for special education disabilities and services, knowledge and understanding of the DSM-5 is emphasized in the evaluation process. Following the evaluation process, interns will collaborate with a multidisciplinary team (i.e., ARD/IEP committee or MTSS committee) and use evaluation information to design programming that meets the specific needs of each student. Specific DSM-5 disorders that may be encountered in a school setting include:

Anxiety Disorders	Communication Disorders
Traumatic Brain Injury	Conduct Disorders
Learning Disorders	Tourette's Syndrome
Intellectual Disability	Mood Disorders

Functional Behavioral Assessment (FBA): An FBA is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. Interns will participate in information-gathering procedures that result in a hypothesis about the potential functions that the behavior is serving for the student, for the purpose of developing a Behavioral Intervention Plan (BIP).

Counseling Evaluation: In order to determine the need for counseling and identify databased counseling goals, interns will conduct counseling evaluations.

3. INSTRUCTIONAL ARRANGEMENTS / CLASSROOM SETTINGS

Inclusion: Inclusion services are provided in the general education classroom through in-class support, as opposed to students receiving services in special education classrooms.

Resource Instruction: Resource instruction is primarily focused on remediating learning differences. This service may also be offered through inclusion in general education classes or through specified “pull-out” times.

Tier II Interventions: Tier II Interventions focus on increased time, intensity, and a diversity of approaches for improving a student’s performance on specific academic skills.

Social-Emotional Learning: The SFA Charter School implements Responsive Classroom, a school-wide, social-emotional learning curriculum and philosophy, in addition to using a constructivist philosophy, upon which all teachers structure their classroom and learning activities.

4. SPECIALIZED TRAINING OPPORTUNITIES

Autism In-home Training: An in-home training evaluation is completed by district staff prior to initiation of this service and must be requested by an ARD committee. This in-home training is provided only to students who qualify under the special education eligibility of autism and with documented need, with the purpose of assisting in the generalization of IEP goals from the school to the home setting.

Multicultural/Minority Issues: Interns acquire knowledge and gain experience in using varied approaches appropriate for working with minority or ethnically/linguistically diverse student populations. Sensitivity to and respect for diversity is emphasized throughout the training program.

5. PROFESSIONAL PRACTICE

Educational Presentations: Interns will work with supervisors and other psychology personnel in preparing presentations for professional training. Routine opportunities for case presentations are also provided.

Ethics: Interns will receive training in ethical and professional standards. They may choose ethics as an area of concentration. Standards are modeled, practiced, and discussed across the

Internship year. Interns are held to the professional and ethical standards set forth by APA, NASP, and TSBEP. Interns are required to utilize in daily practice the ethical standards and guidelines provided by APA and NASP.

Policies and Law: Interns will receive training enabling them to understand federal and state law, as well as local policies for providing psychological and special education services in schools.

Report Writing: Interns are required to gain competence in psychological report writing. Interns will be trained to report concise and accurate test results and to provide recommendations that can be realistically implemented.

Research: The School Psychology Doctoral Internship Program includes opportunities for ongoing research activities. Interns conduct group or individual research projects, as required by the Internship. Time is allotted for dissertation research, although this is limited to four hours per week.

N. EVALUATION

1. EVALUATION OF INTERN PERFORMANCE

Intern evaluation and feedback are integral aspects of the SFA Charter School Psychology Intern training program. Evaluations of intern performance are both informal and formal. Informal evaluations may occur at any time and may occur by the request of the intern, supervising psychologist, or Program.

At the beginning of the internship program, interns complete and provide a self-evaluation of professional skills to their supervisors (i.e., the Individualized Intern Training Plan, or IITP). This self-evaluation establishes baseline skills. Intern evaluations by a supervisor will also be conducted three times a year (see Appendix H). These evaluations are directed toward developing specific goals for Internship, as is outlined in the IITP and current Handbook. At mid-Fall semester, the first performance evaluation (BOY) will be completed, and a copy will be provided to the intern for review, before the evaluation review meeting. Evaluations of each intern's progress will be completed by the primary supervisor, in collaboration with the intern and the secondary supervisors.

Interns will be evaluated based on their progress in skill development, as outlined in APA's nine profession-wide competencies. Cumulative goals include all Internship training goals and individualized intern goals. Each goal, including the Internship minimum standard, will be included in the IITP, as well as on the Intern Performance Evaluation. Formal evaluation meetings will be held between the intern and primary supervisor. Other individuals involved in supervision may be present at the request of the intern or supervisor. In addition, the Charter School CEO will complete the Dispositions Rating Form (Appendix I), in order to inform the intern and supervisors of field performance. Teachers may be involved in disposition ratings.

2. EVALUATION OF TRAINING PROGRAM BY INTERN

Interns will also participate in formal and informal evaluation of both the Internship and their supervisory experience. Informal evaluation occurs in the form of feedback meetings with the

Internship Training Director. These informal meetings occur at a minimum of twice per semester.

Interns will formally evaluate the Internship at the end of the program (Appendix J). The end of the year evaluations are shared directly with the Internship Training Director. Interns will also evaluate their supervisors and the quality of supervision (Appendix K). The Internship Training Director will discuss the results of the both the training program and supervisor evaluations with Trainers of Interns Committee and with the DIATC.

O. DUE PROCESS

DUE PROCESS

The School Psychology Doctoral Internship Program will follow due process guidelines to ensure that decisions about interns are not arbitrary or based upon bias. These guidelines include appeal procedures that permit any intern to challenge program decisions. The due process guidelines include the following:

- Supervisors will orient interns to the Internship expectations regarding professional functioning at the start of the training year, during Stage One. Expectations, due process, and grievance procedures will be provided in writing and reviewed with the interns, as a group and on an individual basis, as needed.
- Specifying intern evaluative procedures, including time frames and the methods, as is presented in the Intern Training Agreement, completed before the start of the Internship year.
- Defining “problematic behavior.”
- Communicating early and often with the Trainers of Interns Committee and the DIATC regarding any difficulties and seeking input on how best to address these problems.
- Providing a remediation plan for skill deficiencies or problematic behavior, including a time frame for remediation and consequences for not remediating deficiencies/problematic behavior.
- Providing interns with a written description of procedures they may use to appeal decisions and to file grievances.
- Ensuring that interns have sufficient time to respond to any action taken by the program that affects them.
- Using input from multiple professional sources, including the primary and secondary supervisor, when making decisions or recommendations regarding the intern's performance.
- Documenting, in writing and to all relevant parties, the action(s) taken and rationale.

DEFINING AREAS OF CONCERN

School Psychology Doctoral Internship Program defines two typical areas:

1. **Skill deficiency.** Skill deficiencies may include lack of doctoral level knowledge of:
 - Psychological assessments
 - Diagnostics
 - Test administration or interpretation
 - Forming therapeutic alliances with students
 - Therapy/counseling
 - Knowledge of pertinent research
 - Additional weaknesses, such as conducting professional activities beyond ability or scope, disregard for a supervisor’s guidance, and resistance to appropriate learning opportunities.
2. **Problematic intern behavior.** Behaviors are identified as problematic if they include one or more of the following characteristics:

- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
- A disproportionate amount of attention by training personnel is required.
- The problem is not restricted to one area of professional functioning.
- The quality of services delivered by the interns is sufficiently negatively affected.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The intern does not acknowledge, understand, or address the problem when it is identified.

PROCEDURES FOR RESPONDING TO A SKILL DEFICIENCY OR PROBLEMATIC BEHAVIOR

Initial Response

If the Internship Training Director or one of the Trainers of Interns identifies a skill deficiency or problematic behavior and the matter is not being adequately addressed through routine supervision, the following procedures will be initiated, unless the DIATC determines that immediate disciplinary action is appropriate.

1. The Internship Training Director notes there is a concern about the intern's professional skills or functioning.
2. The Internship Training Director initially consults with the Charter School CEO and Trainers of Interns Committee within two working days of receiving notice.
3. The Internship Training Director will work with the interns and other relevant individuals to develop a problem resolution plan within two working days of consulting with secondary supervisors. A plan will be written and will include a timeline of 30 days satisfactory resolution (see Appendix L).
4. If the initial attempt at informal problem resolution is unsuccessful, during the next five working days the Internship Training Director will seek input from the Trainers of Interns Committee.
5. Following this, and if needed, the DIATC will be consulted for input.
6. If the above procedures do not bring resolution, then the Internship Training Director may proceed with any appropriate disciplinary action, as described below, in consultation and collaboration with the relevant Committees and intern's academic institution.

Possible Disciplinary Actions

If the initial response to the skill deficiency or problematic behavior is not effective, then the Internship Training Director will consult with DIATC to determine which of the following disciplinary actions to initiate. The actions presented below are not necessarily sequential. The Internship Training Director and Trainers of Interns Committee, in consultation with the DIATC, will select the best course and extent of the action, based on the needs of the interns and SFA Charter School students.

Written Notice. Directs the intern to discontinue an unsatisfactory action or behavior. The letter will specify the following:

- Notification to the interns that there is unsatisfactory behavior.
- Description of the unsatisfactory behavior.
- Actions required to correct the unsatisfactory behavior.
- Timeline for correction with a maximum of 30 days.
- Consequences if the problem is not corrected.

The Internship Training Director will review progress with the interns and relevant individuals at the end of the timeline. If the progress is not sufficient, then the Internship Training Director will consult with the DIATC to determine the next appropriate action.

Probation. If the area of problematic behavior is deemed serious enough, the intern may be placed on probation. The intern will be given a letter specifying the following:

- Description of the unsatisfactory behavior.
- Actions required to correct the unsatisfactory behavior.
- Timeline for correction with a maximum of 30 days.
- Explanation of the procedure that will be used to determine whether satisfactory progress has been made.
- Consequences if the problem is not corrected.

The Internship Training Director will review progress with the intern and relevant individuals at the end of the timeline. If the progress is not sufficient then the Internship Training Director will consult with the DIATC to determine the next appropriate action.

Administrative Leave. The intern may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The interns will be informed in writing about potential consequences resulting from suspension, which might include inability to complete training hours or other requirements.

- The DIATC will convene to review the behavior in question within five working days of the intern being placed on administrative leave.
- The DIATC will determine what actions the intern may take to correct the behavior or if more significant steps should be undertaken.
- If it is determined there are corrective actions needed, then the intern will be provided with a written plan, with a minimum of 10 days to make the corrective actions
- The plan will include consequences if the problem is not corrected.

The Internship Training Director will review progress with the interns and relevant individuals at the end of the timeline. If the progress is not sufficient then the Internship Training Director will consult with the DIATC to determine the next appropriate action.

Dismissal. When appropriate, an intern may be dismissed from School Psychology Doctoral Internship Program. The intern must receive written notice of dismissal. Dismissal might occur under the following circumstances:

- It is determined that remediation cannot be successfully accomplished
- Serious violation of ethical standards
- Serious violation of policy and procedures
- Serious legal violation(s)
- Any other condition that jeopardizes student, staff, or intern welfare.

Within five working days of the delivery of the written document outlining the disciplinary action(s) to be taken, the Internship Training Director and the Trainers of Interns Committee will meet with the intern to discuss the action. The intern may accept or challenge the disciplinary action through the grievance procedure described below.

Intern Grievances

The School Psychology Doctoral Internship Program maintains that most intern problems are best resolved through direct negotiation between conflicting parties. Interns, supervisors, and other staff members are encouraged to discuss problems and concerns with each other as a part of an ongoing working relationship. Supervisors and staff are expected to be receptive to intern concerns and will attempt to resolve conflicts in a timely manner. In situations in which a satisfactory resolution cannot be reached, or grievance procedures are too severe for informal problem-solving, the intern or staff member may seek out one of the following options for a more formal resolution. These options are intended to help the interns resolve conflicts in an efficient and timely manner and are not intended to discourage interns from pursuing a grievance through other means.

Mediation

The intern and staff members have the option to request a mediator to help facilitate the conflict resolution process. The mediator can be the Internship Training Director, a member of the Trainers of Interns Committee, or a mutually agreed upon member of the DIATC. The role of the mediator is to provide an outside perspective and make recommendations to the conflicting parties to help come to a satisfactory resolution. Recommendations made by the mediator that involve changes in the intern experiences or learning environment must be approved by the Internship Training Director.

Formal Grievance

For conflicts and grievances that are not resolved through discussion and mediation, or are considered serious and severe, the intern may submit a written request to the Internship Training Director to initiate the formal grievance process. In the case of a formal grievance, the following steps will be taken.

1. The Internship Training Director will call a Trainers of Interns Committee meeting to review the complaint. If the individual who is named in the complaint is the Internship Training Director or a Trainers of Interns Committee member, the individual named will not be permitted to attend the meeting. Both parties will be given notice of the meeting and will be able to provide any information they feel is necessary to evaluate the complaint. The School Psychology Program Director will also be notified of the meeting, and, if possible, will attend in person or by phone conference.
2. The Committee will evaluate all the information provided by both parties and make a decision. The Committee will base the decision on what is believed to be the best option regarding the intern's training experience. This may include a change in supervisor, teacher, or student with whom the intern is working.
3. The intern will be notified in writing of the decision made by the Committee and will have the option to accept or appeal the decision. Acceptance of the decision will enact the recommended changes immediately. Appeals must be made in writing, outlining the reason(s) for the appeal, and suggested recommendations by the intern. The Internship Training Director will review the appeal and make a final decision, which will be provided in writing. In situations in which the Internship Training Director is the subject of the grievance, the DIATC will review the appeal and render a decision.

Illegal or Unethical Behavior

It is the responsibility of all staff, including interns, to report illegal or unethical behavior in the workplace. They should be notified, immediately, in writing, of all infractions. The following may be possible outcomes of reported infractions

- The Internship Training Director will address the reported behavior with the intern and a record of the complaint will be recorded in the intern's file.

- In cases where the infraction is deemed to be illegal or grossly unethical, a meeting of the Trainers of Interns Committee will be called and the infraction reviewed. If serious enough, the DIATC will be called and the infraction reviewed. Following careful review, either Committee will determine the appropriate course of action, which may include probation or termination. In either case, the intern, as well as the Doctoral Program, will be notified immediately. In addition, illegal behavior in the workplace will be reported to the local police department.

P. APPLYING FOR ACCEPTANCE

The SFA Charter School, located in Nacogdoches, Texas, offers a school psychology oriented doctoral internship program for eligible doctoral candidates who have completed the SFASU School Psychology Doctoral Program requirements. The internship runs from August through June, with a stipend of \$18,000. Applicants are required to submit an application for consideration by April of the year they wish to enter the internship. **Deadline for applications: April 7th by 5 p.m. The following courses must be completed prior to internship placement.**

Course Work

RSCH 6311: Introduction to Educational Research
SPSY 6318: Seminar in Professional Psychology
SPSY 6317: Biopsychological Interventions
SPSY 6303: Consultation and Supervision
SPSY 6334: Psychometrics and Clinical Research
SPSY 6343: Social Basis of Behavior and Personality

SPSY 6348: Ethics
 SPSY 6346: Child/Adolescent Psychopathology
 SPSY 6347: Advanced School Psychology
 SPSY 6301: Learning and Cognitive Development
 SPSY 6311: Psychoeducational Assessment
 SPSY 6331: Quantitative Research Methods
 SPSY 6344: Advanced Human Growth and Development
 SPSY 6312: Individual Intelligence Testing
 SPSY 6304: Verbal Behavior
 SPSY 6334: Advanced Research Method
 SPSY 6314: Human Neuroscience
 SPSY 6316: Advanced Neuropsychological Assessment
 SPSY 6323: Multicultural Considerations in Therapy
 SPSY 6332: Advanced Family Therapy
 SPSY 6315: Child/Family Assessment
 SPSY 6336: Single Case Research Design
 SPSY 6306: Applied Behavior Analysis
 SPSY 6335: Multivariate Analysis
 SPSY 6321: Child/Adolescent and Family Therapy
 SPSY 6349: History and Systems
 SPSY 6305: Severe Developmental Disabilities/Autism

Doctoral Practicums

SPSY 6353: Practicum (9)

Comprehensive Exams & Dissertation

Passing of Doctoral Comprehensive Exam

Passing of the Praxis Exam

Dissertation Proposal

Criteria eligibility for acceptance into the School Psychology Doctoral Internship Program include:

- Academic good standing in the SFA School Psychology Doctoral Program.
- Completion of all coursework, except for doctoral internship and dissertation.
- A minimum of 600 hours of practicum experience in the schools.
- A research-based conference presentation (first author and primary presenter) to demonstrate knowledge and ability in the area of school psychology research at an advisor-approved state, regional or national conference.

The submission of the following will be required:

- A brief cover letter indicating professional strengths and how they fit into the SFA CSSPDIP
- Curriculum vita
- Work sample (e.g., FIE, FBA, BIP)
- Memo of Verification for enrollment, status of comprehensive exam outcome, and status of dissertation from assigned academic advisor
- Three letters of reference, rating excellence of match, to the SFA Charter School – School Psychology Doctoral Internship Program
- Completed background check information worksheet
- Practicum and Internship Experience Summary

Application materials must be submitted in a packet to the Internship Training Director, by April 7th at 5 p.m. The Selection Committee reviews all applications and selects applicants for interview. The Selection Committee consists of the Charter School CEO, the Internship Training Director, the Trainers of Interns Committee, and chosen members of the Doctoral Intern Advisory Training Committee (DIATC). All applicants will receive an email regarding their interview status by the end of April. Selected applicants will be invited for a required on-site interview in May.

An Applicant Rating Form is completed to assess quality of required application materials. A semi-structured set of interview questions and are used to guide the interview committee selection process, as well as vignettes related to the SFA Charter School setting. An Interview Rating Rubric is used to rank each applicant on verbal articulation, professional development, cognitive flexibility, realistic self-appraisal, commitment, and overall estimate of cognitive and clinical interpersonal skills. A Psychoeducational Report Rating Form is used to critique the submitted work sample. Once a decision has been made, acceptance or rejection letters will be sent to each applicant who applied for an internship position. A criminal background check and fingerprinting is required.

Q. MAINTENANCE OF RECORDS

The Internship program documents and permanently maintains written and digital records of the interns' training experiences, evaluations, and Certificates of Internship Completion (Appendix M) for evidence of intern progress, as well as for future reference and credentialing purposes.

The program keeps information and records of all formal complaints and grievances. No grievances have been made since the record keeping system for grievances was implemented. Interns are informed of the record retention process. All paper records are stored at the SFA Charter School location in a locked cabinet. The Internship Training Director, along with the Charter School CEO, has keys. The interns will keep copies of performance records and reviews and documentation of formal complaints and grievances. Interns have access to the records kept by the Internship Training Director upon request.

R. DIVERSITY

The SFA CSSPDIP is committed to maintaining an atmosphere that values and exhibits appreciation of unique perspectives that interns bring to the training arena. Training will encourage cognitive and behavioral flexibility, which will enhance cross-cultural interactions among peers and with clients. Further, it is the policy of the SFA Charter School not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities, or employment, as required by Title IX, Section 504, and Title VI. Individuals with diverse backgrounds are invited to apply. Faculty members associated with the SFASU Department of Human Services and Educational Leadership, SFA Charter School, and the SFA CSSPDIP desire to resolve conflicts according to university and internship guidelines and in a manner agreeable to all parties whenever possible.

Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families

Specific approaches by which the Internship fosters an understanding of diversity and conducts self-assessment related to climate include diversity and ethics related didactic trainings and activities and completion of the *Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families* (Appendix N). Items on checklist specifically address key components of diversity and assess intern awareness, as well as the knowledge and skills associated with cultural diversity and competence in human service settings. In addition, the self-assessment checklist provides concrete examples of the values and practices that foster an inclusive environment. The Internship Training Director uses checklist results to guide the development of goals and discussion points for training activities and supervision. The results of this self-assessment are also used as the basis for a required self-reflection paper. The interns and supervisors review the paper together and devise a written plan of personal improvement, if needed.

Diversity & Climate Self-Study / In-service Presentation

At the end of the academic year, the interns will present an in-service training to the SFA Charter School faculty and staff, incorporating the results of an organizational self-study that identifies diversity-related strengths and weaknesses within the climate of the organization, with recommendations for improvement. Areas of observation will include physical environment (i.e., classrooms and offices), materials and resources (e.g., textbooks, videos, and curriculum), communication styles, and values and attitudes.

Supervision, Didactic Trainings, and Professional Development

During individual and small group supervision and in didactics, review and discussion of literature regarding race, ethnicity, gender, socio-economic status will occur, with attention to the selection of assessments, interpretation of data, and identification of an appropriate interventions for ethnically and linguistically diverse students. If ratings from the initial self-evaluations (Appendices E and N) indicate a deficiency, then a remediation plan will be created.

APPENDIX A

Current Clinical Supervisors - 2022-2023

Dr. Brittany McCreary, LP, LSSP, NCSP

Internship Training Director and Member of the Trainers of Interns Committee

Educational History

B.A Psychology—Stephen F. Austin State University

M.S. School Psychology— Stephen F. Austin State University

Ph.D. School Psychology— Stephen F. Austin State University

Licensure/Certification

Licensed Psychologist

Licensed Specialist in School Psychology (LSSP)

Nationally Certified School Psychologist (NCSP)

Dr. Franke Jo Clark, LP, LSSP

Member of the Trainers of Interns Committee and Doctoral Intern Advisory Training Committee

Educational History

B.S. Psychology—Stephen F. Austin State University

M.Ed. Counseling and Psychology— Stephen F. Austin State University

Ph.D. School Psychology—Texas Women’s State University

Post-Doctoral Master of Science in Psychopharmacology—California School of Professional Psychology

Licensure/Certification

Licensed Psychologist

Licensed Specialist in School Psychology (LSSP)

Dr. Nina Harness, LP, LSSP, NCSP

Member of the Trainers of Interns Committee and Doctoral Intern Advisory Training Committee

Educational History

B.A. English—Truman State University

M.S. Educational Psychology—Oklahoma State University

Ph.D. Educational Psychology: School Psychology—Oklahoma State University

Licensure/Certification

Licensed Psychologist in Texas & Louisiana

Licensed Specialist in School Psychology (LSSP)

Nationally Certified School Psychologist (NCSP)

APPENDIX B

Internship Committees

Trainers of Interns Committee

- Brittany McCreary, Ph.D., LP, LSSP, NCSP, Internship Training Director
- Frankie Clark, Ph.D., LP, LSSP, Supervising Psychologist/Adjunct Professor, member of the DIATC
- Nina Harness, LP, LSSP, NCSP, Associate Professor SFASU School Psychology, member of the DIATC

The duties and activities of the Trainers of Interns Committee include:

- Review intern progress
- Review problems with possible solutions
- Refer to DIATC when problems are considered beyond scope of Committee
- Provide summaries off all monthly activities to the DIATC

Doctoral Intern Advisory Training Committee

- Dr. Michael Walker, LP, Interim Chair, Human Services and Educational Leadership, SFASU
- Dr. Joseph Kartye, LP, LSSP, Private Practice
- Mitchalina Kenney, MA, LSSP, Adjunct Professor, Education Studies, SFASU
- Dr. Jannah Nerren, Chair, Education Studies, SFASU
- Dr. Summer Koltonski, Assistant Professor, Education Studies, SFASU
- Dr. Nina Harness, LP, LSSP, Associate Professor, School Psychology Doctoral Program, member of Trainers of Intern Committee, SFASU
- Dr. Frankie Clark, LP, LSSP, Supervising Psychologist/Adjunct Professor, School Psychology Doctoral Program, member of Trainer of Intern Committee, SFASU
- Lysa Hagan, M.Ed., CEO/Principal of SFA Charter School
- Dr. Elaine Turner, LP, LSSP, Assistant Professor, School Psychology Doctoral Program, previous SFA CSSPDIP graduate, SFASU
- Veronica Beavers, M.Ed., Director of Multicultural Affairs, SFASU
- Dr. Sylvia Middlebrook, LP, Board Certified Behavioral Analyst, Associate Professor, Psychology, SFASU

The duties and activities of the DIATC include:

- Reviews applicant records/involvement in interview process
- Grievance/due process issues with interns
- Oversees diversity issues
- Problem solves with the SFA Charter School – School Psychology Internship Program

APPENDIX C

Tentative Didactic Calendar 2022-2023

Date	Time	Topic	Presenters	Objectives/Readings:
8/5/22 - 8/10/22	12-14 hours	ADOS-2 Administration Training	N/A	The ADOS-2 includes five modules, each requiring between 40-60 minutes to administer. The ADOS-2 DVD Training Package covers all 5 modules, featuring case examples for all modules.
8/19/22	On-Demand	Ethical and Responsible Practice for Psychologists Working with Schools from Consultation to IEEs	Pete Stavinoha, PhD	<p>Objective #1: Participants will be able to describe laws governing the identification, eligibility, and service delivery for students with special needs.</p> <p>Objective #2: Participants will be able to describe aspects of eligibility determination schools use that are distinctly different from typical clinical service models.</p> <p>Objective #3: Participants will be able to describe the dispute resolution process for disagreements between schools and families.</p>
8/26/22	TBD	Psychopharmacology	Dr. William McBride, LP East Texas Psychological	How LPs can work collaboratively alongside prescribing physicians. Future of psychopharmacology license for LPs in Texas.
9/02/22	TBD	Cultural Competency	Dr. Clark	Private practice in deep East Texas. Needs and special considerations.
9/09/22	On-Demand	Differential Diagnosis of Autism Spectrum Disorder ASD in the Intellectually Able Adolescent & Adult	Kimberly B. Harrison, PhD	<p>Objective #1: Participants will be able to review the diagnostic criteria and categories of ASD, discuss the conceptualization of ASD as a developmental social disorder, and gain knowledge about specific diagnostic measures as part of the most effective comprehensive battery of tests evaluating intellectual, psychological, social, and adaptive functioning.</p> <p>Objective #2: Participants will engage in an in-depth discussion of how to differentiate ASD symptom presentation from that of other similar and/or commonly comorbid</p>

				<p>disorders and how to assess for comorbidities.</p> <p>Objective #3 Based on the content of this program, participants will be able to learn about how to use personality and psychopathology instruments as part of a thorough battery to evaluate for adult ASD and how the common personality profiles of adults with ASD often share some overlap with profiles of individuals with other disorders. Results of Dr. Harrison's recent publication will be discussed.</p>
9/12/22	12:30-3:30 Kilgore	Understanding Emotional Disturbance Eligibility	Ashley Arnold & Connie Parks	<p>This interactive session will review the federal definition of Emotional Disturbance and associated characteristics commonly seen with each of the five criteria. The workshop will also explore the differences between Emotional Disturbance and Social Maladjustment and provide school psychologists with tools to help distinguish the two. A brief mention of cultural considerations will be discussed. Finally, participants will review some court cases and explore legal precedents for Emotional Disturbance.</p>
9/23/22	On-Demand	Advocating for Vulnerable Youth Intersecting Clinical Practice and Public Policy	Laura Lamminen, PhD, ABPP Jill McLeigh, PhD Heidi Roman, MD	<p>Objective #1: Participants will be able to describe the benefits of integrated medical and mental health care.</p> <p>Objective #2: Participants will be able to identify at least two strategies to promote policy change.</p> <p>Objective #: Participants will be able to describe the importance of trauma- informed care for children in foster care.</p>
9/28/22	9:00-12:00 (Virtual)	Child Sexual Abuse Prevention and Awareness for Educators	Dr. David Scott	<p>This workshop identifies, examines, and offers preventive methods to assist educators in preventing sexual assault, abuse, and dating violence.</p>

10/07/22	TBD	Psychological Research for Interns	Dr. Luis Aguerrevere	<p>The purpose of the didactic is to help the intern apply the major psychological research concepts to their own projects.</p> <p>At the end of the didactic the intern should be familiar with how to:</p> <ol style="list-style-type: none"> 1) Examine previous literature pertaining to their topic of research; 2). Formulate research hypotheses based on their understanding of previous research; 3). Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation; 4). Formulate testable research hypotheses, based on operational definitions of variables; 5). Recognize that theoretical and sociocultural contexts as well as personal biases may shape their research questions, design, data collection, analysis, and interpretation; and 6). Follow the APA Style and Ethics Code as it applies to the design of their research.
10/11/22	9:00-3:00 Kilgore	Abilities Instead of Disabilities - Awareness Training	K. Richmond	Covers the individuality of disabilities and the many ways disabilities impact students, families, and educators. Attendees will be linked to multiple resources in order to create own Disability Awareness Snapshot Binder. Topics include: 13 categories of disabilities, classroom instructional strategies, advocacy help, tips for parent and teacher communication, etc.
10/21/22	On-Demand	Cultural Humility in Clinical Supervision	Kayla M. Johnson PhD Esther Wright PhD, ABPP	<p>Objective #1: Participants will have a clear understanding of cultural humility as well as its origins.</p> <p>Objective #2: Participants will be able to articulate the habits of culturally humble supervisors.</p> <p>Objective #3: Participants will be able to help supervisees cultivate cultural humility.</p>

10/28/22	TBD	Ethics	Dr. Daniel McCleary, Ph.D.	<p>1. Participants will review and discuss the ethical codes of NASP and APA.</p> <p>2. Participants will review and discuss the TSBEP Act and Rules, including the most recent changes to the Act and Rules.</p> <p>3. Participants will demonstrate knowledge of pertinent ethical and legal principles by responding to several ethical dilemma vignettes.</p>
11/04/22	*TBD: TASP			
11/11/22	*TBD: TPA			
11/18/22	On-Demand	Sibling Aggression Antecedents, Outcomes, and Clinical Interventions	<p>Ashley Geerts-Perry, MS</p> <p>Gabby Weierbach, MA</p> <p>Shelly Riggs, PhD</p>	<p>Objective #1: Participants will become familiar with definitions of sibling violence, in addition to cultural and systemic antecedents and outcomes associated with hostility in the sibling subsystem.</p> <p>Objective #2: Participants will understand how sibling violence is normalized at both the macro and micro level and how this impacts policy and reporting laws.</p> <p>Objective #3: Participants will identify evidence-based clinical interventions used to address sibling aggression in family therapy.</p>
Fall Break November 21 – 25th				
11/28/22	9:00-3:00 Kilgore	Behavior Supports for Students with Executive Function Deficits	Audra Hastings	This workshop provides participants with the foundational tools necessary to understand Executive Function Deficits. Participants will learn strategies and supports to increase pro-social skills with Executive Function and reduce behaviors.
12/08/22	8:30-4:30 Kilgore	Building Your Mental Health Toolkit: Youth Mental Health First Aid	Kathryne Boddie	This course teaches a 5-step action plan for how to help young people in both crisis & non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders, and eating disorders.

12/16/22	TBD	Improving Cultural Competence	Dr. Frankie Clark, LP, LSSP	Core competencies; self-assessment for individual cultural competence
Winter Break December 19 – 30th				
1/06/23	On-Demand	The Future of Tele Assessments: A discussion	Dr. John Delatorre Dr. Jennifer Rockett	Objective #1 Based on the content of this program, participants will be able to describe the major case law, statute, and regulation associated with tele-practice. Objective #2 Based on the content of this program, participants will be able to identify one method of proctoring an assessment. Objective #3 Based on the content of this program, participants will be able to describe an adjustment to standard psychological batteries that can accommodate a teleconference administration.
1/13/23	TBD	Models of Supervision	Dr. Nina Harness	1) Interns will be able to discuss the supervisory relationship and the role of feedback 2) Interns will be able to show (through modeling) and discuss modes of supervision they will infuse and why.
1/20/23	12:30-3:30 Kilgore	Licensed Specialists in School Psychologists (LSSP) Roundtable	Connie Parks	This meeting will provide LSSPs with the opportunity to network, receive updates, and share practices. Q & A time will be provided.
1/27/23	TBD	Math Fluency	Dr. Daniel McCleary	1. Participants will learn the etiology and prevalence rates of students with math learning difficulties and math disabilities. 2. Participants will learn research-based instructional strategies for math fluency. 3. Participants will engage in demonstrations of the most four most researched math fluency interventions.
2/03/23	On-Demand	Recognizing and Effectively Treating Bipolar Depression and Mania in an Outpatient Setting	Thomas D. Meyer, PhD, LP	Objective #1 Based on the content of this program, participants will be able to list at least two characteristics that differentiate bipolar and other forms of depression.

				<p>Objective #2 Based on the content of this program, participants will know of at least one core strategy to differentiate between normal mood and (hypo)mania.</p> <p>Objective #3 Based on the content of this program, participants can identify helpful and unhelpful ways of interacting with potentially (hypo)manic clients.</p>
2/10/23	TBD	Children of Divorce	Dr. Clark	Literature Review/Video
2/17/23	TBD	Differential Diagnosing	Dr. William McBride, Ph.D. East Texas Psychological	Delineating differential diagnoses between ADHD, anxiety and depression
2/24/23	TBD	Models of Supervision, Pt. II	Dr. Nina Harness	
3/03/23	On Demand	Utility of adding the MBTI to a Psychoeducational Test Battery	Raymond Hawkins, PhD	<p>Objective #1 Based on the content of this program, participants will be able to understand MBTI psychological type theory for the identification and appreciation of differences.</p> <p>Objective #2 Based on the content of this program, participants will be able to apply the MBTI for mapping patterns of healthy personality and patterns of symptom expression.</p> <p>Objective #3 Based on the content of this program, participants will be able to learn how to combine the MBTI and the MMPI-2 for use in a therapeutic assessment discussion</p>
Spring Break				
3/17/23	On-Demand	Treatment for Failure to Launch	Dr. Kimberly Harrison	Objective #: Participants will be able to identify common skills necessary for successful adult functioning, discuss how inclusion of the self in the social world impacts the “adulthood” process, and identify primary factors influencing transition to adulthood.

				Objective #2: Participants will be able to discuss common roadblocks for developing adult skills and learn remediation strategies to assist in gaining effective adult skills. Objective #3: Participants will be able to learn several preventative measures to put in place with children and preadolescents to help them develop resilience and prepare them for the launch into independent young adulthood.
3/24/23	TBD	PREPaRE Training	Dr. Daniel McCleary, LP, LSSP Dr. Frankie Clark, LP, LSSP	PREPaRE provides school-based mental health professionals and other educational professionals training on how to best fill the roles and responsibilities generated by their participation on school safety and crisis teams
3/31/23	TBD	Evaluation of Small Children	Mitchie Kenney, LSSP	
4/06/23	TBD	Counseling & Home Services	Mitchie Kenney, LSSP	
4/14/22	On-Demand	The Year We Thought about Love	Ellen Bradsky	The youth in the film challenge gender norms, religious traditions, and family expectations. This highlights the transitions between genders, childhood and adulthood. It comes with a workbook and discussion topics to further insight.
4/21/22	TBD	Time Management	TBD	
4/28/22	TBD	Forensic Psychology	Dr. Karty	
5/05/22	TBD	ABA	Dr. Jamie Flowers	
5/12/22	TBD	System Level Consultation	TBD	
5/19/22	On-Demand	The Future of Tele Assessments: A discussion	Dr. John Delatorre Dr. Jennifer Rockett	Objective #1: Participants will be able to describe the major case law, statute, and regulation associated with tele-practice. Objective #2: Participants will be able to identify one method of proctoring an assessment.

				Objective #3: Participants will be able to describe an adjustment to standard psychological batteries that can accommodate a teleconference administration.
5/26/22	TBD			

APPENDIX D

Orientation Schedule 2022-2023

Stage 1 – Five Days (8/01/22 – 8/05/22)

- Overview of case training areas (Forms)
 - Counseling Evaluations
 - FIEs/FIIEs
 - Consultation Reports
 - Behavior Intervention Plans
- Professional roles and expectations
- Commonly used tests, strategies, techniques, and training for building professional relationships
- Discuss
 - Ethics
 - Special Education Law
 - Standards of Professional Practice
 - Informed Consent
 - Documentation of Services
 - Department Structure
 - Policies and Procedures at Charter School
- Special Topics
- Review of handbook
 - Internship Expectations and Process
 - Evaluation of Instruments for Evaluation Intern Performance
 - Due Process of Internship
 - Employee Process of Charter School

End Stage 1 – Begin Developing IITP with Supervisors

8/01/22

Morning

- Set up office
- Discuss role and expectations at SFA Charter School
- Overview of case training areas (Forms)
 - Counseling Evaluations
 - FIEs/FIIEs
 - Consultation Reports
 - Behavior Plans
- Commonly used tests

Afternoon

- Review files of students based on those for referrals this year
- Notes and questions

8/02/22

Morning

- Handbook
 - Expectations and Process (2 forms)
 - Informed Consent
 - Permission forms (for SFA Charter School)

- Documentation of Services
- Department Structure
- Employee Process of Charter
- Grievance

Afternoon

- PowerPoint – Constructivist Classroom

8/03/22

Morning

- Law
 - Special Education
 - General Education
 - IDEA
 - 504
 - Special Education rules – Charter

Afternoon

- Select a legal/ethical area that you feel weak in, conduct additional research on the topic, then create and present a PowerPoint that includes of main ideas.

*** Tentative: 8/01/22 – 8/03/22, SFA Charter School Professional Development**

8/04/22

Morning

- Typical assessment batteries
 - Strengths
 - Weaknesses
- Select an unfamiliar/weak area of assessment
 - Administer this assessment to the other intern
 - Interns will be observed and feedback provided

Afternoon

- Continue testing process

8/05/22 – 8/10/22 (Approximately 12-14 hours total)

- Completion of ADOS-2 module training

8/05/22

- Work in office
- Start IITP

8/08/22

- SFA Charter School Internship paperwork (tentative)
- Schedule first 2 weeks of school in classrooms

***Tentative, 8/9/22 – 8/10/22, SFA Charter School Professional Development**

8/11/22

- First Day of School

8/12/22

- Tentative: New Teacher Q&A
- Review expectations/requirements
 - One departmental research project during internship (e.g., identify area, submit IRB, collect data, submit paper or poster to professional presentation and/or publication in professional journal)
 - Conduct two literature-based presentations of current journal article or one presentation resulting from a broader study of topics relating to an academic or mental health issue faced in course of Internship
 - Family/teachers consultation and collaboration requirements, including 6-hour parent training provided over the course of 3 weeks
 - Dissertation - Up to 10% of total hours but no more than 4 hours per week
 - Self-Assessment Checklist (Appendix N) Reflection Paper
- Complete IITP and discuss with supervisor
- Campus Communicator
- Back to school update

**Campus Communicator
Back to School Edition 2022-23**

“The SFA Charter School mission is to create a responsive social learning community which inspires autonomy, integrity, and deep critical thinking.”

**This is a tentative overview for our professional development.
August 1-3rd, 9-10th Professional Development**

THIS SECTION WILL BE UPDATED AS SOON AS SFA CHARTER INSERVICE SCHEDULE IS AVAILABLE

APPENDIX E

SFA Charter School Psychology Doctoral Internship Program INTERN SELF-EVALUATION

Intern: _____
Primary Supervisor: _____
Date: _____

Select the number on the scale that best describes the intern's current competence. A description of the ratings is provided below:

1	Needs remedial work Requires remedial work during internship
2	Entry level Routine, but intensive, supervision is needed
3	Intermediate Routine supervision of each activity Ratings at this level indicate intern preparedness for independent practice; however, as an unlicensed trainee, supervision is required while in training status
4	High intermediate Competency attained in all but non-routine cases Supervisor provides overall management of trainee's activities Depth of supervision varies as clinical needs warrant
5	Advanced Competency attained at full psychology staff privilege level: however, as an unlicensed trainee, supervision is required while in training status
NA	Not applicable

Note: This form is designed to allow interns to rate themselves according to comprehensive, formal feedback on strengths and areas for growth that will be used by the intern supervisors. A score less than 3 on an individual learning element or broad competency will initiate the program's Due Process procedures.

At the 1st evaluation, 30% of an individual learning element or broad competency should be 3 or higher.

At the 2nd evaluation, 60% should be 3 or higher.

At the 3rd evaluation, 100% should be 3 or higher.

Interns must receive a rating of 3 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete internship.

SFA Charter School Psychology Doctoral Internship Program
INTERN SELF-EVALUATION of APA PROFESSION-WIDE COMPETENCIES

RESEARCH:

Demonstrates the substantially independent ability to critically evaluate research	1	2	3	4	5	NA
<ul style="list-style-type: none"> Locates, reads, and critically evaluates empirical research. 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Considers implications of published research and uses this information in determining service delivery methods and recommendations. 	1	2	3	4	5	NA
Demonstrates the substantially independent ability to conduct original research	1	2	3	4	5	NA
<ul style="list-style-type: none"> Develops research questions, explores and presents ideas for original research 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Conducts organized research. 	1	2	3	4	5	NA
Demonstrates the substantially independent ability to disseminate research or other scholarly activities, via professional publication or presentation at the local, regional or national level	1	2	3	4	5	NA

Comments:

ETHICAL AND LEGAL STANDARDS:

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	1	2	3	4	5	NA
Demonstrates knowledge of and acts in accordance with all relevant organizational, local, state, and federal laws, regulations, rules, and policies	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates understanding of the role and function of a school psychologist, in relation to legal, ethical, and/or professional practice 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of state and federal laws applicable to special education and the practice of psychology in the school 	1	2	3	4	5	NA
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	1	2	3	4	5	NA
<ul style="list-style-type: none"> Applies ethical and professional principles in scholarship and practice 	1	2	3	4	5	NA
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	1	2	3	4	5	NA
Conducts self in an ethical manner in all professional activities	1	2	3	4	5	NA

Comments:

INDIVIDUAL AND CULTURAL DIVERSITY:

Demonstrates an understanding of how personal/cultural history, attitudes, and biases may affect how one understands and interacts with diverse people.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of diversity issues, including values, beliefs, lifestyles, traditions, customs, parenting styles, language barriers, and effect of disabilities 	1	2	3	4	5	NA
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	1	2	3	4	5	NA
<ul style="list-style-type: none"> Reads empirical literature examining how diversity affects the delivery of psychological services 	1	2	3	4	5	NA
Integrates knowledge of individual and cultural differences in the conduct of professional roles	1	2	3	4	5	NA
Demonstrates the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates ability to provide culturally sensitive services 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Considers multicultural and diversity factors when planning assessments and interventions 	1	2	3	4	5	NA
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	1	2	3	4	5	NA

Comments:

PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS:

Behaves in ways that reflect the values and attitudes of psychology	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates ability to maintain good working relationships with colleagues 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Works well in a group and contributes to the completion of psychology related tasks 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Completes assessments and reports within a timely manner and adheres to schedules of the school and timelines of special education law 	1	2	3	4	5	NA
Engages in self-reflection regarding personal and professional functioning	1	2	3	4	5	NA
Demonstrates openness and responsiveness to feedback and supervision	1	2	3	4	5	NA
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	1	2	3	4	5	NA
<ul style="list-style-type: none"> Engages in confident resolutions and collaborative problem-solving strategies 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Maintains up-to-date changes in ethical, legal, and best practice in psychology 	1	2	3	4	5	NA

Comments:

COMMUNICATIONS AND INTERPERSONAL SKILLS:

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1	2	3	4	5	NA
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts	1	2	3	4	5	NA
<ul style="list-style-type: none"> Communicates results of evaluations to student, family, and school personnel orally 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Communicates results of evaluations in a formal written report 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Makes appropriate recommendations based on synthesis of data 	1	2	3	4	5	NA
Demonstrates effective interpersonal skills	1	2	3	4	5	NA
Demonstrates the ability to manage difficult communication well	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge and skills to respond to school-aged children in crisis 	1	2	3	4	5	NA

Comments:

ASSESSMENT:

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1	2	3	4	5	NA
Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	1	2	3	4	5	NA
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1	2	3	4	5	NA
Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	1	2	3	4	5	NA
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Administers and scores appropriate tests and interprets data 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Conducts interviews and collects data to observe client's ability to perform academic skills 	1	2	3	4	5	NA
Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and	1	2	3	4	5	NA

recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
<ul style="list-style-type: none"> Integrates data from multiple sources, formulates diagnosis within a DSM-5 cluster, and determines eligibility for special education services according to state and federal specific education law 	1 2 3 4 5 NA
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	1 2 3 4 5 NA
<ul style="list-style-type: none"> Conducts appropriate universal screening to identify systems-level needs and individual students in need of additional supports, compiles and interprets data, and shares with appropriate stakeholders. 	1 2 3 4 5 NA

Comments:

INTERVENTION:

Establishes and maintains effective relationships with recipients of psychological services.	1 2 3 4 5 NA
<ul style="list-style-type: none"> Effectively communicates progress and outcomes to relevant stakeholders. 	1 2 3 4 5 NA
Develops evidence-based intervention plans specific to service delivery goals	1 2 3 4 5 NA
<ul style="list-style-type: none"> Identifies target social, behavioral and/or emotional skill(s) based on referral and assessment data. 	1 2 3 4 5 NA
<ul style="list-style-type: none"> Selects research-based interventions to meet needs of students. 	1 2 3 4 5 NA
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	1 2 3 4 5 NA
<ul style="list-style-type: none"> Identifies contacts and incorporates appropriate community-based resources and recommendations. 	1 2 3 4 5 NA
Demonstrates the ability to apply the relevant research literature to clinical decision making	1 2 3 4 5 NA
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	1 2 3 4 5 NA
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation	1 2 3 4 5 NA
<ul style="list-style-type: none"> Demonstrates knowledge of empirically based system-level prevention/interventions, conducts a needs assessment, implements empirical, systems-level prevention/intervention by using a problem-solving approach to program evaluation (i.e. needs assessment, implement programs, and evaluate and modify programs). 	1 2 3 4 5 NA

Comments:

SUPERVISION

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals	1	2	3	4	5	NA
<ul style="list-style-type: none"> Recognizes limits of competence and requests supervision, when needed 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of empirical, culturally sensitive models and strategies of supervision 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Implements appropriate strategies of supervision and evaluates overall effectiveness of the supervision 	1	2	3	4	5	NA

Comments:

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

Demonstrates knowledge and respect for the roles and perspectives of other professions	1	2	3	4	5	NA
<ul style="list-style-type: none"> Communicates results of consultation both orally and in written form to appropriate stakeholders 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Determines appropriate referrals to outside sources when necessary 	1	2	3	4	5	NA
Applies knowledge about consultation in direct or simulated (e.g., role played) consultation	1	2	3	4	5	NA
<ul style="list-style-type: none"> Collects data from multiple sources to determine deficit between expected skills and skills displayed and identifies target behaviors or skills 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of empirically supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually selected interventions 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Collects data to monitor progress and presents data in appropriate form to stakeholders 	1	2	3	4	5	NA

Comments:

Please describe what you see to be your strengths:

Please describe what you see to be areas of refinement (give at least one area):

Please describe areas that you would like the internship program to consider in supporting your professional development:

Intern Signature: _____ Date: _____

Primary Supervisor Signature: _____ Date: _____

Secondary Supervisor Signature: _____ Date: _____

APPENDIX F

**INDIVIDUALIZED INTERNSHIP TRAINING PLAN (IITP)
SFA Charter School
School Psychology Doctoral Internship Program**

School Psychology Intern: _____ Supervising Psychologist: _____ Date: _____

	Prescribed Activities	SELF-RATING	BOY EVAL.			MOY EVAL.		EOY EVAL.	
		Date:	Date:	Obs.	Date:	Obs.	Date:	Obs.	
RESEARCH									
Demonstrates the substantially independent ability to critically evaluate research									
Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level									
INTERVENTION									
Establishes and maintains effective relationships with recipients of psychological services.									
Develops evidence-based intervention plans									
Demonstrates the ability to apply the relevant research literature to clinical decision making									
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking									

Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation								
ASSESSMENT								
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology								
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)								
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process								
Selects and applies assessment methods that draw from the best available empirical literature								
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client								
Interprets assessment results to inform case conceptualization, classification, and recommendations								
Communicates findings in an accurate and effective manner sensitive to a range of audiences								
ETHICAL & LEGAL STANDARDS								

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct								
Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists								
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines								
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them								
Conducts self in an ethical manner in all professional activities								
CULTURAL & INDIVIDUAL DIVERSITY								
Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself								
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity								
Integrates knowledge of individual and cultural differences in the conduct of professional roles								
Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship								

Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own								
PROFESSIONAL VALUES, ATTITUDES & BEHAVIORS								
Behaves in ways that reflect the values and attitudes of psychology								
Engages in self-reflection regarding personal and professional functioning								
Demonstrates openness and responsiveness to feedback and supervision								
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training								
INTERPERSONAL & INTERDISCIPLINARY CONSULTATION								
Demonstrates knowledge and respect for the roles and perspectives of other professions								
Applies knowledge about consultation in direct or simulated (e.g. role played) consultation								
SUPERVISION								
Demonstrates knowledge of supervision models and practices								
Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals								
COMMUNICATION & INTERPERSONAL SKILLS								

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services								
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated								
Demonstrates effective interpersonal skills								
Demonstrates the ability to manage difficult communication well								

Please provide any general comments below:

Final Signature of Licensed Supervisor: _____ Date _____

APPENDIX G

Expectations of Interns

This form is to be reviewed and signed with each new individual Interns.

Intern: _____ Semester/Year: _____

Primary Supervisor: _____

- Adhere to the APA Ethical Principles of Psychologists and Code of Conduct (www.apa.org/ethics/) and TSBE Rules and Regulations (www.tsbep.state.tx.us/) for Psychologists in Texas
- Operate within the bounds of the laws and regulations of the State of Texas.
- Adhere to the policies and procedures of the SFA Charter School – School Psychology Doctoral Internship Program.
- Practice in a manner that conforms to the professional standards of the Internship.
- Inform all clients of intern status.
- Participate in supervision regularly, punctually, and without interruption.
- Inform supervisor in advance when sending a letter or report out of the agency. Do not send letters or reports out of the agency without supervisor's signature.
- Inform supervisor in advance when sending an email to a parent or teacher and follow Internship email policies.
- Maintain an accurate and up to date weekly schedule.
- Follow leave policies. Inform supervisor of circumstances that impact performance.
- Maintain, print, and bring an updated weekly Summary of Supervision log to supervision.
- Inform supervisor if having difficulties maintaining caseload or completing paperwork.
- Prepare for supervision by reviewing cases and formulating questions for supervision.
- Uphold ethical standards and raise ethical issues routinely in supervision.
- Be open to receiving feedback from supervisor regarding strengths and areas for growth.
- Inform supervisor of progress or difficulties in other training activities.
- Beginning of the year, mid-year, and end of the year, conduct an informal self-assessment and exchange written feedback with supervisor.
- End of semester: Exchange formal written feedback with supervisor (keep copies, provide original to the Training Director).
- Notify Internship Training Director at the beginning of the semester of any additional paperwork (hour logs, evaluation forms) required by the home academic department.
- Participate in at least one research project during the intern year. Identify an area of appropriate research, collect data and submit a paper or poster to a professional presentation in a regional, state or national conference and/or for publication in a professional journal.
- Conduct at least two literature-based presentations of a current journal article or one presentation resulting from a broader study of a topic related to an academic or mental health issue found in the course of the internship.
- Collaborate with parents and teachers along with providing at least a 6-hour parent training session over the course of 3-6 weeks.

Intern Signature: _____ Date: _____

Internship Director: _____ Date: _____

APPENDIX H

**INTERN EVALUATION BY SUPERVISOR
SFA Charter School
School Psychology Doctoral Internship Program**

Intern: _____
 Primary Supervisor: _____
 Date: _____

Circle one: 1st 2nd 3rd

Methods used in evaluating competency:

- _____ Direct Observation
- _____ Review of Audio/Video
- _____ Case Presentation
- _____ Documentation Review
- _____ Supervision
- _____ Comments from other staff/faculty

Select the number on the scale that best describes the intern’s current competence. A description of the ratings is provided below:

1	Needs remedial work <ul style="list-style-type: none"> • Requires remedial work during internship
2	Entry level <ul style="list-style-type: none"> • Routine, but intensive, supervision is needed
3	Intermediate <ul style="list-style-type: none"> • Routine supervision of each activity • Ratings at this level indicate intern preparedness for independent practice; however, as an unlicensed trainee, supervision is required while in training status
4	High Intermediate <ul style="list-style-type: none"> • Competency attained in all but non-routine cases • Supervisor provides overall management of trainee’s activities • Depth of supervision varies as clinical needs warrant
5	Advanced <ul style="list-style-type: none"> • Competency attained at full psychology staff privilege level; however, as an unlicensed trainee, supervision is required while in training status
NA	Not Applicable

Note: This form is designed to provide interns with comprehensive, formal feedback on strengths and areas for growth. A score less than 3 on an individual learning element or broad competency will initiate the program’s Due Process procedures.

At the 1st evaluation, 30% of an individual learning element or broad competency, should be 3 or higher. At the 2nd evaluation, 60% should be 3 or higher.

At the 3rd evaluation, 100% should be 3 or higher.

Interns must receive a rating of 3 or higher on all learning elements and broad competencies to demonstrate that they are prepared for entry level independent practice and licensure, and to successfully complete internship.

**SUPERVISOR EVALUATION of APA PROFESSION-WIDE COMPETENCIES
SFA Charter School Psychology Doctoral Internship Program**

RESEARCH:

Demonstrates the substantially independent ability to critically evaluate research	1	2	3	4	5	NA
<ul style="list-style-type: none"> Locates, reads, and critically evaluates empirical research. 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Considers implications of published research and uses this information in determining service delivery methods and recommendations. 	1	2	3	4	5	NA
Demonstrates the substantially independent ability to conduct original research	1	2	3	4	5	NA
<ul style="list-style-type: none"> Develops research questions, explores and presents ideas for original research 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Conducts organized research. 	1	2	3	4	5	NA
Demonstrates the substantially independent ability to disseminate research or other scholarly activities, via professional publication or presentation at the local, regional or national level	1	2	3	4	5	NA

Comments:

ETHICAL AND LEGAL STANDARDS:

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	1	2	3	4	5	NA
Demonstrates knowledge of and acts in accordance with all relevant organizational, local, state, and federal laws, regulations, rules, and policies	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates understanding of the role and function of a school psychologist, in relation to legal, ethical, and/or professional practice 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of state and federal laws applicable to special education and the practice of psychology in the school 	1	2	3	4	5	NA
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	1	2	3	4	5	NA
<ul style="list-style-type: none"> Applies ethical and professional principles in scholarship and practice 	1	2	3	4	5	NA
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	1	2	3	4	5	NA
Conducts self in an ethical manner in all professional activities	1	2	3	4	5	NA

Comments:

INDIVIDUAL AND CULTURAL DIVERSITY:

Demonstrates an understanding of how personal/cultural history, attitudes, and biases may affect how one understands and interacts with diverse people.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of diversity issues, including values, beliefs, lifestyles, traditions, customs, parenting styles, language barriers, and effect of disabilities 	1	2	3	4	5	NA

Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Reads empirical literature examining how diversity affects the delivery of psychological services 	1	2	3	4	5	NA
Integrates knowledge of individual and cultural differences in the conduct of professional roles	1	2	3	4	5	NA
Demonstrates the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Demonstrates ability to provide culturally sensitive services 	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Considers multicultural and diversity factors when planning assessments and interventions 	1	2	3	4	5	NA
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	1	2	3	4	5	NA

Comments:

PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS:

Behaves in ways that reflect the values and attitudes of psychology	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Demonstrates ability to maintain good working relationships with colleagues 	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Works well in a group and contributes to the completion of psychology related tasks 	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Completes assessments and reports within a timely manner and adheres to schedules of the school and timelines of special education law 	1	2	3	4	5	NA
Engages in self-reflection regarding personal and professional functioning	1	2	3	4	5	NA
Demonstrates openness and responsiveness to feedback and supervision	1	2	3	4	5	NA
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Engages in confident resolutions and collaborative problem-solving strategies 	1	2	3	4	5	NA
<ul style="list-style-type: none"> • Maintains up-to-date changes in ethical, legal, and best practice in psychology 	1	2	3	4	5	NA

Comments:

COMMUNICATIONS AND INTERPERSONAL SKILLS:

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1	2	3	4	5	NA
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts	1	2	3	4	5	NA

<ul style="list-style-type: none"> Communicates results of evaluations to student, family, and school personnel orally 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Communicates results of evaluations in a formal written report 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Makes appropriate recommendations based on synthesis of data 	1	2	3	4	5	NA
Demonstrates effective interpersonal skills	1	2	3	4	5	NA
Demonstrates the ability to manage difficult communication well	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge and skills to respond to school-aged children in crisis 	1	2	3	4	5	NA

Comments:

ASSESSMENT:

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1	2	3	4	5	NA
Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	1	2	3	4	5	NA
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1	2	3	4	5	NA
Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	1	2	3	4	5	NA
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Administers and scores appropriate tests and interprets data 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Conducts interviews and collects data to observe client's ability to perform academic skills 	1	2	3	4	5	NA
Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Integrates data from multiple sources, formulates diagnosis within a DSM-5 cluster, and determines eligibility for special education services according to state and federal specific education law 	1	2	3	4	5	NA
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Conducts appropriate universal screening to identify systems-level needs and individual students in need of additional supports, compiles and interprets data, and shares with appropriate stakeholders. 	1	2	3	4	5	NA

Comments:

INTERVENTION:

Establishes and maintains effective relationships with recipients of psychological services.	1	2	3	4	5	NA
<ul style="list-style-type: none"> Effectively communicates progress and outcomes to relevant stakeholders. 	1	2	3	4	5	NA
Develops evidence-based intervention plans specific to service delivery goals	1	2	3	4	5	NA
<ul style="list-style-type: none"> Identifies target social, behavioral and/or emotional skill(s) based on referral and assessment data. 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Selects research-based interventions to meet needs of students. 	1	2	3	4	5	NA
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	1	2	3	4	5	NA
<ul style="list-style-type: none"> Identifies contacts and incorporates appropriate community-based resources and recommendations. 	1	2	3	4	5	NA
Demonstrates the ability to apply the relevant research literature to clinical decision making	1	2	3	4	5	NA
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	1	2	3	4	5	NA
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of empirically based system-level prevention/interventions, conducts a needs assessment, implements empirical, systems-level prevention/intervention by using a problem-solving approach to program evaluation (i.e. needs assessment, implement programs, and evaluate and modify programs). 	1	2	3	4	5	NA

Comments:

SUPERVISION

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals	1	2	3	4	5	NA
<ul style="list-style-type: none"> Recognizes limits of competence and requests supervision, when needed 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of empirical, culturally sensitive models and strategies of supervision 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Implements appropriate strategies of supervision and evaluates overall effectiveness of the supervision 	1	2	3	4	5	NA

Comments:

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

Demonstrates knowledge and respect for the roles and perspectives of other professions	1	2	3	4	5	NA
<ul style="list-style-type: none"> Communicates results of consultation both orally and in written form to appropriate stakeholders 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Determines appropriate referrals to outside sources when necessary 	1	2	3	4	5	NA
Applies knowledge about consultation in direct or simulated (e.g., role played) consultation	1	2	3	4	5	NA
<ul style="list-style-type: none"> Collects data from multiple sources to determine deficit between expected skills and skills displayed and identifies target behaviors or skills 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Demonstrates knowledge of empirically supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually selected interventions 	1	2	3	4	5	NA
<ul style="list-style-type: none"> Collects data to monitor progress and presents data in appropriate form to stakeholders 	1	2	3	4	5	NA

Comments:

Please describe the intern’s strengths:

Please describe the intern’s areas of refinement (provide at least one area):

Intern Signature: _____ Date: _____

Primary Supervisor Signature: _____ Date: _____

Secondary Supervisor Signature: _____ Date: _____

APPENDIX I

Professional Dispositions

Name: _____

Rater: _____

Please rate the intern using the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the intern’s suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most interns will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of interns in this range meets normal expectations.

4 = Above Standard. Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other interns.

N = Not Observed. This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the intern on the item.

Acceptable performance on these professional work characteristics is an important component of our intern’s evaluation. Please review each item carefully.

1. Respect for Human Diversity						
a. Student is sensitive to racial issues.	1	2	3	4	5	N
b. Student is sensitive to cultural issues.	1	2	3	4	5	N
c. Student is sensitive to the needs of all learners.	1	2	3	4	5	N
d. Student is sensitive to people of all sexual orientations.	1	2	3	4	5	N
e. Student professionally encourages inclusion in school settings.	1	2	3	4	5	N
f. Student is aware of the challenges that diversity issues may pose in the schools	1	2	3	4	5	N
2. Effective Communication Skills						
a. Student’s written work is free of spelling errors.	1	2	3	4	5	N
b. Student’s written work is free of grammatical errors.	1	2	3	4	5	N
c. Student’s spoken language is free of grammatical errors.	1	2	3	4	5	N
d. Student can clearly express ideas in writing.	1	2	3	4	5	N
e. Student can clearly express ideas verbally.	1	2	3	4	5	N
f. Student can explain complex ideas in simple language.	1	2	3	4	5	N
g. Student expresses him/herself using professional language.	1	2	3	4	5	N
3. Effective Interpersonal Relations						
a. Student demonstrates understanding of others’ points of view.	1	2	3	4	5	N
b. Student is empathetic of others.	1	2	3	4	5	N
c. Student is supportive of others.	1	2	3	4	5	N
d. Student resolves conflict situations in a professional manner.	1	2	3	4	5	N
e. Student approaches others for assistance when needed.	1	2	3	4	5	N
4. Ethical Responsibility						
a. Student demonstrated knowledge of ethical guidelines of the profession.	1	2	3	4	5	N

b. Student can apply ethical guidelines to situations within practice.	1	2	3	4	5	N
c. Student does not exceed areas of competence in professional practice.	1	2	3	4	5	N
5. Self-Awareness, Self-Evaluation, and Self-Reflection						
a. Student adapted to the academic demands of the program.	1	2	3	4	5	N
b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty.						
c. Student independently identifies problem situations.	1	2	3	4	5	N
d. Student engages in problem solving to address problem situations.	1	2	3	4	5	N
e. Student has adapted to the emotional demands of the program.	1	2	3	4	5	N
6. Initiative and Dependability						
a. Student is organized.	1	2	3	4	5	N
b. Student meets important deadlines.	1	2	3	4	5	N
c. Student anticipates the needs of students/clients.	1	2	3	4	5	N
7. Openness to Processes of Training and Instruction						
a. Student welcomes performance feedback.	1	2	3	4	5	N
b. Student receives feedback in a thoughtful and reflective manner.	1	2	3	4	5	N
c. Student actively seeks to resolve issues raised by trainers.	1	2	3	4	5	N
The questions below should be completed only if applicable.						
8. Resolution of Issues or Problems that Interfere with Professional Development						
a. Student responded professionally to negative feedback or reprimand.	1	2	3	4	5	N
b. Student successfully completed a remediation plan.	1	2	3	4	5	N
c. Student sought out assistance in dealing with a critical professional issue.	1	2	3	4	5	N
d. Student entered and completed therapy to resolve issues or problems.	1	2	3	4	5	N

Do you have any comments about this student that you would like to add?

Area(s) of strength?

Area(s) of refinement?

APPENDIX J

**Intern Evaluation of Internship
SFA Charter School
School Psychology Doctoral Internship Program**

Name: _____ **Date:** _____

Please evaluate the training you have received during the Internship year. Using the following scales, please rate each Internship domain on amount and quality of training.

Amount of Training	Quality of Training
0 = None	0 = Extremely Poor
5 = Adequate	5 = Good
10 = Abundant	10 = Excellent

Competency: Research	Amount	Quality
Intern will achieve competence in the area of: RESEARCH		

Comment:

Competency: Intervention	Amount	Quality
Intern will achieve competencies in the areas of: INTERVENTION		

Comment:

Competency: Assessment	Amount	Quality
Intern will achieve competencies in the areas of: ASSESSMENT		

Comment:

Competency: Ethical and Legal Standards	Amount	Quality
Intern will achieve competencies in the areas of: ETHICAL AND LEGAL STANDARDS		

Comment:

Competency: Cultural and Individual Diversity	Amount	Quality
Intern will achieve competencies in the areas of: CULTURAL AND INDIVIDUAL DIVERSITY		

Comment:

Competency: Professional Values, Attitudes, and Behaviors	Amount	Quality
Intern will achieve competencies in the areas of: PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS		

Comment

Competency: Interpersonal and Interdisciplinary Consultation	Amount	Quality
Intern will achieve competencies in the areas of: INTERPERSONAL AND INTERDISCIPLINARY CONSULTATION		

Comment:

Competency: Supervision	Amount	Quality
Intern will achieve competencies in the areas of: Supervision		

Comment:

Competency: Communication and Interpersonal Skills	Amount	Quality
Intern will achieve competencies in the areas of: COMMUNICATION AND INTERPERSONAL SKILLS		

Comment:

What do you see as the strengths of the SFA Charter School Internship program?

What do you see as the weaknesses of the program?

What changes would make the program better for future interns?

What is your overall rating (1-10) of the Internship program?

1	2	3	4	5	6	7	8	9	10
Extremely Poor				Good					Excellent

Intern Evaluation of Internship Climate:

Do you have any concerns about the way you were treated during your internship in the SFA Charter School? This question attempts to address interactions with all SFA Charter School personnel, including other interns, LSSPs, supervisors, special education administrators, building administrators, teachers, and others with whom you worked. If yes, please identify person by category or name.

What is the nature of your concern and please make suggestions for the internship that will help correct the difficulty for others?

Please rate the following on a scale of 1 – 10, with 1 = Extremely Poor and 10 = Excellent:

Professional atmosphere	
Adherence to APA ethical guidelines	
Commitment to serving the psychological needs of clients	
Active collaboration between staff members	
Respect for, and use of professionals from other disciplines	
Commitment to science and profession of psychology	
Awareness of, and respect for individual differences among clients and professionals	
Respect for clients	
Opportunities for professional development	
Commitment to training	
Responsiveness of program to personal and individual training needs	
Accessibility of staff for supervision, consultation, and other training needs	
Training is not subordinate to service	
Adequate role models	
Breadth of experience	
Depth of experience	

Additional comments:

APPENDIX K

**Intern Evaluation of Supervision
SFA Charter School
School Psychology Doctoral Internship Program**

Name: _____ **Date:** _____

Please provide information about the individual supervision received, using the following rating scale:

1	2	3	4	5	
Never	Rarely	Sometimes	Usually	Always	
Adequate time is available to participate in supervision activities.	1	2	3	4	5
The supervisor was available to discuss problems or concerns.	1	2	3	4	5
The supervisor was knowledgeable in the areas in which supervision was provided.	1	2	3	4	5
The supervisor treated me with courtesy and respect.	1	2	3	4	5
The supervisor communicated effectively with key stakeholders	1	2	3	4	5
The supervisor supported me.	1	2	3	4	5
Individual supervision assisted with my development as a professional	1	2	3	4	5
The supervisor had experience in the areas in which supervision was provided.	1	2	3	4	5

What is your general rating of your supervisory experience?

1	2	3	4	5	6	7	8	9	10
Extremely Poor				Good					Excellent

What are the strengths of supervision?

Name at least one area of refinement or suggestion for improvement to the supervision process.

APPENDIX L

**Intern Notice and Problem Resolution Form
SFA Charter School
School Psychology Doctoral Internship Program**

Intern:

Date:

Primary Supervisor:

Please provide details regarding the concern:

If this concern involves another individual, has this concern been addressed directly with that individual?
Yes / No. If it has not been addressed directly, please provide the reason.

Has the concern been addressed with the Internship Training Director? Yes / No

Date:

Result:

Has the concern been addressed with Trainers of Interns Committee? Yes / No

Date:

Result:

Intern's proposed correction of the problem:

Intern signature: _____ Date: _____

Received by Supervisor

Supervisor Signature: _____ Date: _____

Supervisor's proposed correction of problem:

Date for next action: _____

Proposal/agreement for completion/correction:

Supervisor (date and sign): _____

Intern (date and sign): _____

Certificate of Internship Completion

STEPHEN F. AUSTIN
STATE UNIVERSITY



This is to certify that

*has successfully completed a
Doctoral Internship in School Psychology
August 2015 - August 2016*

*In recognition of the satisfactory fulfillment of training requirements
during this period, this certificate is awarded.*

Department Chair

Program Director

Director of Training

APPENDIX N

Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of values and practices that foster such an environment.

Directions: Select A, B, or C for each numbered item listed.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

Physical Environment, Materials, and Resources

_____ 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served by my program or agency.

_____ 2. I ensure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of children and families served by my program or agency.

_____ 3. When using videos, films or other media resources for health education, treatment or other interventions, I ensure that they reflect the cultures of children and families served by my program or agency.

_____ 4. When using food during an assessment, I ensure that meals provided include foods that are unique to the cultural and ethnic backgrounds of children and families served by my program or agency.

_____ 5. I ensure that toys and other play accessories in reception areas and those, which are used during assessment, are representative of the various cultural and ethnic groups within the local community and the society in general.

Communication Styles

_____ 6. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.

_____ 7. I attempt to determine any familial colloquialisms used by children and families that may impact on assessment, treatment or other interventions.

_____ 8. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

_____ 9. I use bilingual staff or trained/certified interpreters for assessment, treatment and other interventions with children who have limited English Proficiency.

_____ 10. I use bilingual staff or trained/certified interpreters during assessments, treatment sessions, meetings, and for or other events for families who would require this level of assistance.

_____ 11. When interacting with parents who have limited English proficiency, I always keep in mind that: _____ limitations in English proficiency are in no way a reflection of level of intellectual functioning.

_____ limited ability to speak the language of the dominant culture has no bearing on ability to communicate effectively in their language of origin.

_____ a person may or may not be literate in their language of origin or English.

_____ 12. When possible, I ensure that all notices to parents are written in their language of origin.

_____ 13. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.

Values and Attitudes

_____ 14. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

_____ 15. In group therapy or treatment situations, I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

_____ 16. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with children and their parents served by my program or agency.

_____ 17. I intervene in an appropriate manner when I observe other staff or parents within my program or agency engaging in behaviors that show cultural insensitivity, bias, or prejudice.

_____ 18. I understand and accept that family is defined differently by different cultures (e.g., extended family members, fictive kin, godparents).

_____ 19. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.

_____ 20. I accept and respect that male-female roles in families may vary significantly among different cultures (e.g., who makes major decisions for the family, play and social interactions expected of male and female children).

_____ 21. I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g., high value placed on the decisions of elders or the role of the eldest male in families).

_____ 22. Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.

_____ 23. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures.

_____ 24. I recognize and understand that beliefs and concepts of emotional well-being vary significantly from culture to culture.

_____ 25. I understand that beliefs about mental illness and emotional disability are culturally based. I accept that responses to these conditions and related treatment/interventions are heavily influenced by culture.

_____ 26. I accept that religion and other beliefs may influence how families respond to illnesses, disease, disability and death.

_____ 27. I recognize and accept that folk and religious beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a physical/emotional disability or special health care needs.

_____ 28. I understand that traditional approaches to disciplining children are influenced by culture.

_____ 29. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.

_____ 30. I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.

_____ 31. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to families of specific cultures and ethnic groups served by my program or agency.

_____ 32. I seek information from family members or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse children and families served by my program or agency.

_____ 33. I advocate for the review of my program's or agency's mission statement, goals, policies, and procedures to ensure that they incorporate principles and practices that promote cultural diversity and cultural competence.

There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily demonstrate values and engage in practices that promote a culturally diverse and culturally competent service delivery system for children with disabilities or special health care needs and their families.

Tawara D. Goode, Georgetown University Center for Child and Human Development, University Center for Excellence in Developmental Disabilities Education, Research, & Service

Adapted from *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings* - June 1989. Revised 1993, 1996, 1999, 2000 and 2002.