

Appendix H

JAMES MADISON UNIVERSITY
SCHOOL PSYCHOLOGY FIELD EXPERIENCE CHECKLIST

Name of Intern: _____

Semester/Year: _____

Site Supervisor: _____

Please check:

University Supervisor: _____

1st semester internship ___

School District: _____

2nd semester internship ___

School(s): _____

This form is to be used for both initial planning and final evaluation of activities performed by school psychology interns. It is to be completed jointly by the intern and his/her site supervisor. Enter the date the skill or activity was completed or simply check it off as completed.

At the end of the semester, the completed form (with planned activities and their final evaluation) is given to the university supervisor. **Bring a copy of this form to your next placement for the supervisor to review.**

Activities to complete at the beginning of the field experience:

ORIENTATION AND OBSERVATIONS COMPLETED

1. Orientation to the schools before school begins in Fall; attend appropriate in-service training sessions. _____
2. Meet personnel in school(s) and learn their roles; principals, secretaries, teachers, special education staff, nurse, school counselor, reading specialist, speech clinician, school psychologist, etc. _____
3. Review the organization and administration of general and special education services in your assigned school(s) and the school district. _____
4. Learn names, locations, and functions of community agencies, institutions, and schools that serve or are associated with your assigned school(s). _____
5. Become familiar with the school's philosophy, goals, policies, and curricula. _____
6. Review crisis intervention plan. _____
7. Learn programs and services available (including special education, gifted education, school counseling, and nursing). _____

ORIENTATION AND OBSERVATIONS

COMPLETED

8. Review all local and state guidelines and procedures pertaining to special education and school psychology services; note legal and ethical guidelines, particularly regarding informed consent, the special education process, and confidentiality. _____
9. Obtain and review forms used for referrals, IEPs, student records and other aspects of the delivery of special services. _____
10. Learn standard procedures for handling referrals; arranging contacts with students, teachers, and parents; personnel and procedures for team meetings, etc. _____
11. Observe general education classes and programs in the school, including academic and non-academic (e.g., guidance and counseling, PE, etc.) _____
12. Observe full range of special education classes and programs. _____
13. Observe alternate programs designed to serve at-risk children. _____
14. Observe a preschool evaluation. _____
15. Observe school psychologist and other special services staff performing various functions, including assessment, and direct and indirect interventions. Assist when appropriate. _____
16. Observe prereferral and/or referral meetings. _____
17. Observe eligibility meetings. _____
18. Observe IEP meetings. _____

ASSESSMENT FOR INTERVENTION

COMPLETED

1. Review and interpret individual student records. _____
2. Interview teachers and support staff. _____
3. Interview parents. _____
4. Interview children (clinical interview). _____
5. Collect observational data for individual assessment of individual student. _____
 - Narrative recording _____
 - Interval recording of target behaviors _____
 - Peer comparison _____
6. Make a home visit with a school social worker or supervisor. _____
7. Collect baseline behavior for change program. _____
8. Administer and interpret various standardized measures of educational performance. Measures (to be listed by student):

9. Administer and interpret curriculum-based measures of educational performance. Measures: _____

10. Administer and interpret behavioral rating scales completed by teachers and parents. Checklists: _____

11. Administer and interpret measures of emotional and social functioning. Measures: _____

12. Administer and interpret measures of intelligence. Measures: _____

13. Administer and interpret measures of adaptive behavior. Measures: _____

14. Integrate and interpret assessment results into written reports. _____
15. Use computer technology to assist in assessment process. _____
16. Present assessment results orally to teachers, parents, and others. _____

ASSESSMENT FOR INTERVENTION

COMPLETED

- 17. Participate in eligibility or child study. _____
- 18. Link assessment to specific recommendations and interventions. _____
- 19. Asses children of various ages, including;
__Preschool __Kindergarten
__Elementary __Middle School
__High School _____
- 20. Assess children with various difficulties and abilities, including:
__Non-disabled children with mild learning difficulties _____
__Children with learning disabilities _____
__Children with ADHD _____
__Children with mental retardation _____
__Children with emotional disturbance/behavioral disorders _____
__Gifted and talented children _____
__Children with low incidence disabilities (note types) _____

CONSULTATION

COMPLETED

- 1. Conduct individual consultations
with teachers _____
with parents _____
with other(s)_____ _____
- 2. Conduct group consultation (with_____) _____
- 3. Conduct systems consultation. _____
- 4. Note purposes of consultations (e.g., behavioral problems, learning problems, classroom management, etc.): _____

COUNSELING

COMPLETED

1. Counsel individuals (ages: _____)
Average number of sessions: _____
2. Assist in group counseling sessions planned by supervisor
or others: (ages _____)
Types of groups: _____
3. Counseling approaches used:
Family _____
Other _____

INSERVICE AND GROUP TRAINING

1. Provide inservice training to teachers.
(topic: _____)
2. Provide parent education.
(topic _____)
3. Provide education to others.
(topic _____)

SPECIAL PROJECTS

1. Research and evaluation _____
2. Program development _____
3. Curriculum development _____
4. Classroom interventions _____
5. Systems-level interventions _____
6. Please describe the special project(s):
Number of assessment cases _____
Number of consultations _____
Number of counseling cases _____