

SCHOOL PSYCHOLOGY  
INTERNSHIP PROGRAM



PSYCHOLOGICAL SERVICES

STUDENT SERVICES DEPARTMENT

SCHOOL DISTRICT OF ST. LUCIE COUNTY,  
FLORIDA

# School Psychology Internship Program

## **I. Philosophy**

A school psychology internship should consist of sequenced, planned experiences designed to allow the intern to acquire new skills and competencies, integrate academic knowledge with direct experience in school settings, become familiar with district and state procedures, develop appropriate professional behavior, learn about school and community programs, and provide comprehensive services to students. Traditionally, school districts benefit from this practice, but the focus should be the training experience provided to the intern.

St. Lucie County Psychological Services adheres to the internship and supervision guidelines adopted by the National Association of School Psychologists (NASP), the Florida Association of School Psychologists (FASP), and/or the American Psychological Association (APA).

A. To be considered for a school psychology internship in St. Lucie County, the intern candidate must:

1. Have completed a degree program in School Psychology that is NASP approved, or
2. Have completed a training program which meets the guidelines set forth by NASP.

## **II. Objectives**

A. According to NASP guidelines, activities will be provided to develop the following competencies:

1. Knowledge of public school organization and operation
2. Familiarization with the role and function of a school psychologist
3. Effective utilization of community resources
4. Development of communication and consultative skills and the ability to engage in teamwork efforts
5. Development of skills in diagnosis and behavioral analysis
6. Development of skills for academic and intervention
7. Development of skills in progress monitoring research and evaluation

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

## School Psychology Internship Program

8. Development of professional growth through inservice training, observation and study
9. Development of an awareness of ethical considerations and legal aspects of school psychology

In addition to NASP guidelines:

10. Development of knowledge about the provision of services to students "at-risk" or in crisis
11. Enhancement of sensitivity to culturally different populations

### **III. Professional Supervision**

A. According to NASP guidelines, professional supervision will consist of the following criteria:

1. The intern supervisor will have a minimum of three years experience as a school psychologist.
2. The intern will be provided with close supervision. A minimum of four hours per week is suggested, possibly more for the first semester. As the school year progresses, the intern will function more independently. Individual circumstances will determine how this is accomplished.
3. The supervisor of Psychological Services or designee may periodically review intern protocols, reports, etc.
4. The intern supervisor and intern will closely collaborate regarding educational decisions affecting students.
5. The supervisor of Psychological Services or designee will have the final word if the intern and intern supervisor disagree.
6. The intern supervisor will edit and co-sign intern psychological reports and will sign all Exceptional Student Education staffing placement forms.
7. The intern supervisor has editorial privilege for psychological reports written by the intern.

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

## School Psychology Internship Program

8. Documentation of achieved skills and competencies will be made available in triplicate (one for the intern, one for the intern supervisor, and one for the supervisor of Psychological Services).
9. Accountability for the intern/intern supervisor will be individually negotiated with the Psychological Services Supervisor and intern supervisor at the beginning of the school year.
10. When the intern provides individual counseling, cases should be carefully screened by the intern supervisor as to the severity of the referring problem and to ensure that ethical guidelines are followed. Interns should not be responsible for counseling students who are expressing suicidal ideation or have serious emotional problems. Regular parent contact and signed parent permission is required.
11. The intern supervisor and/or designated staff member will observe the intern's administration of various test instruments until mastery is achieved.

### **IV. Professional Behavior of Interns**

#### A. Professional behavior expected of interns includes:

1. Notification to intern supervisor and/or Supervisor of Psychological Services when absent.
2. Notification to the school secretary/office when absent.
3. Punctuality/Attendance
4. Appropriate professional dress and grooming
5. Development of good organizational skills and appropriate time management.

#### B. The intern will also be expected to follow:

1. NASP/FASP/APA Codes of Ethics
2. St. Lucie County procedures and district policies which may include:
  - a. Itinerant Working Procedures Handbook
  - b. District Procedures

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

# School Psychology Internship Program

## V. Internship Program Content

### A. Mandatory Activities

1. Observation of and by intern supervisor demonstrating skills in the following roles or situations:
  - a. Test administration
  - b. Consultation
  - c. Individual and/or group counseling
  - d. Problem Solving/RTI Team meetings
  - e. ESE Staffings
  - f. Implementation of academic and behavioral strategies for students through the problem-solving model including assessment, selection of appropriate intervention(s), and monitoring of student progress. This may be documented by a written case summary/contact.
2. Participation in:
  - a. Systematic behavioral observation in the classroom
  - b. Visitations/Rotations as scheduled by administration or intern supervisor (see addendum #1)
  - c. Delivery of an in-service presentation to teachers, parents, and/or school psychologists.
  - d. Attending psychological service in-service programs
  - e. When available, Crisis Intervention training

### B. Optional Activities

- A. Making classroom presentation(s) to students on topics such as social skills, etc.
- B. Conducting research in the schools
- C. Participating in computer training, using Skyward, and using PC to write psychological reports, complete accountability paperwork, and score test(s).
- D. Observing Crisis Team and/or Crisis Team meeting(s)
- E. Participating in Positive Behavior Supports meeting(s)

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

# School Psychology Internship Program

## **VI. Suggested Timelines for Intern Activities**

- A. Timelines are provided in addendum #2. The intern supervisor and intern will need to supplement with mandatory and optional activities.
- B. Timelines are provided for planning and to provide a basis of communication between the intern and supervisor. It is recognized that these guidelines are subject to situational and individual variability.
- C. It is at the discretion of the intern supervisor to extend suggested timelines (within the period of the internship) when mastery of a skill has not been demonstrated.

## **VII. Intern Evaluation**

- A. The Intern Evaluation Form is provided in addendum #3. The intent of this document is to provide a formal means of communicating progress and giving constructive feedback in areas in need of improvement or further development. The evaluation should be completed at midterm and at the conclusion of the school year. A copy shall be retained by the intern supervisor, the intern, the supervisor of Psychological Services, and made available to university personnel.
- B. The university evaluation form may be used instead of the County Intern Evaluation Form with prior approval of the supervisor of Psychological Services.
- C. The Intern Supervisor will also be responsible for following university procedures for the evaluation of the intern. Such evaluation may include both written feedback and attendance at meetings with university personnel as requested.

# School Psychology Internship Program

## **Addenda**

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

# School Psychology Internship Program

## ADDENDUM #1 INTERN VISITATIONS/ROTATIONS

### I. Psychological Services/Student Support Services

- \_\_\_\_\_ Case Review \*
- \_\_\_\_\_ Private School Evaluation \*
- \_\_\_\_\_ Pre-K Screening/Evaluation \*
- \_\_\_\_\_ Tier 2/Tier 3 Behavioral, Emotional or Social Interventions \*
- \_\_\_\_\_ Alternative Education Site(s) \*
- \_\_\_\_\_ PBS \*
- \_\_\_\_\_ District Crisis Team\*
- \_\_\_\_\_ Other(s) as determined by the supervisor and intern

### II. Exceptional Student Education

- \_\_\_\_\_ Pre-K
- \_\_\_\_\_ Emotional/Behavioral Disorders
- \_\_\_\_\_ FDLRS
- \_\_\_\_\_ Gifted Program Centers
- \_\_\_\_\_ Autism Spectrum Disorders
- \_\_\_\_\_ Behavior Analyst
- \_\_\_\_\_ School Social Worker
- \_\_\_\_\_ Deaf and Hard of Hearing Program
- \_\_\_\_\_ Other(s) as determined by the supervisor and intern

### III. Community Resources

- \_\_\_\_\_ Behavioral Health Center, Vero Beach
- \_\_\_\_\_ Child Protection Team (CPT)
- \_\_\_\_\_ Children's Medical Services (CMS)
- \_\_\_\_\_ Juvenile Court/Detention Center
- \_\_\_\_\_ New Horizons of the Treasure Coast, Inc.
- \_\_\_\_\_ Indian River State College Adult High School
- \_\_\_\_\_ Other(s) as determined by the supervisor and intern

\* **Mandatory visitation/rotation**

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**



# School Psychology Internship Program

## ADDENDUM #2

### SUGGESTED TIMELINE FOR SEQUENCE OF INTERN EXPERIENCES

- Week 1**
1. Orientation – tour schools, meet personnel
  2. Review cumulative folders, examine referrals
  3. Read sample psychological reports
  4. Plan weekly schedule
  5. Meet with Student Services staff
  6. Observe staffings, if scheduled
  7. Psychological Services Supervisor/Intern orientation meeting as scheduled
  8. Become familiar with District Procedures, Itinerant Working Procedures, accountability forms, and county policies
- Week 2**
1. Observe supervisor administer individual assessments.
  2. Supervisor observes intern administer individual assessments.
  3. Score protocol(s), discuss results with supervisor, intern writes report.
  4. Intern Supervisor and Program Specialist of Psychological Services review report(s).
  5. Attend staffings as scheduled.
  6. Observe regular and special education classrooms.
  7. Review procedures for a systematic behavior observation.
- Week 3**
1. Supervisor observes intern administer individual assessments, suggested cases: gifted or reevaluation.
  2. Score protocol(s), discuss and review with intern supervisor, and write rough drafts.
  3. Attend Problem Solving Team meetings, review current referrals.
  4. Intern conducts a systematic behavior observation and summarizes results (oral or written) to Intern Supervisor.
- Week 4**
- Continue test administration/observations.
- Week 5**
- Intern conducts evaluations, and after review of data and results by supervisor, writes a rough draft.
- Week 6**
1. Attend staffings and Problem Solving Team meetings.
  2. Observe supervisor, observe intern in a structured consultation session.

# School Psychology Internship Program

## SUGGESTED TIMELINE (continued)

### **October**

1. Complete evaluation, write reports
2. Attend staffings and Problem Solving Team meetings and contribute data.
3. Observe supervisor/teacher in consultation.
4. Observe supervisor/parent in consultation.
5. Observe classroom, generate recommendations with teacher for learning environment.
6. Conduct teacher consultation session with observation by supervisor.
7. Complete weekly tracking.
8. Conduct mid-term review (University/District Office Staff)
9. Attend scheduled intern visitations.

### **Nov./Dec.**

1. Complete evaluations, write reports, complete weekly tracking.
2. Attend and contribute data in staffings and Problem Solving Team meetings.
3. Observe classroom, generate recommendation with teacher for learning environment.
4. Conduct teacher and parent conferences.
5. Spend one day evaluating/observing in alternate school environment.
6. Attend scheduled intern visitations.
7. Semester evaluation by Intern Supervisor.

### **January**

1. Complete evaluation, write reports, complete weekly tracking.
2. Attend and contribute data at staffings and Problem Solving Team meetings
3. Observe classroom, develop and assist in implementing behavior modification plan.
4. Conduct teacher and parent conferences.
5. Observe supervisor counseling and counsel a student with supervision.
6. Attend scheduled intern visitations.
7. Begin to plan an in-service presentation for delivery at a later date.
8. Demonstrate proficiency in at least two intellectual assessments (e.g., DAS-II, KABC-II) through intern supervisor observation.
9. Prepare to assume responsibility for one school.

### **February**

1. Complete evaluations, write reports, completes weekly tracking.
2. Attend and contribute data at staffings, Problem Solving Team meetings.
3. Observe classroom, plan modification in learning environment for child.
4. Conduct teacher and parent conferences.
5. Counsel with a student.
6. Attend scheduled intern visitations.

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

# School Psychology Internship Program

## SUGGESTED TIMELINE (continued)

### **March**

1. Complete evaluations, write reports, complete weekly tracking.
2. Attend and contribute data at staffings and Problem Solving Team Meetings.
3. Observe classroom, plan modification in learning environment for child as needed.
4. Conduct teacher and parent conferences.
5. Present an inservice to parents, teachers, or other school personnel.

### **April**

1. Complete evaluations, write reports, complete weekly tracking.
2. Attend and contribute data at staffings and Problem Solving Team meetings.
3. Observe classroom, plan modifications in learning environment for child as needed.
4. Conduct teacher and parent conferences.
5. Counsel with student(s) as needed.
6. Semester evaluation by intern supervisor.

### **May**

1. Complete evaluations, data sheets, write reports, complete weekly tracking.
2. Attend and contribute data at staffings, Problem Solving Team meetings
3. Conduct teacher and parent conferences.
4. Counsel with students, as needed.

### **June**

1. Completion of all evaluations, data sheets, reports, complete weekly tracking.
2. Participate in completion of End-of-Year Check-Out.
3. Conduct final teacher and parent conferences.
4. Complete check-in procedures for materials previously signed out.
5. Final evaluation by Intern Supervisor.

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**

# School Psychology Internship Program

## ADDENDUM #3 INTERNSHIP COMPETENCY LIST

Intern's Name \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

### RATING SCALE

- |   |  |
|---|--|
| 1. Has attained mastery of skill.               | 4. Deficiencies in need of remediation     |
| 2. Skill is developing at an above average rate | 5. No opportunity to demonstrate the skill |
| 3. Skill is developing at an average rate       |  |

Midterm	Final	COMPETENCIES FOR EVALUATION PROCEDURES	Comments
		<b>A. Interaction with Student</b>	
		1. Provides appropriate physical environment	
		2. Establishes rapport	
		3. Uses appropriate interview format and interviewing techniques	
		4. Provides appropriate encouragement	
		5. Maintains behavior control	
		<b>B. Instrument Selection and Use</b>	
		1. Selects test appropriate to identified problem	
		2. Uses proper form for age level	
		3. Sequences test logically	
		4. Paces presentation of instruments appropriately	
		<b>C. Test Administration Skills</b>	
		1. Follows all manual directions in performing a standardized administration	
		2. Paces presentation appropriately	
		3. Presents performance items dexterously	
		4. Uses accurate timing procedures	
		5. Records responses accurately and completely	
		6. Notes significant behaviors of student	
		<b>D. Scoring</b>	
		1. Scores items correctly	
		2. Calculates accurately	
		3. Makes proper use of scoring tables/manuals	

**Psychological Services**  
**Student Services Department**  
**School District of St. Lucie County, Florida**

## School Psychology Internship Program

Midterm	Final	COMPETENCIES FOR OBSERVATION	Comments
		1. Selects observation formats appropriate to the presenting problems	
		2. Provides description of observed behaviors as they relate to presenting problems	
		3. Uses observation data in intervention development	
Midterm	Final	COMPETENCIES FOR FUNCTIONAL ASSESSMENT	Comments
		<b>A. Curriculum Based Assessment</b>	
		1. Completes in-service sequence (if necessary)	
		2. Selects appropriate probes for the target student	
		3. Conducts observations and records data in a systematic manner	
		4. Translates findings into information helpful to teachers – oral and written communication (when indicated)	
		5. Helps teachers develop procedures for monitoring intervention outcomes	
		<b>B. Behavioral Assessment</b>	
		1. Completes in-service sequence (if necessary)	
		2. Selects appropriate observation formats for the target student	
		3. Conducts observations and records data in a systematic manner	
		4. Interprets observed behavior meaningfully	
		5. Develops interventions based on observation data (when indicated)	
		6. Helps teachers develop procedures for monitoring intervention outcomes	

**Psychological Services**  
**Student Services Department**  
**School District of St. Lucie County, Florida**

## School Psychology Internship Program

Midterm	Final	<b>COMPETENCIES FOR REPORT WRITING</b>	Comments
		1. Provides an accurate summary of demographic data	
		2. Presents statement of reason for referral (related to student functioning)	
		3. Provides an appropriate summary of background information (i.e., case records, cumulative folders, professional staff, parents)	
		4. Provides an accurate summary of sensory screening information (when necessary)	
		5. Gives accurate behavioral description of student	
		6. Provides comprehensive and organized explanation of evaluation results	
		7. Interprets results and relates to reason for referral	
		8. Makes interpretations that are consistent with current research Practice	
		9. Provides a grammatically correct report with wording which is suitable and meaningful to the reader (educational personnel, parents, mental health professionals, physicians, etc.)	
		10. Provides recommendations which are related to the problem and usable by the consumer	
		11. Provides reasons for inconsistencies in findings	
		12. Ability to assess the following areas: Intellectual/Academic aptitude; Academic Achievement; Personality/Social-Emotional	

**Psychological Services**  
**Student Services Department**  
**School District of St. Lucie County, Florida**

## School Psychology Internship Program

Midterm	Final	<b>COMPETENCIES FOR INSERVICE AND/OR PARENT EDUCATION PROGRAMS</b>	Comments
		<b>A. Planning</b>	
		1. Establishes clear goals and objectives	
		2. Outlines content/topic	
		3. Plans instructional procedures with attention to time constraints	
		<b>B. Delivery of Instruction</b>	
		1. Establishes rapport	
		2. Communicates content clearly	
		3. Make effective use of activities, materials and different modes of presentation	
		<b>C. Evaluation</b>	
		1. Conducts an evaluation related to goals and objectives	
		2. Provides quantitative and qualitative information	

Midterm	Final	<b>COMPETENCIES FOR CASE STAFFINGS AND PARENT CONFERENCES</b>	Comments
		<b>A. Oral Communication of Assessment Findings</b>	
		1. Sets a pace which is appropriate for the situation	
		2. Maintains focus on purpose of the conference	
		3. Obtains useful information from parent/participants	
		4. Provides useful information to participants	
		5. Uses language which is meaningful to participants	
		6. Integrates findings with data from other disciplines	
		7. Uses and explains classification labels	
		8. Inquires to determine consumers' understanding of information presented	
		<b>B. Recommendations/Interventions</b>	
		1. Makes recommendations related to the problem identified	
		2. Makes recommendations which are useful/realistic to the consumer	
		3. Helps to identify resources that might facilitate implementation of recommendations	

**Psychological Services  
 Student Services Department  
 School District of St. Lucie County, Florida**

## School Psychology Internship Program

Midterm	Final	<b>COMPETENCIES FOR TIME MANAGEMENT/PRIORITY SETTING</b>	Comments
		1. Keeps a calendar log	
		2. Assigns priority rankings to job assignments	
		3. Allocates time to tasks appropriately	
		4. Tracks work in progress	
		5. Completes reports in a timely manner	
Midterm	Final	<b>COMPETENCIES FOR INTERVENTION ASSISTANCE TEAM PARTICIPATION OR INDIVIDUAL CONSULTATION SERVICES</b>	Comments
		1. Conducts problem definition interviews with teachers	
		2. Collects and interprets other data (e.g., records review and observations)	
		3. Develops a behavioral description of the problem	
		4. Generates classroom intervention ideas	
		5. Assists teachers in presenting problem to the team (specific to team participation )	
		6. Participates in team problem-solving process (specific to team participation )	
		7. Assists teachers in implementation of planned interventions	
		8. Evaluates intervention outcomes	
Midterm	Final	<b>COMPETENCIES FOR COUNSELING</b>	Comments
		<b>A. Rapport</b>	
		1. Conveys empathy and sincere desire to help	
		2. Respectful to those with differing opinions	
		<b>B. Problem Identification</b>	
		1. Helps clarify the nature of the problem	
		2. Uses appropriate questions	
		3. Uses assessment data meaningfully	
		4. States problem clearly	
		5. States problem in behavioral terms	
		<b>C. Intervention Procedures</b>	
		1. Facilitates identification of appropriate, specific behavioral goals	
		2. Selects appropriate procedures relative to the problem identified	
		3. Uses a systematic strategy	
		4. Seeks consultation when needed	
		<b>D. Outcome Assessment</b>	
		1. Uses an objective means of assessment related to goals	
		2. Includes assessment of problem identification phase and Outcomes	

**Psychological Services  
 Student Services Department  
 School District of St. Lucie County, Florida**



# School Psychology Internship Program

## **ADDENDUM TO INTERN GUIDELINES**

### Policy on Intern Involvement in Crisis Intervention

1. Interns will not be responsible for counseling a student who expresses suicidal ideation.
2. Interns who are counseling a student who expresses suicidal thoughts must immediately report to their Intern Supervisor, who will then follow through with school personnel and parent contact. The case should be turned over to the Intern Supervisor to make further determination of follow-through procedures.
3. Interns must call the Intern Supervisor or the Supervisor of Psychological Services prior to going out to a school on a crisis team intervention. Many schools specifically request one or two members and it is important to honor these requests.
4. In cases of student suicide, interns are invited to crisis team interventions as observers only. They are requested to remain in this role throughout the crisis intervention situation.
5. In cases where crisis intervention is not related to suicide, interns shadowing the crisis team may provide services as directed by crisis team members and if they are comfortable providing those services. It is requested that interns not be involved in contacts with administrators (communications regarding procedures) or the media.
6. Interns may provide grief counseling subsequent to St. Lucie County crisis training. However, it is recommended that they assess their level of comfort and expertise if they choose to provide this service.

# School Psychology Internship Program

## SCHOOL BOARD OF SAINT LUCIE COUNTY JOB DESCRIPTION

Position No.	<u>61420</u>	Length of Work Year	<u>10 - 12 months</u>
Salary Schedule	<u>0Y - 2 Y</u>	Date Approved	<u>4/27/10</u>
FLSA	<u>EXEMPT</u>	Date Revised	<u></u>

<u>JOB TITLE</u>	<u>DEPARTMENT</u>	<u>REPORTS TO</u>
School Psychology Intern	Student Services	Director, Student Services

### JOB GOAL

To function as a member of the total educational team and bring specialized knowledge and skills related to learning processes, techniques of assessment of learning and social adjustment, research design, and modification of behaviors.

### QUALIFICATIONS:

1. Currently enrolled in a program of School Psychology, graduating with at least a Master's degree and the ability to be certified in School Psychology.
2. Teaching experience or equivalent preferred.

### DUTIES AND RESPONSIBILITIES

1. To complete the Intern Preparation Program with all competencies attained.
2. To consult with teachers, administrators, student service workers, parents, and other appropriate personnel regarding specific cases in which assistance is requested (SST, inservice, referrals).
3. To utilize psychological methods, instruments and techniques for purposes of measurement, understanding, and prediction of learning and behavior in the school child.
4. To produce in a timely manner word-processed reports reflecting the results of the above measurements to be used by school and staff personnel in designing Individual Educational Plans for students as needed.
5. To counsel using psychological principles and techniques for the purpose of improving communications, socialization, adjustment, adaptation, and achievement on a short-term basis.
6. To utilize learning theory and principles to aid teachers or parents with individual child and/or group behavior management.
7. To plan and/or participate in educational research aimed at improving instructional programs.
8. To attend and conduct inservice meetings and conferences to develop professional attitudes and skills.
9. Communicate with the parents regarding programs and services available to meet the educational, health behavioral, and mental health needs of students.
10. To perform assigned tasks in a timely and efficient manner.
11. To perform assigned tasks with a high standard of quality.
12. To perform such other tasks and assume such other responsibilities as the Director of Student Services or his/her designee may assign.

Physical Demand Class - SL

**Psychological Services  
Student Services Department  
School District of St. Lucie County, Florida**