

**NIAGARA UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM**

INTERNSHIP CONTRACT – PART I

This agreement is made on _____ by and between _____
(Date) (Field Site)

Niagara University School Psychology Program. This agreement will be effective for a period

from _____ to _____ for _____ hours (approximately per week) for

(Student Name)

Purpose

The purpose of this agreement is to provide a qualified student with an internship experience in the field of School Psychology.

The University agrees:

1. to assign a university faculty liaison to facilitate communication between university and site;
2. to notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
3. that the faculty liaison shall be available for consultation with both site supervisors and students and shall be immediately contacted should any problem or change in relation to student, site or university occur; and
4. that the university supervisor is responsible for the assignment of a fieldwork grade.
5. To adhere to all guidelines as set forth by NASP *Professional Conduct Manual and Standards for Training and Field Placement Programs in School Psychology*.

The Practicum/Internship Site agrees:

1. to assign a practicum/internship supervisor who has appropriate credentials, time and interest for training the practicum/internship student;
(Note: Interns must receive an average of at least two hours of field-based supervisor per full-time week and an average of one hour per week for practicum students.)
2. to provide supervised opportunities for the student to engage in a variety of activities related to the professional practice of school psychology (suggested counseling experiences included in the "Practicum/Internship Activities" section in Part II);
3. to provide the student with adequate work space, telephone, office supplies, expense reimbursement and support services consistent with that afforded agency school psychologists;
4. to provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or live supervision;
5. to provide written evaluation of student based on criteria established by the university program;
6. to not involve students in any form of billing for professional services.
7. to adhere to all other guidelines as set forth by NASP *Professional Conduct Manual and Standards for Training and Field Placement Programs in School Psychology*.

PRACTICUM AND INTERNSHIP CONTRACT – PART II

Within the specified time frame, _____ will be the primary practicum/internship site supervisor. The training activities (checked below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity.

_____ will be the faculty liaison with whom the student and practicum/internship site supervisor will communicate regarding progress, problems and performance evaluations.

REQUIRED INTERNSHIP EXPERIENCES

All interns are required to independently engage in the activities listed below. Though no quota for involvement in particular activities is denoted, it is expected that interns be provided with *several opportunities* to apply their skills across domains. Certain activities (e.g., conducting in-service presentations; involvement in transition planning), may be contingent upon placement and grade levels served. It is anticipated that interns will be provided with a comprehensive and well-rounded experience.

1. Data Based Decision Making and Accountability

- Administration and scoring of standardized, norm-referenced measures of ability, achievement, behavior, and social/emotional functioning
- Administration and scoring of curriculum based measures
- Behavioral observation using structured and semi-structured approaches
- Functional Behavior Analysis
- Collection and interpretation of progress monitoring data (e.g., DIBELS progress monitoring data; behavioral data)
- Interpretation of assessment results
- Report writing
- Development of cogent intervention and support services recommendations based on assessment data

2. Consultation and Collaboration

- Participation in multidisciplinary team meetings, including instructional consultation team meetings and IEP proceedings
- Dissemination of assessment results to a variety of individuals, including parents, teachers, and administration
- Consultation with teachers and administrators
- Consultation with parents

3. Effective Instruction and the Development of Cognitive/Academic Skills/Socialization and the Development of Life Skills

- Development of cogent academic and behavioral intervention plans consistent assessment data and student needs
- Recommendation of evidence or research based interventions within a RtI process (academic, behavioral, social), or following special education referral
- Development of appropriate, data-driven student goals
- Authoring of Individual Education Plans
- Application of problem-solving skills and knowledge of evidence based approaches in behavioral/emotional/social intervention

4. Student Diversity in Development and Learning
 - Appropriate selection and interpretation of assessment measures when working with diverse populations
 - Development of appropriate interventions when working with students from diverse backgrounds, including those with limited English proficiency
 - Application of information regarding student background, including culture, language, socio-economic status, and disability status in the assessment, consultation, and intervention process

5. Prevention, Crisis Intervention, and Mental Health
 - Participation in efforts designed to proactively mitigate student behavioral, social, and emotional challenges
 - Participation in crisis intervention efforts
 - Individual counseling
 - Group counseling
 - Development of counseling treatment plans
 - Development of counseling goals and objectives within the IEP process
 - Development of evidence or research based social/emotional interventions
 - Progress monitoring of counseling and other social/emotional interventions
 - Evaluation of intervention efforts on a single-subject, small group, or systems level

6. Home/School/Community Collaboration
 - Collaboration with families
 - Collaboration with community agencies and other community based professionals
 - Participation in home/school initiatives
 - Coordination of services with community agencies and families
 - Involvement in transition planning
 - Provision of referrals

7. Research and Program Evaluation
 - Application of research to practice
 - Dissemination of relevant research (e.g., research-based interventions)
 - Evaluation of individual or group interventions
 - Evaluation of the efficacy of programs

8. School Psychology Practice and Development
 - Adherence to ethical standards
 - Adherence to federal and state law
 - Adherence to district/ school policy
 - Participation in supervision meetings
 - Participation in staff development
 - Provision of in-service training

9. Information Technology
 - Use of word processing, PowerPoint, and other contemporary technology
 - Use of computer scoring software when necessary
 - Demonstration of awareness of available technology relevant to the practice of school psychology

Type of supervision student will receive: Individual _____ Group or Peer _____

Practicum/Internship Site Supervisor _____ Date _____

Student _____ Date _____

Faculty Liaison _____ Date _____