



**Internship in School Psychology**  
**EDS 441**  
**Tuesday 4:00-6:50 PM**  
**Eureka Hall, Room 209**

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225/227 Brighton Hall

EDS 441  
Internship in School Psychology

The Internship in School Psychology is a directed field study and seminar experience that provides the opportunity to continue your skill development through supervised practice. The purpose of this course is to provide a forum for the discussion of experiences and issues pertinent to the school psychology internship. Seminar discussions are expected to help reinforce/supplement experiential learning. Participants will learn, not only from their own experiences, but also from the experiences of others. It is expected that students will (a) reflect on and learn from their own practice; (b) interact with other professionals in a consultative, collaborative manner; and (c) critically think about professional issues.

The experience is seen as a culminating experience that addresses all performance standards previously addressed within your coursework. Specifically NASP Standards for Graduate Preparation of School Psychologists (NASP, 2010) 3.1 to 3.6 outline the requirements for an internship. Those requirements are embodied in our Internship Expectations Form.

The Internship is addressed in Standard 32 of the CCTC Standards for Training Programs in School Psychology.

**Course Expectations:**

- Be on time and prepared for each seminar.
- Attend **ALL** scheduled seminars or meetings.
- Complete all forms in a timely manner. See <http://www.csus.edu/indiv/b/brocks/#intern> for copies of forms.
- Please note that until the Internship Approval Form is completed you may not start collecting hours toward your internship.
- Maintain good communication with your field supervisor.
- Contact your university supervisor(s) for any concerns that arise and are not met in your field placement.

**Class Meeting Format:**

Students will be assigned a date for which they are responsible for providing practice related topic to be discussed. Topics will be identified ahead of time by the class and topic leaders will provide the class with relevant resources prior to the meeting.

1. Identify any priority issues from internship for large group discussion/debriefing
2. Topic leaders facilitate discussion of the designated Topic
3. General group discussion
4. Break
5. Small group discussions

**Course meetings are scheduled as follows:**

Date	Time	Topic	Topic Leaders
1. August 30	4-6:50pm	Orientation and Field Issues	Dr. Brock & Dr. Ortiz
2. September 13	4-6:50pm	TBD	TBD
3. September 27	4-6:50pm	Fast Bridge	Dr. O'Malley
4. October 11	4-6:50pm	IEP Compliance	Sarah and Brandon
5. October 25	4-6:50pm	Pre-Referral SST Process	Dr. O'Malley
6. November 8	4-6:50pm	Legally Defensible Reports	Dr. Holland
7. November 29	4-6:50pm	Academic Interventions Booster: Reading in the Spotlight	Dr. O'Malley
8. December 13	4-6:50pm	TBD	TBD

**Topics and Resource:**

- |   |                    |
|---|--------------------|
| 1) ERMHS Services: Panel on the process | Nicole J and Cayla |
| 2) Academic Interventions Booster       | Dr. O'Malley       |
| 3) ED Referral and Assessment           | Karen              |
| 4) MTSS                                 | Mike L.            |

## **Portfolio**

The School Psychology Portfolio is used as a formative evaluation tool throughout the candidate's enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a summative evaluation. During the internship year a Behavior Intervention Case Study, and Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form.

## **Outline**

The portfolio serves several purposes:

- First, it will provide documentation of the competencies that you have developed while in the CSUS school psychology program.
- Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
- Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
- Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
- Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume
2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
  - a. Consultation
  - b. Intervention
  - c. Assessment
  - d. Counseling
  - e. Resources
  - f. Research
  - g. Law and Ethics
3. A list of your course work and/or a copy of your transcripts
4. Certificates/credentials/honors
5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills!

The following is the form used by faculty to evaluate the School Psychology Portfolio. Responsible faculty will initial on the line before each item to indicate that they have verified that the portfolio is complete.

## PORTFOLIO EVALUATION

The Portfolio must include, but shall not be limited to, the following documents

Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)

- \_\_\_\_\_ Resume (which will be updated each semester)
- \_\_\_\_\_ Developmental History Questionnaire (from EDS 248)
- \_\_\_\_\_ Hotsheet (from EDS 245)
- \_\_\_\_\_ Abstract of group curriculum (from EDS 231)
- \_\_\_\_\_ \_\_\_\_\_

Semester Two: Spring semester, first year (EDS 242A instructor)

- \_\_\_\_\_ Updated Resume
- \_\_\_\_\_ GATE evaluation (from EDS 242B)
- \_\_\_\_\_ \_\_\_\_\_ (from EDS 242A/B)
- \_\_\_\_\_ \_\_\_\_\_

Semester Three: Fall semester, second year (EDS 439 instructor)

- \_\_\_\_\_ Updated Resume
- \_\_\_\_\_ Psychoeducational evaluation (from EDS 243 first semester)
- \_\_\_\_\_ Assessment Resources Notebook (from EDS 244)
- \_\_\_\_\_ FAA and BIP (from EDS 240)
- \_\_\_\_\_ Academic Intervention Case Study (from EDS 246A)
- \_\_\_\_\_ Early Fieldwork in School Psychology Evaluation Form (from EDS 439)
- \_\_\_\_\_ \_\_\_\_\_

Semester Four: Spring semester, second year (EDS 439 instructor)

- \_\_\_\_\_ Updated Resume
- \_\_\_\_\_ Disability information pamphlet (from EDS 247)
- \_\_\_\_\_ Psychoeducational evaluation (from EDS 243 second semester)
- \_\_\_\_\_ Crisis Intervention and Suicide Intervention scripts (from EDS 246b)
- \_\_\_\_\_ School Psychology Early Fieldwork Evaluation Form (from EDS 439)
- \_\_\_\_\_ \_\_\_\_\_

Semesters Five & Six: Internship, third year (EDS 441 instructor and or Program Coordinator)

- \_\_\_\_\_ Updated Resume
- \_\_\_\_\_ School Psychology Internship Evaluation Form
- \_\_\_\_\_ Behavioral Intervention Case Study
- \_\_\_\_\_ Academic Intervention Case Study
- \_\_\_\_\_ Psychoeducational evaluation
- \_\_\_\_\_ Community Resources Directory
- \_\_\_\_\_ \_\_\_\_\_ Selected materials (as determined by supervisor and intern)



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## School Psychology Training Program Intern Evaluation Form

Intern Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Supervisors:** Please use the following form to evaluate intern progress. At a minimum it should be completed in November and May of each school year. The intern is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the internship experience. If you have not observed the intern in a given activity, rate it as N/A. Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review the items carefully

### *School Psychology Intern Rating Scale*

Please rate the Intern on the questionnaire provided below. Use the following scale.

<b>N/A Not applicable or not observed.</b> 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 this item.
<b>1 Poor.</b> 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. Bottom 5%.
<b>2 Below Standard.</b> Performance is below average. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
<b>3 Standard.</b> 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. Middle 50%.
<b>4 Above Standard.</b> 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. Upper 15%.
<b>5 Outstanding.</b> Performance is recognizably and decidedly better than a large proportion of other interns. Upper 5%.

### A. Personal Characteristics

1	Presents a professional appearance	N/A	1	2	3	4	5
2	Demonstrates dependability	N/A	1	2	3	4	5
3	Professional in difficult situations	N/A	1	2	3	4	5
4	Demonstrates good judgment and common sense	N/A	1	2	3	4	5
5	Works well with staff and parents	N/A	1	2	3	4	5
6	Works well with children	N/A	1	2	3	4	5
7	Accepts constructive criticism	N/A	1	2	3	4	5
8	Makes use of constructive criticism	N/A	1	2	3	4	5
9	Appreciates diverse views	N/A	1	2	3	4	5
10	Demonstrates initiative and resourcefulness	N/A	1	2	3	4	5
11	Engages in continued self-evaluation	N/A	1	2	3	4	5
12	Interacts well with culturally different persons	N/A	1	2	3	4	5
13	Presents/exchanges information with diverse audiences	N/A	1	2	3	4	5
14	Models wellness and personal resilience	N/A	1	2	3	4	5

15. Recommendations for the further development of personal characteristics important to interactions with pupils, parents, school staff, and other professionals. \_\_\_\_\_

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## Professional Responsibilities

16	Observes scheduled work hours and keeps appointments	N/A	1	2	3	4	5
17	Responds to referrals punctually	N/A	1	2	3	4	5
18	Completes job (e.g., reports) assignments in a timely fashion	N/A	1	2	3	4	5
19	Manages time effectively	N/A	1	2	3	4	5
20	Maintains contact with supervisors	N/A	1	2	3	4	5
21	Provides follow-up actions as required	N/A	1	2	3	4	5
22	Is visible and accessible within assigned schools	N/A	1	2	3	4	5
23	Initiates relationships with local public & private agencies	N/A	1	2	3	4	5
24	Makes appropriate use of information technology	N/A	1	2	3	4	5

25. Recommendations for the further development of professional responsibilities important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

## Use of Data in Decision-Making

26	Locates/uses research data in making planning decisions	N/A	1	2	3	4	5
27	Familiar with a range of empirically supported interventions	N/A	1	2	3	4	5
28	Considers alternatives/implications in program planning	N/A	1	2	3	4	5
29	Able to interpret research data for staff, pupils, and parents	N/A	1	2	3	4	5
30	Designs, conducts, reports program evaluations	N/A	1	2	3	4	5

31. Recommendations for the further development of data-based decision-making skill important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

## Psycho-Educational Evaluation Skills

32	Accounts for cultural and linguistic differences	N/A	1	2	3	4	5
33	Has knowledge of a variety of assessment models	N/A	1	2	3	4	5
34	Able to use a variety of data sources to understand learners.	N/A	1	2	3	4	5
35	Identifies student learning strengths and weaknesses	N/A	1	2	3	4	5
36	Written reports are thorough and accurate	N/A	1	2	3	4	5
37	Makes appropriate use of technology	N/A	1	2	3	4	5
38	Knows local public & private agencies/make good referrals	N/A	1	2	3	4	5
39	Uses assessment data to plan/evaluate educational intervention	N/A	1	2	3	4	5
40	Recommendations consistent w/ tenets of effective instruction	N/A	1	2	3	4	5

41. Recommendations for the further development of psycho-educational evaluation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_



### Collaboration and Consultation Skills

42	Demonstrates knowledge of behavioral consultation skill	N/A	1	2	3	4	5
43	Demonstrates knowledge of mental health consultation skill	N/A	1	2	3	4	5
44	Establishes effective collaborative relationships with staff	N/A	1	2	3	4	5
45	Works collaboratively in making placement decisions	N/A	1	2	3	4	5
46	Works collaboratively in addressing group and system issues	N/A	1	2	3	4	5
47	Conducts effective parent conferences	N/A	1	2	3	4	5
48	Acts as an effective liaison between school and home	N/A	1	2	3	4	5
49	Facilitates home – school collaboration	N/A	1	2	3	4	5
50	Evaluated consultations strategies used	N/A	1	2	3	4	5
51	Understands how cultural issues effect collaboration	N/A	1	2	3	4	5
52	Promotes family/school partnerships that facilitate devel.	N/A	1	2	3	4	5
53	Demonstrates understanding of human development/learning	N/A	1	2	3	4	5
54	Considers student diversity in consultation	N/A	1	2	3	4	5

55. Recommendations for the further development of collaboration and consultation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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### SST/IEP Team Skills

56	Demonstrates IEP Team process knowledge	N/A	1	2	3	4	5
57	Demonstrates SST process knowledge	N/A	1	2	3	4	5
58	Presents assessment data in a clear manner	N/A	1	2	3	4	5
59	Presents assessment data in a concise manner	N/A	1	2	3	4	5
60	Presents clinical information to parents in a sensitive way	N/A	1	2	3	4	5
61	Keeps team focused on the task at hand	N/A	1	2	3	4	5
62	Writes appropriate behavioral/academic goals for students	N/A	1	2	3	4	5
63	Summarizes key issues in a clear/concise manner	N/A	1	2	3	4	5
64	Demonstrates leadership potential	N/A	1	2	3	4	5

65. Recommendations for the further development of team skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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## Counseling Skills

66	Establishes effective rapport with clients	N/A	1	2	3	4	5
67	Able to identify core problems or issues	N/A	1	2	3	4	5
68	Able to implement appropriate interventions	N/A	1	2	3	4	5
69	Able to evaluate the effectiveness of interventions	N/A	1	2	3	4	5
70	Keeps appropriate progress notes	N/A	1	2	3	4	5
71	Able to write useful case reports	N/A	1	2	3	4	5
72	Maintains confidentiality as appropriate	N/A	1	2	3	4	5
73	Recognizes situations where privilege does not apply	N/A	1	2	3	4	5
74	Able to provide crisis intervention assistance	N/A	1	2	3	4	5
75	Promotes prevention/wellness programs for pupils	N/A	1	2	3	4	5
76	Able to assess risk of self-injurious behavior	N/A	1	2	3	4	5
77	Understands how culture may influence counseling	N/A	1	2	3	4	5
78	Knows when to make referrals to community agencies	N/A	1	2	3	4	5
79	Knows how to make community agency referrals	N/A	1	2	3	4	5

80. Recommendations for the further development of counseling skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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## Legal and Ethical Practice

81	Understands special education laws/procedures	N/A	1	2	3	4	5
82	Adheres to the CASP/NASP code of ethics	N/A	1	2	3	4	5
83	Recognizes the limits of professional training	N/A	1	2	3	4	5
84	Oriented toward career-long professional development	N/A	1	2	3	4	5
85	Obtains consultations support when needed	N/A	1	2	3	4	5
86	Only accepts responsibilities within current skill level	N/A	1	2	3	4	5

87 Recommendations for the further development of understanding of legal/ethical issues important to the school psychological services offered to pupils, parents, school staff, and other professionals. \_\_\_\_\_

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The checklist below will serve to assure that the intern is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply

<b>Counseling Experiences</b> <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Other (please list) _____	<b>Consultation Experiences</b> <input type="checkbox"/> Behavioral <input type="checkbox"/> Learning Skills <input type="checkbox"/> Social Skills <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please list) _____
<b>Assessment Experiences</b> <input type="checkbox"/> Learning Disabled <input type="checkbox"/> Emotional Disturbed <input type="checkbox"/> Severely Handicapped <input type="checkbox"/> Alternative <input type="checkbox"/> Section 504 <input type="checkbox"/> Bilingual <input type="checkbox"/> Preschool <input type="checkbox"/> Manifestation Determination <input type="checkbox"/> Autism <input type="checkbox"/> Low Incidence <input type="checkbox"/> Other (please list) _____	<b>Program Observation Experiences</b> <input type="checkbox"/> Resource Specialist Program <input type="checkbox"/> Special Day Class <input type="checkbox"/> Low Incidence Programs <input type="checkbox"/> General Education <input type="checkbox"/> Autism Programs <input type="checkbox"/> Infant/Preschool Programs <input type="checkbox"/> Other (please list) _____

Comments: \_\_\_\_\_  
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Use separate sheet if necessary

Supervisor Signature

Date

Student Signature

Date

seb:7/06





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## **EDS 441: BEHAVIOR INTERVENTION CASE STUDY EVALUATION**

The Behavior Intervention Case Study Evaluation Form consists of four pages. The Behavior Support Plan Evaluation Forms may be found at:  
[http://www.pent.ca.gov/dsk/sec15/bspmanual\\_sec15.pdf](http://www.pent.ca.gov/dsk/sec15/bspmanual_sec15.pdf)

In Section 15, Scoring Guide:

Page 1-2: BSP-QE II SCORING GUIDE BRIEF SUMMARY (pp.19-20)

Page 3: SUMMARY OF BEHAVIOR SUPPORT PLAN QUALITY EVALUATION (p. 21)

Page 4: EVIDENCE OF EFFECTIVENESS OF INTERVENTION (p. 10 of this syllabus).

**\*All four pages are to be submitted with the Behavior Intervention Case Study report.**



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## EDS 441: BEHAVIOR INTERVENTION CASE STUDY EVALUATION EVIDENCE OF EFFECTIVENESS OF INTERVENTION

Student Psychologist: \_\_\_\_\_ Student: \_\_\_\_\_  
Date of Evaluation: \_\_\_\_\_ Evaluator: \_\_\_\_\_

0-Missing/Incorrect      2 or 3 = Needs work/revision      3 or 6 or 12 = Acceptable

COMPONENTS TO EVALUATE			
<b>Magnitude of Change</b>			
Graphed data indicated measurable, positive impact toward stated goal.	0	3	6
Data were evaluated through all appropriate methods and presented in support of student's progress.	0	3	6
Visual Analysis conducted and report includes Stability/variability; Level and magnitude of change; and Trend and rate of change.	0	1	2
Effect Size calculated by correct method(s) that best describes data (Change in Variability, Level, and/or Trend).	0	3	6
<b>Effect Size calculated accurately and interpreted correctly</b> (small, medium, large effect).	0	6	12
Free of spelling errors (a few minor errors are acceptable).	NA	2	3
Free of grammatical errors (a few minor errors are acceptable).	NA	2	3
<b>Total Points Obtained</b>			
<b>Total Points Possible (Percent and Grade)</b>	/	%	

**COMMENTS:** \_\_\_\_\_  
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A template for writing the BSP may be found at:

<http://www.pent.ca.gov/frm/forms.html>

**Look under Behavior Plans**

Behavior Support Plan (expands as you type)



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## EDS 441: ACADEMIC INTERVENTION CASE STUDY EVALUATION (Submit a copy of this form with the project)

Student Psychologist: \_\_\_\_\_  
Date of Evaluation: \_\_\_\_\_

Student: \_\_\_\_\_  
Evaluator: \_\_\_\_\_

0-Missing/Incorrect

2 or 3 = Needs work/revision

3 or 6 or 12 = Acceptable

COMPONENTS TO EVALUATE			
<b>STEP 1: PROBLEM IDENTIFICATION</b>			
1-1 <b>Present Level of Performance</b> is clearly defined using multiple data sources and/or multiple data points. Skill analysis includes error analysis, direct observation, and/or cbm.	0	3	6
1-2. <b>Expected Level of Performance</b> is clearly defined using data and based on an appropriate grade level peer comparison or research-based standard/benchmark	0	3	6
1-3. <b>Gap Analysis</b> between student's current level of performance and the benchmark and the peers' current level of performance and the benchmark was conducted and quantified numerically.	0	3	6
1-4. <b>Problem Definition</b> meets all of the following criteria: a. Objective (observable and measurable); b. Complete includes examples and non-examples when appropriate.	0	3	6
1-5. <b>Target skill</b> clearly identified and linked to expected level of performance.	0	3	6
<b>STEP 2: PROBLEM ANALYSIS</b>			
2-1. <b>Data collected in ALL domains</b> including Instruction, Curriculum, Environment, and Learner and by RIOT methods, and only relevant factors are used to develop hypothesis and intervention.	0	3	6
2-2. <b>Problem Hypothesis</b> is based on multiple data sources and focused on relevant alterable factors. Multiple hypotheses generated to identify source of each problem.	0	3	6
2-3. <b>Prediction Statement</b> is directly linked to problem hypothesis.	0	2	3
2-4. <b>Multiple Data Sources</b> used to confirm/reject hypothesis.	0	2	3
2-5. <b>Data collected</b> is sufficient to develop appropriately matched intervention plan.	0	2	3
<b>STEP 3: PLAN DEVELOPMENT</b>			
3-1. <b>Intervention Goal</b> is measurable, meaningful (based on the problem definition), able to be monitored, and closes the gap.	0	3	6
3-2. <b>Intervention Plan</b> is directly linked to problem hypothesis and includes ALL of the following: What will be done, how will it be done, Who is responsible, where will it occur, how often, group size.	0	3	6
3-3. <b>Progress Monitoring</b> includes ALL of the following: What materials will be used, Who is responsible, How often will it occur, Decision rule for success.	0	3	6
3-4. <b>Intervention Fidelity Plan</b> includes ALL of the following: what data will be collected, how often, who is responsible, what is the minimum standard for fidelity.	0	2	3
3-5. <b>Follow-up date</b> scheduled.	0	2	3



<b>STEP 4: PLAN IMPLEMENTATION &amp; EVALUATION</b>	0	2	3
4-1. <b>Attendance and fidelity data</b> clearly summarized. Fidelity data collected more than once and evaluated to determine if minimum criteria met.	0	3	6
4-2. <b>Progress Monitoring Graph</b> includes student data that is regularly recorded at intervals specified in progress monitoring plan. Graph includes all essential components clearly labeled ( e.g. time and scale of improvement, baseline data, aimline, goal, etc.)	0	3	6
4-3. <b>Student Rate of Progress</b> clearly identified and quantified numerically for target student and for peers or expected rate. Comparison between student and peer/expected rate is clearly indicated.	0	3	6
4-4. <b>Gap Analysis</b> is quantified numerically and compared to pre-intervention gap.	0	3	6
4-5. <b>Next Steps</b> are clearly indicated and directly linked to intervention outcomes (i.e. student progress, gap analysis , intervention fidelity, etc.)	0	3	6
<b>STEP 5: Magnitude of Change</b>			
5-1. <b>Graphed data</b> indicated measurable, positive impact toward stated goal.	0	3	6
5-2. <b>Data were evaluated</b> through all appropriate methods and presented in support of student's progress.	0	3	6
5-3. <b>Visual Analysis</b> conducted and report includes Stability/variability; Level and magnitude of change; and Trend and rate of change	0	3	6
5-4. <b>Effect Size calculated by correct method(s)</b> that best describes data (Change in Variability, Level, and/or Trend)	0	6	12
5-5. <b>Effect Size calculated accurately and interpreted correctly</b> (small, medium, large effect)	0	6	12
Free of spelling errors (a few minor errors are acceptable).	NA	2	3
Free of grammatical errors (a few minor errors are acceptable).	NA	2	3
<b>Total Points Obtained</b>			
<b>Total Points Possible (Percent and Grade)</b>	/	%	

**COMMENTS:** \_\_\_\_\_

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**EDS 441: Psychoeducational Report Evaluation**  
**(Submit a copy of this form with the report)**

Student Psychologist: \_\_\_\_\_

Client: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Evaluator: \_\_\_\_\_

M/I = Missing/Incorrect

NR = Needs Revision

A = Acceptable

Evaluation Category	M/I	NR	A
Includes appropriate identifying information.	0	2	3
Includes relevant developmental and health history.	0	4	6
Includes discussion of student's school history/environment	0	2	3
Appropriately identifies all information sources.	0	2	3
Referral question clearly stated.	0	4	6
Assessment techniques are consistent with the reason for referral.	0	2	3
Considers and describes validity of results	0	4	6
Describes client's attitude toward testing and the examiner.	0	2	3
Describes client's work habits and effort.	0	2	3
Describes client's reactions to success and failure.	0	2	3
Identifies relevant language and/or motor issues.	0	2	3
Test protocols are accurately scored.	0	2	3
Statistical interpretation of test results is accurate.	0	4	6
Test data is presented in terms that parents will understand.	0	4	6
Scores are reported with confidence intervals.	0	2	3
Body and summary identify client strengths/assets.	0	6	8
From the available data, interpretations are reasonable and stated as hypotheses.	0	4	6
Summary responds to referring question.	0	6	8
Interpretation is focused on client rather than on tests/instruments.	0	4	6
Conclusion considers whole client and multiple sources of information.	0	4	6
Conclusions considers consider special education eligibility if appropriate.	0	4	6
Clearly states if a processing disorder exists and, if so, what type.	0	2	3
Recommendations are clearly stated and specific.	0	2	3
Data appropriately used in the formulation of interventions or recommendations.	0	4	6
Strength-based interventions are included in the recommendations.	0	4	6
Well written (e.g., clear, logical, free of spelling and grammar errors)	0	2	3
Uses language that parents will understand (avoids jargon).	0	2	3
Other report elements graded:			
Total Psychoeducational Report Score	____/____ = ____%		

Overall Case Grade\*\*/General Comments: \_\_\_\_\_

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