

School Psychology Practicum Handbook



**University of Houston-Victoria
School Psychology Program
Director: Dr. Elise Hendricker**

**UHV School of Arts & Sciences
3007 N. Ben Wilson
Victoria, TX 77901**

SCHOOL PSYCHOLOGY PRACTICUM HANDBOOK

Welcome to your School Psychology Practicum semester. Congratulations on obtaining a practicum site! We trust that you will enjoy your learning experiences this semester. Within this handbook, you will find important information that you will need to successfully complete the Practicum course. For your learning experience, the practicum supervision is extensive, requiring 300 hours at your practicum site while also requiring weekly class supervision with university faculty. Participation in this class assumes that the dignity and essential worth of all participants is respected; the privacy, property, and freedom of participants will be respected; bigotry, discrimination, violence, or intimidation will not be tolerated, and personal and academic integrity is expected. Again, welcome and best of luck in 2017-2018.

Sincerely,

Elise Hendricker, Ph.D., LP, LSSP
School Psychology Program Director
School Psychology Practicum Coordinator

Mission of Practicum Program

The school psychology practicum experiences affords students opportunities to demonstrate under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that addresses the domains of professional preparation and practice outlined in the NASP (National Association of School Psychologists) and objectives of the UHV school psychology training program.

The development of professional skills begins with the student contacting prospective sites and arranging for a semester-long experience that involves observation and participation in agency activities. In addition to cultivating professional relationships and learning about the complexities of those relationships, students have the opportunity to discover if a particular site experience matches their own strengths and interests. Finally, the school psychology practicum program furthers the overall mission of the school psychology program as a whole, by emphasizing and strengthening ties with the surrounding community. Students benefit by learning from school-based professionals and professionals within area agencies, while agencies gain by hosting competent and energetic students who, in turn, positively impact the school.

Obtaining a Practicum Site

The best practice is that students begin determining a practicum site at least 3 months prior to the semester that practicum is scheduled to begin. To assist them with this process, students can refer to the School Psychology Practicum Site Roster for school districts and agencies that have participated in the program in the past. Students are also encouraged to approach new school districts and agencies who might be interested in the student's services.

Students should contact the agency by telephone, and ask about the possibility of completing a school psychology practicum at the respective site. Students should be sure to provide the school district contact with the requirements of the practicum program. If the school district is interested, the student makes an appointment for an interview. Before approaching a district, students must have a resume or curriculum vita in hand, and be prepared to apply and be interviewed by the special education director, agency director or designated staff member. If after the interview, the practicum site is amenable and the student is still interested in the site, the process of drafting an agreement begins.

Step 1: Browse through the school psychology practicum roster (See Below).

Step 2: Choose one or two sites to contact by telephone. See the enclosed **Contact Script** for a sample conversation.

Step 3: Send resume or vita and/or make interview appointment, as directed by the site contact person.

Step 4: Once a site is selected, a meeting should be scheduled with the university faculty to discuss the site of your choice and draft a memorandum of agreement.

Step 5: Register for, PSY 6348 (School Psychology Practicum).

School Psychology Practicum Site Roster
*Sites where UHV School Psychology students have completed
practica or practicums*

1. Dewitt Lavaca Special Education Cooperative
2. Fort Bend ISD
3. Alief ISD
4. Katy ISD
5. Spring ISD
6. Houston ISD
7. Pearland ISD
8. Spring Branch ISD
9. Humble ISD
10. Pasadena ISD
11. Alvin ISD
12. Tomball ISD
13. Round Rock ISD

Visit Region IV for a map of school district sites in and around the Houston area
http://www.esc4.net/default.aspx?name=hr.emp_map_links
Click on district links to learn more about each site.

Visit Region III for a map of school district sites in an around the Victoria area
<http://www.esc3.net/Domain/1>
Click on district links to learn more about each site.

Initial Contact Script

Instructions: This is a suggested script for the student's initial contact with a potential site supervisor. Feel free to use all or part of this script as a guide for this initial conversation.

Student: Hello, my name is _____. I am a student in the School Psychology program at the University of Houston-Victoria, and I'm calling to speak with you about the possibility of completing a school psychology practicum in your district. The Practicum Program requires that I complete 300 hours during the course of a semester at the site. I will need to be supervised weekly by an on-site supervisor, who is currently an LSSP with a minimum of three years of independent practice. Do you have any such opportunities in your district?

(If the Agency representative responds positively, then you may ask for a brief meeting with the special education director and or campus administrator). If possible, I would like to come visit you so that I can tell you more about the Practicum Program and so that you can see if you might be interested in having me as a practicum student in your district this year. When will be a good day and time to visit your district? Thank you for your time, I look forward to meeting with you.

**SCHOOL PSYCHOLOGY PROGRAM
MEMORANDUM OF AGREEMENT FOR PRACTICUM**

Relative to supervision of specialist in school psychology practicum students, the following is understood and agreed to by the undersigned.

1. _____ will serve as a graduate level practicum student in the school psychology program from the University of Houston-Victoria. The practicum setting location is _____.

2. The practicum will begin on _____ and end on _____, for a minimum total number of 300 hours to be completed during the course of the semester. A minimum of 300 hours must be logged by the end of the UHV semester for a final grade to be awarded to the student.

3. _____ will serve as the field-based supervisor during the practicum experience. My LSSP license number is _____. By agreeing to supervise a practicum student, I confirm that I have met the Texas State Board of Examiners of Psychologists qualifications to be a supervisor. I am employed by the school district and have had a minimum of 3 full years of independent practice as an LSSP in the public school setting.

General responsibilities of field-based supervisors:

1. Field-based supervisors must hold a current LSSP licensure and have practiced as an LSSP without supervision for a minimum of 3 years prior to supervising a practicum student.
2. Field-based supervisors are responsible for all duties performed by the student while under supervision.
3. Field-based supervisors will review test protocols, counseling records or notes, reports, etc. and directly observe the student's professional skills.
4. All psychological reports/evaluations and legal documents must be cosigned by field-based supervisors.
5. Field-based supervisors are responsible for completing student evaluation forms a minimum of two times per semester.
6. Field-based supervisors are responsible for no less than two hours per week of regularly scheduled contact with the student concerning task supervision.
7. Field-based supervisors are available by appointment as requested by the practicum student.
8. Field-based supervisors are available for contact on emergency basis as needed.
9. Field-based supervisors are available for ongoing contact with the university-based supervisor in an effort to monitor the practicum student's progress.

General practicum student responsibilities

1. Students must obtain student malpractice insurance prior to starting practicum. There are multiple sources for such insurance. Insurance information will be sent to students by the university-based supervisor. The university-based supervisor must receive a copy of the malpractice insurance prior to a student logging practicum hours.
2. Work with psychological services staff members on comprehensive assessments, case consultations, etc., as the occasion arises.
3. Staff meeting attendance to include:
 - a. In-service meetings of psychological and student appraisal staffs.
 - b. Miscellaneous staff meetings when possible.
4. Workshop or in-services, planning and implementation assistance for teachers, counselors, and other personnel.
5. Assistance in planning appropriate interventions for referred children, and participation in these interventions, including counseling or development of behavior plans, if appropriate.
6. Participation in campus screening committees and IEP meetings.
7. Resource services to the school staff appropriate to the practicum student's level of training.
8. Maintain regularly scheduled supervision meetings with the field-based supervisor and university-based supervisor.
9. Adherence to the administrative policies, rules, standards, schedules and practices of the facility.
10. Demonstrate professionalism and strong work ethic.

PRACTICUM WORK SCHEDULE:

DAY(s)

TIME(s)

THIS AGREEMENT SHALL BE EFFECTIVE WHEN SIGNED BY ALL PARTIES

University-Based Supervisor _____

Date _____

Field-Based Supervisor _____

Date _____

Practicum Student _____

Date _____



**University of Houston-Victoria Practicum in School Psychology
Faculty Supervisor Introductory Letter**

Dear Site Supervisor:

I would like to thank you for participating as a supervisor in the University of Houston-Victoria (UHV) School Psychology Practicum Program. The purpose of this practicum is to provide students with the opportunity to gain practical experience in school psychology.

Students are required to complete 300 practicum hours during the course of the semester. The on-site supervisor meets with the student on a weekly basis for 2 hours of supervision to help the student process the week's activities via supervision. Students also meet with the university-based supervisor for 2 hours per week for additional supervision of activities.

It is our belief that the Practicum Program is mutually enriching: Our students learn from you and, in return, they enrich school districts with their enthusiasm, service and creative energies. Again, I am grateful for your involvement with our program. Please do not hesitate to contact me if you have any initial questions.

Sincerely,

Elise Hendricker, Ph.D., LSSP, LP
Assistant Professor, School Psychology
School Psychology Practicum Coordinator
School Psychology Program Director

Practicum Requirements

Hours Requirements:

Practicum students are required to obtain 300 clock hours of assigned work across the course of one semester, generally working at their practicum site 2 to 3 days per week. The beginning and ending dates of the practicum and the practicum student's working schedule are to be agreed upon by the student, onsite supervisor, and coordinator, but ordinarily encompass one spring semester (January to early May).

For students to successfully complete the practicum course, 300 hours must be completed and documented by the end of the UHV Spring Semester so that a final course grade can be awarded. If 300 hours are not completed by the end of the Spring Semester, the student will be awarded an Incomplete. Throughout the practicum, the channels of communication shall remain open between the university, school district site, and the student, as the university must remain concerned with not only the student's well-being, but with that of the site and its clients, and with the university itself.

Memorandum of Agreement:

Prior to beginning the school psychology practicum and collecting hours, A Memorandum of Agreement must be signed by the student, the school site LSSP supervisor, and the University of Houston-Victoria university-based supervisor. Students may not start accruing practicum hours until the Memorandum of Agreement is signed and agreed upon by all parties.

Credentials:

According to the Acts and Rules of the Texas State Board of Examiners of Psychologists, students are exempt from TSBEP credentials or contract filing but must use a title indicating training status as a School Psychology Practicum Student while delivering psychological services in the schools. Students should inform parents of their clients, as well as teachers and other school staff, of their role as a practicum student.

Supervision:

Supervision within the public schools may only be provided by a Licensed Specialist in School Psychology, who has a minimum of three years of experience providing psychological services within the public school system without supervision. To qualify, a licensee must be able to show proof of their license, credential, or authority to provide unsupervised school psychological services in the jurisdiction where those services were provided, along with documentation from the public school(s) evidencing delivery of those services.

A supervisor must provide a School Psychology Practicum Student with at least one hour of individual supervision per week. UHV School Psychology students will also meet with a University-based supervisor weekly during the course of the semester. Classes meet in person and are scheduled for a 2 hour duration. However, these university-based supervision hours are additional hours of supervision beyond the field requirements and cannot be substituted for field

supervision.

Practicum Coordinator:

The University School Psychology Practicum Coordinator will serve as the university-based supervisor and will monitor student performance and quality of opportunities that are provided to the practicum student on behalf of the school district. At a minimum, the Practicum Coordinator will meet with each supervisor twice per semester to monitor student performance (typically middle and end of the semester). ***The university school psychology practicum coordinator is not an employee of the practicum agency and therefore will not directly supervise student cases.*** While cases may be discussed during class to promote learning and critical thinking skills, any final determinations of cases are made by the site supervisor. The coordinator is available for support via phone and email.

Professional Liability Insurance:

Students must obtain professional liability insurance and show proof of insurance to the University Practicum Coordinator prior to beginning their school psychology practicum.

Practicum Hours:

All practicum hours are on-site in the school district. Trainings and in-services used for hours must be approved by the University Practicum Coordinator. Weekly class meetings can also be counted towards the hours requirement.

Logs:

Students must submit a typed log of activities performed during their 300 hours of practicum. An Excel spreadsheet is available on Blackboard for students to code their hours. The log must be signed by their LSSP supervisor in the school district and will be turned in at specific checkpoints throughout the year (typically middle and end of each semester). The University Practicum Coordinator will monitor hour completion and the quality and breadth of experiences obtained by the practicum student.

Course Registration:

School Psychology students must register for the school psychology practicum (PSYC 6348) during the Spring semester.

Grades:

Grades are assigned by the University course instructor. Grades for the school psychology practicum classes will be assigned when the 300 hours of practicum and all other requirements as outlined by the course syllabus are completed. All requirements should be completed in May at the conclusion of the UHV Spring Semester. Students who do not complete requirements by this timeline will receive an Incomplete until all requirements are complete.

Professional Behavior:

Students will adhere to school district policies with respect to dress code, procedures, working hours, etc., Students are bound by the NASP Ethics Code and relevant Texas laws governing the practice of psychology.

Evaluation of Student Skills:

Students will be formally evaluated by their field-based supervisors at the end of the spring semester using the UHV Practicum Evaluation Form found in this handbook. If students do not meet expectations as outlined on the evaluation form, students will be placed on a remediation plan over the following summer. The specifics of the student's remediation plan must be met prior to the student going on practicum during the subsequent fall semester.

Course Syllabus:

It is expected that all students will meet the requirements laid out by the practicum course syllabus. Syllabi and course expectations may change over time. Failure to meet the responsibilities of the course syllabus will result in a grade of unsatisfactory at the completion of the semester. Students receiving an unsatisfactory grade will be asked to complete the practicum course again the following spring semester and will be placed on remediation to address skill deficits.

NASP Domains of Practice Competencies

In accordance with the NASP Domains of Practice, each practicum student is required to complete and submit artifacts highlighting how their practicum experiences have fulfilled each competency outlined by NASP as necessary for the success of school psychology training. Students will complete artifacts at the practicum site and submit these when completed to the university-based supervisor.

Throughout the practicum year, it is the student's responsibility to monitor their progress on these mandated artifacts and seek out needed opportunities to complete requirements. Students may complete other activities outside of this list as required by the supervisor; however, these artifacts are required for a final grade.

Below is a list of each NASP Domain and activities that align with each domain. Students must submit all required artifacts (a minimum of one artifact per domain) at the completion of the practicum experience to receive a satisfactory grade.

Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Example/Required Artifacts for Domain 1:

- Assessment reports for special education eligibility: Practicum students must complete 2 comprehensive evaluation reports for varying referral questions, including 1 psychological evaluation (to consider Emotional Disturbance or Other Health Impairment for ADHD) and 1 Autism evaluation. Practicum students should complete the evaluation with the support of the supervisor and participate in the ARD/IEP meeting to share results with parents and school staff.

Domain 2: Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.

Example/Required Artifacts for Domain 2:

- Functional Behavioral Assessments: Practicum students should complete 1 Functional Behavioral Assessments to determine target student behaviors, hypothesized function of target behaviors and recommendations for behavioral intervention.

Domain 3: Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Example/Required Artifacts for Domain 3:

- Practicum students must complete a minimum of 1 academic case study. The case study should target a student that has an academic deficit in reading, math or writing skills. Practicum students must report baseline data, areas of weakness that the child exhibits based on multiple sources of data, develop goals and objectives, implement evidence-based academic intervention programming, and utilize progress monitoring measures to determine student progress towards goals. Intervention data (minimum of 6 weeks and at least 1 data point collected per week) must be submitted and graphed visually, demonstrating positive, measurable impact of the intervention on the academic development of the K-12 student.

Domain 4: Interventions and Mental Health Services to Develop Social and Life

Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Example/Required Artifacts for Domain 4:

- Practicum students must participate in at least 1 individual counseling case and 1 group counseling case. Students must participate in at least 3 counseling sessions with the same students (3 sessions of an individual and 3 sessions of a group). Because practicum students are starting in the middle of the academic school year, these groups may be co-led by the practicum student and the LSSP supervisor on campus. Practicum students should be involved with counseling meetings and monitoring progress towards IEP goals.

Domain 5: School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Example/Required Artifacts for Domain 5:

- Practicum students should sit in on a minimum of 1 school wide committee meeting that addresses systemic issues related to school climate, school safety, bullying prevention, Response to Intervention, or Positive Behavior Supports and Interventions.

Domain 6: Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Example/Required Artifacts for Domain 6:

- Practicum students should observe or participate in (with LSSP supervision) at least 1 risk assessment or threat assessment.
- Practicum students should observe the district crisis team and district response to any school or district crises that present themselves.

Domain 7: Family–School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Example/Required Artifacts for Domain 7:

- Practicum students should meet with parents to review assessment results (part of Domain 1 as well).
- Practicum students should outline parent recommendations for behaviors as part of their Functional Behavioral Assessment (part of Domain 2).
- Practicum students should observe parent trainings or other family-based interventions that the district may offer.

Domain 8: Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Example/Required Artifacts for Domain 8:

- Practicum students should participate in at least 1 assessment where cultural diversity plays a large role in understanding and conceptualizing the student’s needs (e.g, English Language Learners, immigrant families, linguistic differences, gender diversity).
Practicum students should outline how diversity was attended to during the process of the assessment and recommendations should be tailored to the student’s unique needs.

Domain 9: Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Example/Required Artifacts for Domain 9:

- Practicum students should sit in on school-wide committees (part of Domain 5) and understand how schools use data to improve school-based practices and policies (e.g., PBIS teams, RTI teams, measuring outcomes of school-based programs)

Domain 10: Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Example/Required Artifacts for Domain 10:

- Practicum students should be engaged in district or regional opportunities for further training related to their clinical skills and ethical practice.



SCHOOL PSYCHOLOGY SITE SUPERVISOR PRACTICUM STUDENT EVALUATION

EVALUATION OF THE QUALITY OF STUDENT PROFESSIONAL SERVICE

Practicum Student _____ Site _____

Site Supervisor _____ Date _____

Please help us to assess this student's professional skills and work habits by evaluating his or her skills across the following NASP Domains of Practice. Please indicate the performance of the school psychology Practicum Student in the following areas. Circle the appropriate number on the following rating scale.

- 4= Demonstrates this skill 80-100% of the time
- 3= Demonstrates this skill 50-79% of the time
- 2= Demonstrates this skill 30-49% of the time
- 1= Demonstrates this skill less than 30% of the time

It is the program's expectation that a practicum student should be rated between a "2-3" on the majority of skills in order to be adequately prepared for internship next year. We understand that some skills may not be demonstrated but each skill should be rated. Please do not leave any skills blank. Any domain that receives an average rating of 2.5 or below at the end of the semester will result in the student being placed on remediation.

Please return this form to:
Dr. Elise Hendrick, Practicum Coordinator
University of Houston-Victoria
hendrickere@uhv.edu

Data-Based Decision Making and Accountability

- | | | | | |
|---|---|---|---|---|
| 1. The student demonstrates knowledge of statistical concepts and vocabulary and applies this to understanding the strengths, limitations, utility and interpretation of standardized assessment measures. | 4 | 3 | 2 | 1 |
| 2. The student demonstrates advanced skills in selecting and using assessment measures based on psychometric characteristics of the measures, referral questions and client characteristics including racial, cultural, and language factors. | 4 | 3 | 2 | 1 |
| 3. The student plans and conducts the assessment to answer the referral questions. | 4 | 3 | 2 | 1 |
| 4. The student demonstrates skills in standardized test administration, scoring and interpretation. | 4 | 3 | 2 | 1 |
| 5. The student demonstrates skills in applying and reporting factors that influence test results. | 4 | 3 | 2 | 1 |
| 6. The student uses assessment to identify learning strengths and weaknesses. | 4 | 3 | 2 | 1 |
| 7. The student demonstrates skills in written interpretation of standardized test results in psychoeducational reports and oral reporting of standardized test results to children, parents, teachers and other professionals. | 4 | 3 | 2 | 1 |
| 8. The student demonstrates skills in making appropriate recommendations for interventions, accommodations and other services to meet individual needs based upon assessment results. | 4 | 3 | 2 | 1 |
| 9. The student demonstrates an understanding of the legal and ethical implications of assessment and data-based decision-making. | 4 | 3 | 2 | 1 |
| 10. The student demonstrates competency in the use of appropriate technological applications for assessment including computerized scoring and word processing. | 4 | 3 | 2 | 1 |
| 11. The student demonstrates skills in working collaboratively with parents, teachers and other professionals during the evaluation process. | 4 | 3 | 2 | 1 |

Comments on Data-Based Decision Making and Accountability

Average Rating on Data-Based Decision Making and Accountability _____

Consultation and Collaboration

1.	The student demonstrates knowledge of methods of indirect service delivery.	4	3	2	1
2.	The student demonstrates knowledge of consultation models.	4	3	2	1
3.	The student demonstrates knowledge of behavioral consultation.	4	3	2	1
4.	The student demonstrates knowledge of mental health consultation.	4	3	2	1
5.	The student demonstrates knowledge of families, classrooms, schools, and communities as systems.	4	3	2	1
6.	The student applies skills in working within multiple systems to facilitate child growth.	4	3	2	1
7.	The student applies skills in working collaboratively with parents, teachers and other professionals.	4	3	2	1
8.	The student establishes effective collaborative relationships with school staff.	4	3	2	1
9.	The student facilitates home-school collaboration within the consultation process.	4	3	2	1
10.	The student works collaboratively in making placement decisions.	4	3	2	1
11.	The student works collaboratively in addressing group and system issues.	4	3	2	1
12.	The student understands how cultural issues effect consultation and collaboration.	4	3	2	1

Comments on Consultation and Collaboration

Average Rating on Consultation and Collaboration _____

Direct and Indirect Student Services

Interventions and Instructional Support to Develop Academic Skills

1.	The student applies knowledge of biological, cultural and social influences on academic skills.	4	3	2	1
2.	The student applies knowledge of human learning, cognitive and developmental processes.	4	3	2	1
3.	The student applies knowledge of evidence-based curriculum and instructional strategies to address academic concerns.	4	3	2	1
4.	The student demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.	4	3	2	1
5.	The student engages in multidisciplinary teams with school professionals and parents to develop and implement academic interventions.	4	3	2	1

Comments on Interventions and Instructional Support to Develop Academic Skills

Average Rating on Interventions and Instructional Support to Develop Academic Skills _____

Interventions and Mental Health Services to Develop Social and Life Skills

1.	The student applies knowledge of biological, cultural, developmental and social influences on behavior and mental health.	4	3	2	1
2.	The student applies knowledge of behavioral and emotional impacts on learning and life skills.	4	3	2	1
3.	The student applies knowledge of evidence-based strategies to promote social-emotional functioning and mental health.	4	3	2	1
4.	The student demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning and mental health.	4	3	2	1
5.	The student engages in multidisciplinary teams with school professionals and parents to develop and implement behavioral, emotional and social skills interventions	4	3	2	1

Comments on Interventions and Mental Health Services to Develop Social and Life Skills

Average Rating on Interventions and Mental Health Services to Develop Social and Life Skills _____

Direct and Indirect Services- Systems Level Services (Schools)

School Wide Practices to Promote Learning

- | | | | | | |
|----|--|---|---|---|---|
| 1. | The student has knowledge of school system structure, organization, and theory. | 4 | 3 | 2 | 1 |
| 2. | The student applies knowledge of general education and special education practices. | 4 | 3 | 2 | 1 |
| 3. | The student applies knowledge of evidence-based school practices that promote academic outcomes and learning for all students. | 4 | 3 | 2 | 1 |
| 4. | The student applies knowledge of evidence-based school practices that promote social development and mental health for all students. | 4 | 3 | 2 | 1 |
| 5. | The student collaborates with school professionals to develop and implement evidence-based strategies to support learning environments for children. | 4 | 3 | 2 | 1 |

Comments on School Wide Practices to Promote Learning

Average Rating on School Wide Practices to Promote Learning _____

Preventive and Responsive Services

- | | | | | | |
|----|---|---|---|---|---|
| 1. | The student applies knowledge of principles and research related to resilience and risk factors in learning and mental health. | 4 | 3 | 2 | 1 |
| 2. | The student demonstrates skills and proficiency in counseling interventions. | 4 | 3 | 2 | 1 |
| 3. | The student applies knowledge of services in schools and communities to support multitiered prevention and intervention for children. | 4 | 3 | 2 | 1 |
| 4. | The student demonstrates skills and proficiency in crisis preparation, response and recovery. | 4 | 3 | 2 | 1 |
| 5. | The student collaborates with school professionals to promote services that enhance mental health, safety and physical well-being. | 4 | 3 | 2 | 1 |

Comments on Preventive and Responsive Services

Average Rating on Preventive and Responsive Services _____

Family-School Collaboration Services

- | | | | | | |
|----|---|---|---|---|---|
| 1. | The student applies knowledge of principles and research related to family systems, strengths, needs and culture within their work. | 4 | 3 | 2 | 1 |
| 2. | The student applies knowledge of evidence-based strategies to support family influences on children's learning, socialization and mental health. | 4 | 3 | 2 | 1 |
| 3. | The student collaborates with families to design, implement and evaluate services that respond to culture and context. | 4 | 3 | 2 | 1 |
| 4. | The student effectively involves families in their assessment, consultation and intervention processes. | 4 | 3 | 2 | 1 |
| 5. | The student facilitates family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children. | 4 | 3 | 2 | 1 |

Comments on Family- School Collaboration Services

Average Rating on Family-School Collaboration Services _____

Diversity in Development and Learning

1.	The student demonstrates an understanding of and appreciation for human diversity and multicultural awareness.	4	3	2	1
2.	The student demonstrates an understanding of individual differences.	4	3	2	1
3.	The student demonstrates knowledge of typical and atypical development.	4	3	2	1
4.	The student demonstrates skills in working with individuals from a variety of backgrounds.	4	3	2	1
5.	The student demonstrates skills in selecting assessment and intervention techniques most appropriate for individuals from a variety of backgrounds.	4	3	2	1

Comments on Diversity in Development and Learning

Average Rating on Diversity in Development and Learning _____

Research and Program Evaluation

1.	The student demonstrates knowledge of basic statistics and research design.	4	3	2	1
2.	The student demonstrates knowledge of the application of research into practice.	4	3	2	1
3.	The student demonstrates skills in the application of research into practice.	4	3	2	1
4.	The student demonstrates skills in translating educational research into a form understandable to public school personnel.	4	3	2	1
5.	The student demonstrates knowledge of program evaluation.	4	3	2	1

Comments on Research and Program Evaluation

Average Rating on Research and Program Evaluation _____

Legal, Ethical and Professional Practice

1.	The student demonstrates knowledge of the history and foundations of the profession of school psychology and the various service models for provision of school psychological services.	4	3	2	1
2.	The student demonstrates knowledge of public policy and its impact upon children, families and schooling.	4	3	2	1
3.	The student demonstrates knowledge of the best practices in provision of school psychological services.	4	3	2	1
4.	The student demonstrates skills in the best practices in provision of school psychological services.	4	3	2	1
5.	The student demonstrates knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP) and the American Psychological Association (APA).	4	3	2	1
6.	The student demonstrates skills in applying the ethical principles adopted by the National Association of School Psychologists (NASP) and the American Psychological Association (APA).	4	3	2	1
7.	The student demonstrates knowledge of the legal principles underlying professional practice of school psychology.	4	3	2	1
8.	The student demonstrates knowledge of the laws and regulations underlying special education eligibility.	4	3	2	1
9.	The student demonstrates skills in ethical and legal decision making in professional practice.	4	3	2	1

Comments on Legal, Ethical and Professional Practice

Average Rating on Legal, Ethical and Professional Practice _____

ARD/IEP Committee Skills

1.	The student demonstrates knowledge of the ARD/IEP process.	4	3	2	1
2.	The student orally presents assessment data in a clear.	4	3	2	1
3.	The student orally presents assessment data in a concise manner.	4	3	2	1
4.	The student presents clinical information to parents in a sensitive way.	4	3	2	1
5.	The student keeps the multidisciplinary team focused on the task at hand.	4	3	2	1
6.	The student summarizes key issues in a clear/concise manner.	4	3	2	1
7.	The student demonstrates leadership potential.	4	3	2	1

Comments on ARD/IEP Committee Skills

Average Rating on ARD/IEP Committee Skills _____

Professional Dispositions and Responsibilities

1.	The student demonstrates commitment to the profession and ethical behavior.	4	3	2	1
2.	The student demonstrates commitment to the needs of children and families.	4	3	2	1
3.	The student demonstrates commitment to and appreciation of diversity.	4	3	2	1
4.	The student demonstrates strong oral communication skills.	4	3	2	1
5.	The student demonstrates strong written communication skills.	4	3	2	1
6.	The student is a good listener.	4	3	2	1
7.	The student demonstrates strong interpersonal skills.	4	3	2	1
8.	The student is punctual and reliable.	4	3	2	1
9.	The student displays flexibility and tolerance for ambiguity.	4	3	2	1
10.	The student maintains contact with supervisors.	4	3	2	1
11.	The student makes effective use of supervision time and feedback.	4	3	2	1
12.	The student demonstrates knowledge of, and appropriately follows, district/agency policies procedures.	4	3	2	1
13.	The student observes scheduled work hours and keeps appointments	4	3	2	1
14.	The student responds to referrals punctually.	4	3	2	1
15.	The student completes job (e.g., reports) assignments in a timely fashion.	4	3	2	1
16.	The student manages time effectively.	4	3	2	1
17.	The student provides follow-up actions as required.	4	3	2	1
18.	The student is visible and accessible within assigned schools.	4	3	2	1
19.	The student initiates relationships with local public & private agencies.	4	3	2	1

Comments on Professional Dispositions and Responsibilities

Average Rating on Professional Dispositions and Responsibilities _____

BRIEF SUMMARY OF STUDENT STRENGTHS:

BRIEF SUMMARY OF AREA(S) WHICH NEED(S) IMPROVEMENT:

Signature of Field Supervisor _____

Signature of Practicum Student _____

Signature of University-Based Supervisor _____

Date Form Received _____

Thank you for taking the time to provide this valued feedback.



SCHOOL PSYCHOLOGY PRACTICUM STUDENT SELF-EVALUATION

EVALUATION OF THE QUALITY OF STUDENT PROFESSIONAL SERVICE

Practicum Student _____ Site _____

Site Supervisor _____ Date _____

Please assess your professional skills and work habits by evaluating your skills across the following NASP Domains of Practice. Please indicate your performance in the following areas. Circle the appropriate number on the following rating scale.

- 4= Demonstrates this skill 80-100% of the time
- 3= Demonstrates this skill 50-79% of the time
- 2= Demonstrates this skill 30-49% of the time
- 1= Demonstrates this skill less than 30% of the time

It is the program's expectation that a practicum student should be rated between a "2-3" on the majority of skills in order to be adequately prepared for internship next year. We understand that some skills may not be demonstrated but each skill should be rated. Please do not leave any skills blank. Any domain that receives an average rating of 2.5 or below at the end of the semester will result in the student being placed on remediation.

Please return this form to:
Dr. Elise Hendrick, Practicum Studentship Coordinator
University of Houston-Victoria
hendrickere@uhv.edu

Data-Based Decision Making and Accountability

- | | | | | |
|---|---|---|---|---|
| 1. The student demonstrates knowledge of statistical concepts and vocabulary and applies this to understanding the strengths, limitations, utility and interpretation of standardized assessment measures. | 4 | 3 | 2 | 1 |
| 2. The student demonstrates advanced skills in selecting and using assessment measures based on psychometric characteristics of the measures, referral questions and client characteristics including racial, cultural, and language factors. | 4 | 3 | 2 | 1 |
| 3. The student plans and conducts the assessment to answer the referral questions. | 4 | 3 | 2 | 1 |
| 4. The student demonstrates skills in standardized test administration, scoring and interpretation. | 4 | 3 | 2 | 1 |
| 5. The student demonstrates skills in applying and reporting factors that influence test results. | 4 | 3 | 2 | 1 |
| 6. The student uses assessment to identify learning strengths and weaknesses. | 4 | 3 | 2 | 1 |
| 7. The student demonstrates skills in written interpretation of standardized test results in psychoeducational reports and oral reporting of standardized test results to children, parents, teachers and other professionals. | 4 | 3 | 2 | 1 |
| 8. The student demonstrates skills in making appropriate recommendations for interventions, accommodations and other services to meet individual needs based upon assessment results. | 4 | 3 | 2 | 1 |
| 9. The student demonstrates an understanding of the legal and ethical implications of assessment and data-based decision-making. | 4 | 3 | 2 | 1 |
| 10. The student demonstrates competency in the use of appropriate technological applications for assessment including computerized scoring and word processing. | 4 | 3 | 2 | 1 |
| 11. The student demonstrates skills in working collaboratively with parents, teachers and other professionals during the evaluation process. | 4 | 3 | 2 | 1 |

Comments on Data-Based Decision Making and Accountability

Average Rating on Data-Based Decision Making and Accountability _____

Consultation and Collaboration

1.	The student demonstrates knowledge of methods of indirect service delivery.	4	3	2	1
2.	The student demonstrates knowledge of consultation models.	4	3	2	1
3.	The student demonstrates knowledge of behavioral consultation.	4	3	2	1
4.	The student demonstrates knowledge of mental health consultation.	4	3	2	1
5.	The student demonstrates knowledge of families, classrooms, schools, and communities as systems.	4	3	2	1
6.	The student applies skills in working within multiple systems to facilitate child growth.	4	3	2	1
7.	The student applies skills in working collaboratively with parents, teachers and other professionals.	4	3	2	1
8.	The student establishes effective collaborative relationships with school staff.	4	3	2	1
9.	The student facilitates home-school collaboration within the consultation process.	4	3	2	1
10.	The student works collaboratively in making placement decisions.	4	3	2	1
11.	The student works collaboratively in addressing group and system issues.	4	3	2	1
12.	The student understands how cultural issues effect consultation and collaboration.	4	3	2	1

Comments on Consultation and Collaboration

Average Rating on Consultation and Collaboration _____

Direct and Indirect Student Services

Interventions and Instructional Support to Develop Academic Skills

1.	The student applies knowledge of biological, cultural and social influences on academic skills.	4	3	2	1
2.	The student applies knowledge of human learning, cognitive and developmental processes.	4	3	2	1
3.	The student applies knowledge of evidence-based curriculum and instructional strategies to address academic concerns.	4	3	2	1
4.	The student demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support cognitive and academic skills.	4	3	2	1
5.	The student engages in multidisciplinary teams with school professionals and parents to develop and implement academic interventions.	4	3	2	1

Comments on Interventions and Instructional Support to Develop Academic Skills

Average Rating on Interventions and Instructional Support to Develop Academic Skills _____

Interventions and Mental Health Services to Develop Social and Life Skills

1.	The student applies knowledge of biological, cultural, developmental and social influences on behavior and mental health.	4	3	2	1
2.	The student applies knowledge of behavioral and emotional impacts on learning and life skills.	4	3	2	1
3.	The student applies knowledge of evidence-based strategies to promote social-emotional functioning and mental health.	4	3	2	1
4.	The student demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning and mental health.	4	3	2	1
5.	The student engages in multidisciplinary teams with school professionals and parents to develop and implement behavioral, emotional and social skills interventions	4	3	2	1

Comments on Interventions and Mental Health Services to Develop Social and Life Skills

Average Rating on Interventions and Mental Health Services to Develop Social and Life Skills _____

Direct and Indirect Services- Systems Level Services (Schools)

School Wide Practices to Promote Learning

- | | | | | | |
|----|--|---|---|---|---|
| 1. | The student has knowledge of school system structure, organization, and theory. | 4 | 3 | 2 | 1 |
| 2. | The student applies knowledge of general education and special education practices. | 4 | 3 | 2 | 1 |
| 3. | The student applies knowledge of evidence-based school practices that promote academic outcomes and learning for all students. | 4 | 3 | 2 | 1 |
| 4. | The student applies knowledge of evidence-based school practices that promote social development and mental health for all students. | 4 | 3 | 2 | 1 |
| 5. | The student collaborates with school professionals to develop and implement evidence-based strategies to support learning environments for children. | 4 | 3 | 2 | 1 |

Comments on School Wide Practices to Promote Learning

Average Rating on School Wide Practices to Promote Learning _____

Preventive and Responsive Services

- | | | | | | |
|----|---|---|---|---|---|
| 1. | The student applies knowledge of principles and research related to resilience and risk factors in learning and mental health. | 4 | 3 | 2 | 1 |
| 2. | The student demonstrates skills and proficiency in counseling interventions. | 4 | 3 | 2 | 1 |
| 3. | The student applies knowledge of services in schools and communities to support multitiered prevention and intervention for children. | 4 | 3 | 2 | 1 |
| 4. | The student demonstrates skills and proficiency in crisis preparation, response and recovery. | 4 | 3 | 2 | 1 |
| 5. | The student collaborates with school professionals to promote services that enhance mental health, safety and physical well-being. | 4 | 3 | 2 | 1 |

Comments on Preventive and Responsive Services

Average Rating on Preventive and Responsive Services _____

Family-School Collaboration Services

- | | | | | | |
|----|---|---|---|---|---|
| 1. | The student applies knowledge of principles and research related to family systems, strengths, needs and culture within their work. | 4 | 3 | 2 | 1 |
| 2. | The student applies knowledge of evidence-based strategies to support family influences on children's learning, socialization and mental health. | 4 | 3 | 2 | 1 |
| 3. | The student collaborates with families to design, implement and evaluate services that respond to culture and context. | 4 | 3 | 2 | 1 |
| 4. | The student effectively involves families in their assessment, consultation and intervention processes. | 4 | 3 | 2 | 1 |
| 5. | The student facilitates family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children. | 4 | 3 | 2 | 1 |

Comments on Family- School Collaboration Services

Average Rating on Family-School Collaboration Services _____

Diversity in Development and Learning

1.	The student demonstrates an understanding of and appreciation for human diversity and multicultural awareness.	4	3	2	1
2.	The student demonstrates an understanding of individual differences.	4	3	2	1
3.	The student demonstrates knowledge of typical and atypical development.	4	3	2	1
4.	The student demonstrates skills in working with individuals from a variety of backgrounds.	4	3	2	1
5.	The student demonstrates skills in selecting assessment and intervention techniques most appropriate for individuals from a variety of backgrounds.	4	3	2	1

Comments on Diversity in Development and Learning

Average Rating on Diversity in Development and Learning _____

Research and Program Evaluation

1.	The student demonstrates knowledge of basic statistics and research design.	4	3	2	1
2.	The student demonstrates knowledge of the application of research into practice.	4	3	2	1
3.	The student demonstrates skills in the application of research into practice.	4	3	2	1
4.	The student demonstrates skills in translating educational research into a form understandable to public school personnel.	4	3	2	1
5.	The student demonstrates knowledge of program evaluation.	4	3	2	1

Comments on Research and Program Evaluation

Average Rating on Research and Program Evaluation _____

Legal, Ethical and Professional Practice

1.	The student demonstrates knowledge of the history and foundations of the profession of school psychology and the various service models for provision of school psychological services.	4	3	2	1
2.	The student demonstrates knowledge of public policy and its impact upon children, families and schooling.	4	3	2	1
3.	The student demonstrates knowledge of the best practices in provision of school psychological services.	4	3	2	1
4.	The student demonstrates skills in the best practices in provision of school psychological services.	4	3	2	1
5.	The student demonstrates knowledge of the ethical principles adopted by the National Association of School Psychologists (NASP) and the American Psychological Association (APA).	4	3	2	1
6.	The student demonstrates skills in applying the ethical principles adopted by the National Association of School Psychologists (NASP) and the American Psychological Association (APA).	4	3	2	1
7.	The student demonstrates knowledge of the legal principles underlying professional practice of school psychology.	4	3	2	1
8.	The student demonstrates knowledge of the laws and regulations underlying special education eligibility.	4	3	2	1
9.	The student demonstrates skills in ethical and legal decision making in professional practice.	4	3	2	1

Comments on Legal, Ethical and Professional Practice

Average Rating on Legal, Ethical and Professional Practice _____

ARD/IEP Committee Skills

1.	The student demonstrates knowledge of the ARD/IEP process.	4	3	2	1
2.	The student orally presents assessment data in a clear.	4	3	2	1
3.	The student orally presents assessment data in a concise manner.	4	3	2	1
4.	The student presents clinical information to parents in a sensitive way.	4	3	2	1
5.	The student keeps the multidisciplinary team focused on the task at hand.	4	3	2	1
6.	The student summarizes key issues in a clear/concise manner.	4	3	2	1
7.	The student demonstrates leadership potential.	4	3	2	1

Comments on ARD/IEP Committee Skills

Average Rating on ARD/IEP Committee Skills _____

Professional Dispositions and Responsibilities

1.	The student demonstrates commitment to the profession and ethical behavior.	4	3	2	1
2.	The student demonstrates commitment to the needs of children and families.	4	3	2	1
3.	The student demonstrates commitment to and appreciation of diversity.	4	3	2	1
4.	The student demonstrates strong oral communication skills.	4	3	2	1
5.	The student demonstrates strong written communication skills.	4	3	2	1
6.	The student is a good listener.	4	3	2	1
7.	The student demonstrates strong interpersonal skills.	4	3	2	1
8.	The student is punctual and reliable.	4	3	2	1
9.	The student displays flexibility and tolerance for ambiguity.	4	3	2	1
10.	The student maintains contact with supervisors.	4	3	2	1
11.	The student makes effective use of supervision time and feedback.	4	3	2	1
12.	The student demonstrates knowledge of, and appropriately follows, district/agency policies procedures.	4	3	2	1
13.	The student observes scheduled work hours and keeps appointments	4	3	2	1
14.	The student responds to referrals punctually.	4	3	2	1
15.	The student completes job (e.g., reports) assignments in a timely fashion.	4	3	2	1
16.	The student manages time effectively.	4	3	2	1
17.	The student provides follow-up actions as required.	4	3	2	1
18.	The student is visible and accessible within assigned schools.	4	3	2	1
19.	The student initiates relationships with local public & private agencies.	4	3	2	1

Comments on Professional Dispositions and Responsibilities

Average Rating on Professional Dispositions and Responsibilities _____

BRIEF SUMMARY OF STUDENT STRENGTHS:

BRIEF SUMMARY OF AREA(S) WHICH NEED(S) IMPROVEMENT:

Signature of Practicum Student _____

Signature of University-Based Supervisor _____

Date Form Received _____

Thank you for taking the time to provide this valued feedback.



INFORMED CONSENT FOR SCHOOL PSYCHOLOGY PRACTICUM STUDENTS

The faculty in the Specialist in School Psychology program at the University of Houston-Victoria are pleased that our advanced-level graduate students have the opportunity to provide school psychological services to PreK-12 students in surrounding school districts. Our graduate students have completed coursework related to child development and learning, four advanced courses in the assessment of academic, behavior, emotional and social concerns in children and adolescents, school consultation, therapeutic techniques and behavior management practices. As part of their continued training, they are now serving as school psychology practicum students in your child's school district under the supervision of a Licensed Specialist in School Psychology employed by the district.

In order to provide services for your child, informed parental consent is necessary. The information provided in this document describes the terms of confidentiality and the type of services that are being recommended for your child. If you understand and consent to these services, please sign the attached form granting your permission.

You have the right to have your information remain confidential. This means the practicum student and the supervisor may not discuss your child's case outside of the supervisory setting. Any notes, data or information gathered by the practicum student will be stored securely in the district according to their standard operating procedures. Any final records will be kept by the school district. Practicum students will be asked as part of their coursework to present final reports and documents to show their work at the practicum site this year but identifying information will not be included so confidentiality will be maintained.

There are limits of confidentiality you should be aware of. If a practicum student makes a possible discovery of abuse of a child, elder or person with a disability, they would be required by law to make a report to the proper authorities. If at any time the practicum student makes the determination that an individual is a danger to themselves, the practicum student would be obligated to seek immediate crisis intervention services for that individual. If a clear threat to another individual is made, the practicum student would take steps to inform law enforcement of the possible threat. Finally, when release of information is required through a court order, the practicum student must comply with this request. If you have any questions about confidentiality or the limits of confidentiality, please do not hesitate to contact the LSSP supervisor at your child's school.

If you are willing for your child's services to be performed by the practicum student under the supervision of the district LSSP, please sign the attached permission form. This form will stay in your child's file in the school district.

Thank you for your assistance and allowing this opportunity for our graduate students. We appreciate your efforts in helping them grow and develop into future LSSP's that will serve students of all ages.

Sincerely,

Elise Hendricker, Ph.D., LSSP, LP
Assistant Professor, School Psychology
School Psychology Graduate Program Director
School Psychology Practicum Coordinator
TX Licensed Psychologist # 36182
TX Licensed Specialist in School Psychology # 70058

PARENTAL CONSENT FOR SERVICES

In order for a school psychology graduate student from the University of Houston-Victoria to work with your child, we need your written consent. Please complete the following form to indicate your consent or non-consent to these services. If major changes in services are proposed, a new consent form will be sent home.

I _____, give permission for my child,
_____ to work with a School

Psychology Practicum Student from the University of Houston-Victoria and receive the outlined services.

Type of Service to Be Provided _____

I understand that the practicum student will be providing services in the district during the Spring semester. I also understand that the practicum student is receiving direct supervision in the district from _____, a Licensed Specialist in School Psychology for the district.

The services that have been offered to me have been fully explained and I have had the opportunity to ask questions.

_____ Yes _____ No

I understand the nature, purpose and any special provisions of services being offered, the reason they services are requested and the limits of confidentiality.

_____ Yes _____ No

I understand that the findings and recommendations of the services will be communicated to me.

_____ Yes _____ No

I give my voluntary consent for the services described and understand that I may withdraw my permission at any time.

_____ Yes _____ No

Parent Signature

Date