

**Course Syllabus**  
**SPSY 582 Sections: 01, 02, 03**  
**School Psychology Internship**  
**Lewis & Clark College**  
**Graduate School of Education and Counseling**  
**Todd Nicholson, MS**  
**Priscilla Smith, MS**

Catalogue Description

Learning Environments --Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
Content Knowledge --Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	<b>X</b>
Teaching Approaches --Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
Connection to Community --Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
Educational Resources --Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
Assessment --Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
Leadership and Collaboration --Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	<b>X</b>
Professional Life --Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

Guiding Principles/Standards in Course

Authorization Levels:

This Course addresses preparation at specific authorization levels through reading and in-class discussions (indicated with an "R" in the appropriate box) and/or through an internship experience (indicated with a "P" in the appropriate box).

Early Childhood: Age 3-4 <sup>th</sup> Grade	P,R
Elementary: 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	P,R
Middle Level: 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	P,R
High School: 7 <sup>th</sup> -12 <sup>th</sup> Grades in a Mid- or Sr. --High School	P,R

**Course Syllabus  
SPSY 582  
Fall 2021-Spring 2022-Summer 2022  
Lewis & Clark College  
Graduate School of Education and Counseling**

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**Catalog Description:**

Supervised experience as a school psychologist-Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular education settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included. Seven semester hours over the course of a year.

**Textbooks: (please wait until the first class before purchasing textbooks)**

Required:

Sattler, Jerome M., and Robert D. Hoge. *Assessment of Children: Behavioral, Social, and Clinical Foundations*. 6<sup>th</sup> ed. San Diego: J.M. Sattler, 2006. Print.

Sattler, Jerome M. *Assessment of Children: Cognitive Foundations*. 6<sup>th</sup> ed. San Diego: J.M. Sattler, 2008. Print.

Sprick, Randall S., and Mickey Garrison. *Interventions: Evidence-based Behavioral Strategies for Individual Students*. 2<sup>nd</sup> ed. Eugene, OR: Pacific Northwest, 2008. Print.

Optional:

Canter, A.S. & Carroll, S.A. (Eds). (2005). *Helping children at home and at school III*. Bethesda, Maryland: NASP.

Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

Jenson, William R, and Ginger Rhode. *The Tough Kid Tool Box* Eugene, OR.: Pacific Northwest, 2009, Print

Rhode, Ginger, and William R. Jenson. *The Tough Kid Book*. 2<sup>nd</sup> ed. Eugene, OR: Pacific Northwest Pub., 2010. Print

**Course Description:**

The internship experience is designed to provide students with the final year of training to obtain the EdS in School Psychology and/or eligibility for licensure in Oregon and national certification through the National Association of School Psychologists. Interns function as practicing school psychologists in a K-12 school environment, under the close supervision of licensed, experienced school psychologists on-site and on campus. Interns will provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation. Regular on-campus seminar meetings allow for group supervision and for instruction in a variety of current issues. Cultural diversity issues will be interwoven through professional case presentations. Legal, ethical, and professional standards will be addressed throughout the course. In addition, as the year progresses and interns near completion of their training, assistance in preparing for the job search process will be provided.

**Requirements:**

1. Students will complete a 1200-hour internship in the public schools. These 1200 hours will include at least 50 hours of preschool work, 100 hours at the elementary level, and 100 hours at the secondary level. Students must complete at least 100 hours of consultation and 50 hours of counseling. Assessment work is to be no less than 20% and no more than 40% of the internship experience.
2. Students will complete at least two hours of supervision with on-site supervisors weekly throughout the year and complete class time for group supervision with the Lewis and Clark supervisors as scheduled. This will allow ample opportunity to discuss the process of developing independent skills to become a school psychologist.
3. Students will complete all documentation as per the Internship Handbook; complete the coursework, complete graduation and licensure requirements as well as other assignments at the direction of the supervisor.
4. Interns will develop a professional portfolio for their own use to preserve work samples.
5. Interns will become familiar with school district, state, and national norms for assessment, consultation, and counseling.
6. Interns will complete reports of the students they assess; these reports must be reviewed and signed by site supervisors. These reports will include interventions that are guided by assessment results.
7. Interns will perform a formal consultation study, showing the results of their interventions on one individual or specific group.
8. Interns will participate in case presentations in our small group sessions, both formally and informally.
9. During small group campus supervision, interns will seek at least one group consultation each term.

**The following NASP training domains will be addressed:**

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 3: Interventions and Instructional Support to Develop Academic Skills
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Preventive and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

**Non-Discrimination Policy and Special Assistance:**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor ASAP.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies.

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

*If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork at the Student Support Services Office for the current semester requesting accommodations, staff in that office will notify us of the accommodations for which you are eligible.*

**Course Structure:**

The internship class is a year-long experience. The class consists of both on-campus, and web-based seminars. This term, class is offered on Friday afternoons in whole group and individual sections. Please see the semester calendar toward the end of this syllabus.

Class begins at 1:00 pm sharp. Before and after class, there will be opportunities for individual consultation with the college supervisor. These and other times are by pre-arrangement.

Interns will communicate with their Lewis and Clark campus supervisor and their site supervisor(s) a minimum of one time for individual supervision in the fall semester about the intern's performance. Thereafter, communication between intern, campus supervisor and site supervisor will be as needed to meet individual learning goals. To preserve the integrity of the small group supervision experience, 'section swapping' is discouraged. Individual needs will be considered by the instructors.

**Grades:**

Grades for SPSY 582 are offered in the Pass/No Pass format. Grades for Fall Semester are Deferred (DFD) until all internship requirements in this syllabus are satisfied. Once all requirements are satisfied, grades will be posted, typically grades for Fall and Spring semesters are posted simultaneously.

**Professional Standards:**

Interns are expected to follow professional standards, including adherence to legalities and ethics. In addition, interns need to show a respectful demeanor towards students, parents, professional peers, and others. Professional dress is expected.

Interns are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Interns are expected to be aware of and respect diversity and multicultural issues.

The intern and campus supervisor will independently complete the Professional Standards Rubric (attached to this syllabus) and discuss the intern's readiness during the individual meetings in December and May.

#### **Attendance:**

Campus: Interns are expected to meet deadlines; they must honor class attendance and participation expectations. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. If Interns miss or are tardy for class, their grade will be impacted and they need to discuss required make-up work with the campus supervisor. Interns with sites >100 miles from the campus will make individual arrangements with the campus supervisors regarding campus supervision.

School Site: Interns to notify their campus supervisor if they have missed 2 days in 2 weeks or 3 days in a month.

#### **Colloquium:**

The cross-cohort colloquium is a required feature of internship and outlined in a separate syllabus provided by Dr. Elena Diamond. Attending colloquium remotely (by Zoom) is an option for those whose sites are > 100 miles from campus. If you are unable to attend the Colloquium (either remotely or in-person) you will be required to submit an alternative assignment on an approved topic. Please see your section leader (Todd or Priscilla) for details.

#### **Coursework and Assignments:**

**1. Reports: Assessments/Interventions:** Interns are expected to gain experience with a wide variety of students, ages 3-21, throughout the year. At a minimum, interns will complete three full assessments (one in the fall, two in the spring) and will follow most of these cases from the time of the initial referral through intervention (or IEP) to progress monitoring. These three assessment/intervention reports and appropriate rewrites will be reviewed and "marked" by the LC campus supervisor. Please note that ALL reports generated by interns over the course of the internship will be reviewed, edited and co-signed by the primary on-site supervisors.

Interns should seek to assess children with a variety of possible disabilities, including Specific Learning Disabilities, Intellectual Disability and Emotional Disabilities. In addition, interns should look for opportunities to assess children who may be being evaluated as Gifted, having Autism, Other Health Impaired, or Traumatic Brain Injury. All student identifying information must be removed from the final reports you give your Lewis and Clark supervisor. The final report must be for a student who qualified as a student with a Specific Learning Disability. Feel free to discuss options for your final report if you have other ideas for your final report.

***Interns assess their own work by completing the appropriate CCE rubric from the internship handbook and by submitting to the campus supervisor with the written report. The campus supervisor will also use the rubric in the Intern Handbook.***

#### **2. Consultation Assignments:**

**Academic Efficacy Project & Report on Effects on Student Learning:** A written report consisting of at least 5-10 pages is required. The intern provides consultative services for a selected student. Direct

services are generally provided by the intern. The candidate works with the student and related adults through the year and writes the results of the project, including a statement of efficacy of the student's learning and/or environmental process. Data collection and display are required. Assignments are scored using the Rubric in the Intern Handbook (please review this document for more detailed report requirements).

**Behavior Efficacy Project & Report:** A written report consisting of at least 5-10 pages is required. The intern provides consultative services for a selected student in the area of behavior. Direct services may be provided by the intern. The candidate works with the student and related adults through the year and writes the results of the project, including a statement of efficacy of the student's learning and/or environmental process. Data collection and display are required. Assignments are scored using the Behavior Consultation Rubric in the Intern Handbook (please review this document for more detailed report requirements).

**Function Based Assessment & Behavior Support Plan with Behavior Goals:** This typically takes the form of a function-based assessment with a Behavior Support Plan, which must include two IEP behavior goals. The FBA assignment is scored using a variation of the behavior consultation rubric. A self assessment is not necessary for this assignment.

### 3. Presentations:

**Informal Presentations:** Each week, during group supervision, interns are expected to come prepared to informally present information on cases (response to interventions, counseling, assessment, and consultation) on which they are working. The purpose of these informal presentations is to receive feedback and support from the cohort and college supervisor. To obtain the best possible guidance from your supervision group, please bring copies of any tools (observation forms, assessments, etc.) that have been conducted.

**Formal Case Presentations:** This presentation will be presented during our small group sessions. At least one formal case presentation will be required during the fall **and** spring semesters. Specific dates will be determined for the presentations. These presentations could include:

- One formal presentation of an assessment/intervention case. It consists of pertinent information from the written report.
- Presentations of a consultation/efficacy case completed during the year. When you present, please make sure you have loaded documents for our review into the shared google folder so we can access them during small group supervision (observation forms, assessment information, etc.) that you used in your assessment or consultation.

### 4. Site Supervision, Log of Activities and Hours:

Interns must document (in hard copy) that they have met, at minimum, the following hour requirements:

- 1200 hours of internship related activities
- 100 hours in an elementary setting; 100 hours in a secondary setting; 50 hours in a preschool setting\*\*; settings are those defined by your school district
- 100 hours of consultation; 50 hours of counseling
- 100 hours with "regular" education students

Two hours a week of individual on-site field supervision, at least one of which must be with your primary on-site supervisor and consists of regularly scheduled, dedicated time to supervision. The second hour may be with your primary or secondary on-site supervisors. **Ideally, this requirement is not met in informal, brief supervisory communications and is expected to be un-interrupted by**

**phone calls or other activities of the supervisor or intern.** These meetings are expected to be scheduled regularly on a weekly basis. If one of you must miss the meeting due to illness or other crisis, the meeting must be rescheduled during the week.

**\*\*Preschool Hours:** The spirit of the preschool experience is for interns to get practice with students who are in early childhood programs (ECSE) transitioning to school age programs. These hours are typically gathered in the spring. Technically, you may log time spent working on kinder cases as preschool hours. That said, please consult with your campus supervisor if you feel you are unable to have access to ECSE students.

### **Logging Requirements:**

Document everything you do on the job and who you are working with including students, teachers, parents, school staff, outside agencies, etc. This would include anything you do for your job including consultation, counseling, assessments, class work, supervision, emailing, researching topics, review of records, and so forth. Additional guidelines for coding your hours will be provided in class. In addition, a final one-page summary of your hours is required at the end of the fall semester and at the end of the program. (See SP Internship Form 4.) Please note, falsification of any information, data, or citation as part of an academic exercise is a violation of the Lewis & Clark College Academic Integrity Policy. For complete details, please refer to the "Academic Performance and Professional Conduct Policies of the graduate school catalog.

### **Comprehensive Examination:**

Interns must complete Praxis II. This will fulfill the requirements of the comprehensive examination. The exam must be completed by **April 1, 2022**. When you take the Praxis II, you must have ETS send results directly to Lewis & Clark, TSPC, and NASP. Failure to have scores submitted directly to Lewis and Clark will result in delayed graduation and licensure. Please submit a copy (or screenshot) of your passing scores to the instructor.

### **Observations:**

Observations are required by TSPC. Each student needs **two** observations completed by their site supervisor and **two** by their university supervisor (fall & spring). These observations can be recorded and sent to your campus supervisor. Observations such as facilitating a meeting, assessing a student, and/or conducting a group or counseling session are recommended.

Fall Calendar \*\* This class is dynamic and there are many changes made to meet the needs of the class. Please consult the google doc version of the calendar for the most up-to-date info

Date	Topic	Notes
September 3rd-9th	Individual Check-In	(Virtual)
September 10th	Check In, Orientation to Internship, Internship Handbook, Staying out of trouble	Whole Group
September 17th	Whole Group Supervision Topic: Consultation Reports & Nuts & Bolts; Manifestation Determination	Whole Group
September 24th	Colloquium #1	Whole Group
October 1st	Section 01 & 02	Small Groups Todd or Priscilla
October 8th	Section 03	Small Group Priscilla
October 15,	OSPA Fall Conference. 8 am to 5 pm Virtual. See OSPA website to register.	All
October 22-23	ASSIST Training (for those who have not completed the training)	
October 29th	Whole Group Supervision Topic: Functional Behavior Assessment	Whole Group Todd
November 5th	Colloquium #2 1-5 PM Alumni Event	Whole Group
November 12th	Section 01 & 02	Small Group Todd or Priscilla
November 19th	Section 03	Small Group Todd or Priscilla
November 26th	Thanksgiving Holiday-NO CLASS	
<b>**VERY IMPORTANT: You must submit your degree application with the Registrar by November 20, 2021 to graduate in June**</b>		
December 3rd	Whole Group Supervision TOPIC: Graduation & Licensing: Sharon Chinn TOPIC: Effective Facilitation of Meetings -The Role Of District Rep -Handling Contentious Meetings	Whole Group
December 10	Whole Group Supervision Topic: Self-Care	Whole Group Todd & Priscilla
December 13-17	Individual Meetings Behavior and/or Academic Consultation Due	See directions for items to bring to individual meeting
December 24 thru January 2	WINTER BREAK NO CLASSES	

#### Fall Grading:

Activity	Satisfactory Completion
Assessment Report # 1	
Academic or Behavior Consultation Project	
Function Based Assessment Report	
Meeting with LC Supervisor See Handbook Form 2, Form 3, Form 4 (x2), Form 5 (x3), Form	
Observation by site and campus supervisor	



**Spring & Summer Calendar 2022.** This class is dynamic and there are many changes made to meet the needs of the class. Please consult the google doc version of the calendar for the most up-to-date information this calendar is provided as a guideline only. The instructor reserves the right to change the calendar based on the needs of the class.

Date	Topic	Notes
January 7th	<b>ASSIGNMENT Complete before class:</b> Resume, Cover Letter, Personal Commercial <b>In Class:</b> Job Search and Interview Practice.	Whole Group-On-line TA-Aylin
January 14th	Group One	Todd
January 14th	Group Two	Priscilla
January 21st	Group Three	Todd/Priscilla
January 28th	Whole Group: ECSE Assessment/Tips, Tricks, and Pitfalls Tips for Evaluations and Eligibilities	Whole Group On-Line TA-Bao
February 4th	Colloquium	Whole Group
February 11th	Group One	Todd
February 11th	Group Two	Priscilla
February 15-18	NASP	
February 25th	Group Three	Todd/Priscilla
March 4th	Whole Group: School-Age Eligibilities and Challenging Meetings	Whole Group TA-Aylin
March 11th	Annual Metro Educator Fair (for L & C students only)	Afternoon
March 18th	Group 1 & 3 (Mary, Clarissa, Ingrid)	Todd
March 18th	Group 2 & 3 (Monica, Michelle, Naomi)	Priscilla
<b>Mar. 19-27</b>	<b>Spring Break</b>	No School
<b>March 29/30</b>	<b>Oregon Professional Educator Fair</b>	Tuesday/Wednesday
April 1st	Whole Group: Continue with Challenging Meetings and Guest Speaker-Jeff Crapper-Trauma Informed Care	Whole Group TA-Bao
April 8th	Colloquium	
April 15th	Group One	Todd
April 15th	Group Two	Priscilla
April 22nd	Group Three	Todd/Priscilla
April 29th	Whole Group: School Psychology & NCSP Licensing w/ Chinn/Diamond Tips for First Year School Psychologists	TA-Aylin
<b>April 30th</b>	<b>END OF SPRING TERM -</b>	<b>-All hours, evaluations, documentation due</b>
May 2-6	May Break (No L & C Classes this week)	
<b>May 9th</b>	<b>Summer Session Begins</b>	
May 13th	Group One	Todd
May 13th	Group Two	Priscilla
May 20th	Group Three	Todd/Priscilla
5/23-5/27 (TBD)	Individual Meetings	Zoom/phone or by arrangement
5/31-6/1 (TBD)	Individual Meetings	Zoom/Phone or by arrangement
June 3rd	Whole Group Supervision –Please do not miss this class	Whole Group TA-Bao
TBD	Whole Group TBD	Virtual Check In
TBD	Whole Group TBD	Virtual Check In
June 5th	<b>GRADUATION</b>	

Spring (and Summer) Grading:

Activity	Satisfactory Completion
Assessment & Intervention Report	
Behavior Consultation Report	
Academic Consultation Report	
Function Based Assessment, BSP & Goals	
Participating/Meeting Timelines	
Meeting with LC Supervisor See Handbook Form 2, Form 3, Form 4 (x2), Form 5 (x3), Form 6, Form 7, Form 8, Form 9, Form 11, Proof of Praxis II, Portfolio Package	
Observation by site and campus supervisor	

### Professional Standards Rubric

Instructions: This evaluation assesses LC-SPSY Candidates knowledge, skills and dispositions in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. LC-SPSY Faculty (in SPSY 502, 503, 580, and 582, 586) will circle one of the following ratings next to each standard based on candidate performance at the end of both the fall and spring terms. Faculty will also include comments and goals for the next term in the program, discussing these with each candidate. This assessment, along with others, will be used to determine candidate readiness to move on to the next level in the program.

Candidate \_\_\_\_\_ Term/Date \_\_\_\_\_ Faculty \_\_\_\_\_

#### Rating Scale:

N—No Opportunity to observe    0—Does not meet criteria    1—Meets criteria minimally/Area for growth  
2—Meets criteria appropriately for program/practice level    3—Meets criteria exceptionally/Area of strength

1	The candidate demonstrates the ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
2	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
4	The candidate recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise and takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
5	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
6	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
7	The candidate is consistently organized and manages time well.	N	0	1	2	3
8	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
9	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc).	N	0	1	2	3
10	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
11	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
12	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
13	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
14	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
15	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3
16	The candidate demonstrates an ability to appropriately monitor the use of technology in personal and professional contexts.	N	0	1	2	3

#### Comments and Goals for Future Development:

1)

2)

**Addendum**  
**Additional Internship Handouts & Rubrics**  
**Provided in Internship Handbook**

- Ψ Psychoeducational Assessment Report Scoring Rubric
- Ψ Assessment & Intervention Presentation Rubric
- Ψ Consultation/Efficacy Case Presentation Rubrics -Academic and Behavior
- Ψ And, Others as provided in class