**Innovations in Practicum and Internship: Field Experiences during Distance Learning**

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School psychologist trainees are expected to complete applied experiences during practica and internships in order to attain professional competencies in NASP (2020) domains. As experienced in the pandemic school closures during the Spring 2020 semester, accessing these experiences during periods of distance learning is challenging. Unfortunately, it is likely that K-12 schools in at least some parts of the country will need to utilize a distance learning or hybrid model during the 2020-2021 school year.

The Innovations in Practicum and Internship subcommittee of the NASP Graduate Education Committee has compiled ideas for activities school psychologist trainees may complete virtually during field experiences (i.e., practica and internships) to continue their competency development. The list is not intended to be prescriptive nor exhaustive, and we realize that each training program and field placement will have idiosyncratic circumstances. Graduate students will also enter and engage in field experiences with different developmental levels across the different domains. However, we hope programs find some of these ideas useful within their contexts. We encourage all university supervisors to work with field supervisors and students to collaborate on a plan for field experiences.

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|  **POSSIBLE FIELD EXPERIENCES DURING DISTANCE LEARNING** |
| **NASP Domain** | **Activity** |
| 1. Data-based decision-making and accountability

  | * Record reviews
* Interview parents, teachers, and students
* Administer rating scales or gather social/emotional history remotely
* Write reports or analyze/critic previously written reports
* Participate in or facilitate virtual IEP/504/MTSS meetings
* Analyze and graph data
* Review resources on setting appropriate academic and behavioral expectations for when students have missed several months of school
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| 1. Consultation and collaboration

  | * Remote consultation with parents to develop behavior interventions
* Consult with teachers on techniques for engaging students in virtual classes
* Collaboration with teachers on instructional technology, online instructional resources and social-emotional learning
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| 1. Academic interventions and instructional supports

  | * Work with administrators and teachers to analyze CBM data
* Evaluate web-based academic curriculum
* Develop handouts or list of existing resources for parents to support online learning
* Help conduct virtual CBMs (e.g., benchmarking and/or progress monitoring the full student body or targeted populations)
* Participate or lead virtual academic groups, including tiered intervention and delivery of special education services (with interventionist and/or special education teacher support)
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| 1. Mental and behavioral services and interventions

  | * Evaluate web-based SEL curriculums
* Implement telehealth group interventions (e.g., mindfulness, coping skills, executive skills) as approved by the LEA and with adequate technology, training and supervision
* Implement individual social/emotional interventions approved by the LEA after careful planning for appropriate supervision
* Consultation with parent/guardian to develop behavior intervention and/or set up effective remote learning environment
* Analyze/critic previously conducted FBAs, and subsequently developed BIPs
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| 1. School-wide practices to promote learning

  | * Research school demographics: ratio of students to school psychologist; other services providers on campus; population of students (e.g., ethnicity, SES, ELL, SPED, 504)
* Review district website/report card
* Examine school data to evaluate outcomes of instructional or intervention services
* Prepare professional development trainings for school personnel (teachers, support staff or administrators)
* Work with the school psychologist to develop a school website page focused on instructional and mental health resources
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| 1. Services to promote safe and supportive schools

  | * Review the crisis plan and risk assessment protocols at the school
* Participate in webinars on supporting SEL needs of staff and students returning to school after COVID-19 closures
* Work with supervisor to develop plans for supporting returning staff and students
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| 1. Family, school, and community collaboration
 | * Drive through school neighborhood
* Research community services (e.g., mental health, Boys & Girls Clubs)
* Develop/share handouts or other online resources with parents/guardians
* Conduct consultation with parents about behavioral intervention or setting up remote learning environment
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| 1. Equitable practices for diverse students populations

  | * Participate in webinars on equitable practices for online learning (e.g., access to computers and internet)
* Review resources on setting appropriate academic and behavioral expectations when students have missed several months of school
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| 1. Research and evidence-based practice
 | * Conduct a research project on some aspect of distance learning being implemented by district
* Research issues of interest to the district that would assist with future decision-making
* Assist the district with evaluating and/or improving accountability measures (i.e., instructional support, climate teams, program evaluation)
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| 1. Legal, ethical, and professional practice

  | * Interview (phone or video platform) the school psychologist and other relevant professionals (e.g., administrator, school nurse, special education teacher(s), counselor, bilingual instructor, social worker)
* Review professional and ethical standards for telehealth and teleassessment
* Review federal/state and professional association guidelines for adhering to IDEA and 504 regulations during extended school closings
* Participate in virtual staff meetings
* Participate in weekly supervision with field supervisor university supervisors, as required by training program
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