



Alliant International University
California School
of Education

SCHOOL PSYCHOLOGY PROGRAM: PRACTICUM STUDENTS

SITE SUPERVISOR INFORMATION PACKET

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**VERIFICATION OF PLACEMENT
SCHOOL PSYCHOLOGY CANDIDATES**

Dear Supervisor

Please use the hyperlink below to complete the Verification of Placement Form.

[Supervisor Verification Form for School Psychology Candidates](#)

CALIFORNIA SCHOOL OF EDUCATION

PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL PSYCHOLOGY

School Psychology Practica Performance Expectations

District Personnel:

We are indebted to you for your time and guidance in the training of our students. We appreciate the opportunity you have given them to learn from you, as well as provided them with opportunities to fulfill their program requirements. Students admitted to the AIU School Psychology Credential Program are expected to complete four hundred (400) hours of practica experience in a K-12 school setting. The following is a list of “Performance Expectations” which will help guide you as to what we would like to see our students accomplish during the completion of their practicum experience within your district:

The School Psychology Practica program provides candidates with field based opportunities and specific experiences as aligned with the SPPEs (school psychology performance expectations), including, but not limited to the following (a) data-based decision making, (b) consultation and collaboration, (c) interventions and support to develop academic skills, (d) behavior interventions and mental health services to develop social and life skills (e) direct and indirect services-school wide practice to promote learning, (f) school-wide practices to promote behavioral and mental health (g) family school collaboration, (h) human diversity,(i) research and program evaluation, and (j) legal, ethical and professional practices and dispositions.

Practica consist of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. While completing their practicum component, all students have access to an Hourly Log which they are required to complete during their practicum experience. They can provide that list to district personnel at any time. Beyond that, the practicum component in the Alliant International University’s program for school psychology candidates is really very similar to other universities that offer the same program: i.e., the practicum hours they need will include any of the following kinds of activities but not limited to:

- Shadowing/interviewing/observing psychologists and key school staff
- Student observations
- Observation and/or participate in IEP/SST meetings
- Interview counselors, teachers, and parents
- Candidates should be taking the opportunity to visit various community sites such as children’s court, regional center, and at various alternative school sites if possible
- Engage in pre-counseling services (*if possible*)
- Interview staff regarding violence / crisis intervention/prevention programs
- Observe and if possible, assist in completing various psycho-educational assessments

- Observe and if possible, assist in completing Positive Behavior Plans
- Observe and if possible, assist in completing school-wide discipline policy (if there is one in place) and participate or observe in program or classroom development issues

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. Practicum is offered for academic credit or is a part of a course for which a candidate receives credit. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.
 - All practica experiences are evaluated by site supervisors. Practica evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations
 - Practica experiences may include but not limited to observing/assisting with student observations, observing/assisting with interviews, observing/assisting school psychologist with various evaluations and assessments at different levels and observing/participating in group counseling
 - Practica experiences are nonpaid positions
4. Currently, the National Association of School Psychologists recommends that school psychologists who oversee any practicum student have at least two (2) years of experience. Students also receive direct and indirect weekly supervision from their practicum instructors within the program and are also monitored by the Program Coordinator and System-wide Clinical Practice Coordinator. At any time, the site supervisor may request a meeting to discuss the practica student's performance.

Hourly Logs

In order to accrue the necessary practicum hours prior to internship, we expect our students to communicate and work with their supervisors to complete the required 450 hours in the span of six practicum classes with each class term consisting of 8 weeks (*per CCTC-- although we required 450 hours, the university highly recommends additional hours if possible -- just to give our students an even broader practicum experience*). Every student has two practicum logs with a list of activities that needs to be completed. The activities may be completed out of order. The log requires the student to indicate the date(s) of the activity, number of hours and the

supervisor's initials. Once a log is completed, supervisors are required to sign the bottom of the page.

Please note: Although we do encourage students receive experience in all of the activities listed, we do understand that depending on the district/site, some areas may be more heavily weighted than other areas.

Evaluation(s)

Students are required to submit at minimal (2) supervisor evaluations. The first evaluation is completed when the student reaches 225 hours and a second evaluation is completed when the student reaches a total of 450 hours. All evaluations should be dated and signed to be accepted as complete.



**PPS PROGRAMS: SCHOOL PSYCHOLOGY AND
SCHOOL COUNSELING PROGRAMS
SITE SUPERVISOR EVALUATION
For Practicum Students**

Site supervisors are required to complete an evaluation form when the student has reached the first half of their practicum hours and at the completion of their practicum hours.

Online Form:

[Site Supervisor Evaluation for Practicum Students](#)



PRACTICUM GUIDE/LOG:

(ACTIVITIES THAT ARE ASSOCIATED WITH PPS 6101, PPS 6102, PPS 6103 AND/OR COURSES TAUGHT DURING THE FIRST YEAR OF THE SCHOOL PSYCHOLOGY PROGRAM)

(CTC STANDARD 25)

The California Commission of Teacher Credentialing (CCTC) requires 450 total practica hours for School Psychologist candidates. However, it is recognized that since the practicum experience is a challenging and ongoing process it often requires additional time in order for students to be adequately prepared prior to their fieldwork/internship. Therefore, the Alliant International University, California School of Education School Psychology Program strongly recommends **more** than the basic number of hours that are required by CCTC (Alliant International University CSOE strongly suggests: approximately 600 hours for School Psychologists)

University Mission Statement:

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Required Practicum Activities	CTC Standards Covered	NASP Practice Model Domains	Date & * (Suggested or approximate hours) / Actual Hours Completed	Signature / Title (e.g., Practicum Supervisor; or Classroom Teacher; or School Counselor; or District School Psychologist, or Parent, or DIS Staff, etc.)
1. Complete Certificate of Clearance and fingerprinting 2. Observation/Shadow a School Psychologist 3. Conduct Local, State, National Labor Market search on School Psychology 4. Observation of General and Special Education Students in School Cafeteria 5. Observation of General and Special Education Students on Playground	17. Psychological Foundations 18. Educational Foundations	Domain 10: Legal, Ethical, and Professional Practice Domain 6: Preventive and Responsive	1. (2) / _____ 2. (6) / _____ 3. (2) / _____ 4. (4) / _____ 5. (3) / _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

<p>6. Review Organization of a School District</p> <p>7. Observe School Staff meeting(s) <i>(try to observe 2 or 3 of these)</i></p> <p>8. Observation of two IEPs <i>(try to observe 2 or 3 of these)</i></p> <p>9. Observation/Review of two Student Study Team Meetings <i>try to observe 2 or 3 of these)</i></p> <p>10. Visit <i>(or complete an Interview of the Individual who works at)</i> a Career Center or other outside agency <i>(eg., Regional Center)</i></p> <p>11. Child/Family Ecological Interview <i>(i.e., interview Parent of a special needs child)</i></p>	<p>20. Collaborative Consultation</p> <p>22. Individual Evaluation and Assessment</p> <p>23. Program Planning and Evaluation</p>	<p>Domain 8: Diversity in Development and Learning</p> <p>Domain 5: School-Wide Practices to Promote Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 8: Diversity in Development and Learning</p>	<p>6. (3) / _____</p> <p>7. (6) / _____</p> <p>8. (6) / _____</p> <p>9. (3) / _____</p> <p>10. (2) / _____</p>	<p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
<p>12. Observation of Special Education Students in a Mild-to-Moderate Classroom</p> <p>13. Observe/ Interview Teacher of Mild to Moderate Classroom</p> <p>14. Observation of Special Education Students in a Moderate-to-Severe Classroom</p> <p>15. Interview Special Education Teacher in Moderate-to-Severe Classroom</p> <p>16. Observation of Learning Disabled Students</p> <p>17. Interview Teacher (RSP or SDC) of Learning Disabled Teacher</p> <p>18. Interview a School Administrator</p> <p>19. Research/Review Components of IDEA and Composite of Laws/Section 3030</p> <p>20. Review at least three (3) special education student files</p> <p>21. Begin and Organize Professional Portfolio <i>(i.e., resume, practicum work, case studies, inservice trainings, etc)</i></p>	<p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>24. Research, Measurement, and Technology</p> <p>17. Psychological Foundations</p> <p>19. Legal, Ethical and Professional Foundations</p> <p>18. Educational Foundations</p> <p>24. Research, Measurement, and Technology</p>	<p>Domain 5: School-Wide Practices to Promote Learning-</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>1. (2) / _____</p> <p>12. (3) / _____</p> <p>13. (3) / _____</p> <p>14. (3) / _____</p> <p>15. (3) / _____</p> <p>16. (3) / _____</p> <p>17. (3) / _____</p> <p>18. (3) / _____</p> <p>19. (4) / _____</p> <p>20. (3) / _____</p> <p>21. (5) / _____</p>	<p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p>

<p>22. Download and review Ethical Guidelines per NASP and CASP</p> <p>23. Research Study on Psychological/Educational Disorders (per DSM-5)</p> <p>24. Review/Critique of Research Articles (per PPS 6025)</p> <p>25. Review research on “data-driven” instruction (RTI) (i.e., investigate what local school district is doing regarding implementing RTI)</p> <p>26. Research/Review an Issue in Education from an Historical Perspective (e.g., the practice of corporal punishment, or social promotion vs retention, or Zero Tolerance, or handwriting vs “keyboarding,” etc).</p> <p>27. Review issues in History of CASP and NASP (per PPS 6016 or other coursework)</p>	<p>18. Educational Foundations</p>	<p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>22. (3) / _____</p> <p>23. (4) / _____</p> <p>24. (6) / _____</p> <p>25. (4) / _____</p> <p>26. (4) / _____</p> <p>27. (3) / _____</p>	<p>22. _____</p> <p>23. _____</p> <p>24. _____</p> <p>25. _____</p> <p>26. _____</p> <p>27. _____</p>
<p>28. Observe/Interview Adaptive PE teacher</p> <p>29. Observe/Interview Speech Pathologist</p> <p>30. Observe/Interview OT or PT or VI or O&M Specialist</p> <p>31. Observe/Interview School Nurse</p> <p>32. Observe Classroom of Profound Intellectually Disabled Students</p> <p>33. Interview Teacher of Severe to Profound Intellectually Disabled Students (aka “Moderate to Severe” students but these are students who have significantly more “profound” cognitive and physical disabilities)</p> <p>34. Shadow/Observe and Interview a School Counselor</p> <p>35. Observe Group Counseling strategies/process at the secondary level (i.e., 7-12 grade range -- or interview a school counselor or school psychologist regarding <u>academic</u> group counseling activities for this grade range)</p> <p>36. Investigate Community Resources (i.e., with what agencies, institutions, businesses, individuals do/does the local school district interact?)</p>	<p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>23. Program Planning and Evaluation</p> <p>20. Collaborative Consultation</p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 2: Consultation and Collaboration-</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 2: Consultation and Collaboration-</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p>	<p>28. (3) / _____</p> <p>29. (3) / _____</p> <p>30. (3) / _____</p> <p>31. (3) / _____</p> <p>32. (3) / _____</p> <p>33. (3) / _____</p> <p>34. (5) / _____</p> <p>35. (4) / _____</p> <p>36. (3) / _____</p>	<p>28. _____</p> <p>29. _____</p> <p>30. _____</p> <p>31. _____</p> <p>32. _____</p> <p>33. _____</p> <p>34. _____</p> <p>35. _____</p> <p>36. _____</p>

<p>37. Observe school counselor Guidance Counseling strategies (i.e., 7-12 grade range -- or interview a school counselor or school psychologist regarding <i>social-emotional</i> group counseling activities doe this grade range)</p> <p>38. Review/Investigate issues/intervention strategies in Bullying (include "cyber-bullying")</p> <p>39. Investigate/Review/Report on Core Academic Standards within the local school district</p> <p>40. Observe/Review Reading Groups in General Education Classroom (try to schedule a time when you can be in the classroom during "group" reading time or during "independent" reading times)</p> <p>41. Observe two General Education Classrooms (elementary and secondary—if possible)</p> <p>42. Interview two General Education Teachers (one Elementary; one Secondary)</p> <p>43. Interview Parent of Gifted student (or interview a teacher of a GATE program/classroom)</p> <p>44. Review counseling / intervention/teaching issues of students from two of the following groups: gang/adjudicated youth; foster children; pregnant minors; LGBTQ students; homeless youth/families</p> <p>45. Observe or Interview or Investigate issues in bilingual counseling interactions with non-English speaking parents (try to speak with a School Psychologist or School Counselor regarding bilingual and translation issues)</p> <p>46. Investigate psycho-educational assessment issues and "challenges" dealing with ELL students</p>	<p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>24. Research, Measurement, and Technology</p> <p>18. Educational Foundations</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 7: Family–School Collaboration Services</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 5: School-Wide Practices to Promote Learning-</p> <p>Domain 7: Family–School Collaboration Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family–School Collaboration Services</p>	<p>37. (4) / _____</p> <p>38. (4) / _____</p> <p>39. (4) / _____</p> <p>40. (4) / _____</p> <p>41. (4) / _____</p> <p>42. (4) / _____</p> <p>43. (3) / _____</p> <p>44. (4) / _____</p> <p>45. (4) / _____</p> <p>46. (3) / _____</p>	<p>37. _____</p> <p>38. _____</p> <p>39. _____</p> <p>40. _____</p> <p>41. _____</p> <p>42. _____</p> <p>43. _____</p> <p>44. _____</p> <p>45. _____</p> <p>46. _____</p>
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47. Review/Investigate issues in Conflict Resolution and Peer Mediation	21. Wellness Promotion, Crisis Intervention and Counseling	Domain 6: Preventive and Responsive Services	47. (3) / _____	47. _____
48. Review/Investigate issues in group counseling at Elementary Level (i.e., 1 st -6 th grade range -- or interview a school counselor or school psychologist regarding academic group counseling activities for this grade range)	19. Legal, Ethical and Professional Foundations	Domain 7: Family-School Collaboration Services	48. (4) / _____	48. _____
49. Review/Investigate issues in group counseling at Elementary Level (i.e., 1 st -6 th grade range -- or interview a school counselor or school psychologist regarding social-emotional group counseling activities for this grade range)	21. Wellness Promotion, Crisis Intervention and Counseling		49. (4) / _____	49. _____
50. Review/Investigate issues re: Child Abuse/Reporting			50. (3) / _____	50. _____
51. Interview School Psychologist or School Counselor re: dealing with Crisis Intervention practices/ policies within the school or school district	23. Program Planning and Evaluation	Domain 10: Legal, Ethical, and Professional Practice	51. (4) / _____	51. _____
52. Practicum Supervision (ie Discussions and Assignments for PPS 6101, PPS 6102 ad PPS 6103)			52. (10) / _____	52. _____

Other: On-site Practicum work, Presentations, e.g., CASP / NASP / Local School District Inservices/Workshops, etc (75-100 hours):

_____ Date(s) _____ Supervisor's Signature _____

_____ Date(s) _____ Supervisor's Signature _____

_____ Date(s) _____ Supervisor's Signature _____

_____ Date(s) _____ Supervisor's Signature _____

_____ Date(s) _____ Supervisor's Signature _____

TOTAL NUMBER OF HOURS FOR THIS DOCUMENT ("PRACTICA 1") _____

(For this document ("Practica 1"): Provide evidence of no less than 225 hours --which required by CCTC; However, 300 hours is recommended by Alliant International University California School of Education)

Student Signature _____ Printed Name _____ Date _____

Supervisor's Signature _____ Printed Name _____ Date _____

*** NOTE:** "Suggested or approximate hours" does NOT mean students cannot document more (or less) hours than this. It only serves as a "guide" as to how many hours it might typically take in order to complete this particular activity.



PRACTICUM GUIDE/LOG:

**(ACTIVITIES THAT ARE ASSOCIATED WITH PPS 6104, PPS 6105, PPS 6106 AND/OR COURSES TAUGHT
 DURING THE FIRST YEAR OF THE SCHOOL PSYCHOLOGY PROGRAM)**

(CTC STANDARD 25)

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Required Practicum Activities	CTC Standards Covered	NASP Practice Model Domains	Date & * (Suggested or approximate hours) / Actual Hours Completed	Signature / Title (e.g., Practicum Supervisor; Teacher; School Counselor; School Psychologist, Parent, DIS Staff, etc.)
1. Participate and Report on Group Counseling Session(s) 2. Review and Report on Consultation and Collaboration Procedures between School Staff and Agencies 3. Visit/Review a Non-Public School Program (NPS) 4. Review Community Resources within Local School District	17. <i>Psychological Foundations</i> 18. <i>Educational Foundations</i> 19. <i>Legal, Ethical and Professional Foundations</i> 20. <i>Collaborative Consultation</i>	Domain 2: Consultation and Collaboration Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills Domain 6: Preventive and Responsive	1. (20) / _____ 2. (4) / _____ 3. (6) / _____ 4. (4) / _____	1. _____ 2. _____ 3. _____ 4. _____

<p>5. Observe/Review components of a Mild-Moderate Special Day Classroom</p> <p>6. Investigate Procedures on Completing a Mental Health Referral and follow-up</p> <p>7. Psycho-Educational Case Assessments (4)</p> <p>8. Parent Interviews (4) <i>(goes along with the Psycho-educational assessments from #7 above)</i></p> <p>9. Interview a Mental Health Counselor <i>(MFT or Clinical Psychologist from outside agency)</i> and Report on Treatment Procedures</p>	<p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>22. <i>Individual Evaluation and Assessment</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 8: Diversity in Development and Learning</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p>	<p>5. (3) / _____</p> <p>6. (8) / _____</p> <p>7. (40) / _____</p> <p>8. (8) / _____</p> <p>9. (3) / _____</p>	<p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p>
<p>10. Observe students and/or assist in overall procedures of Response to Intervention process (RTI)</p> <p>11. Observe/Assist School Psychologist in development of Academic Intervention for general education student</p> <p>12. Review School-Wide Discipline Policy/Practices <i>(PBIS)</i></p> <p>13. Interview a School Psychologist and report on Cross-cultural Assessment Procedures <i>(per Larry P)</i></p> <p>14. Observe / Interview teacher of Emotionally-Disabled students</p> <p>15. Observe/Assist Assessment of an Emotionally-Disabled student</p>	<p>17. <i>Psychological Foundations</i></p> <p>18. <i>Educational Foundations</i></p> <p>20. <i>Collaborative Consultation</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 6: Preventive and Responsive Services</p>	<p>10. (5) / _____</p> <p>11. (4) / _____</p> <p>12. (4) / _____</p> <p>13. (4) / _____</p> <p>14. (5) / _____</p> <p>15. (6) / _____</p>	<p>10. _____</p> <p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p>

<p>16. Observe/Assist Assessment of an Autism student</p> <p>17. Observe/Assist Assessment of Moderate to Severe student</p> <p>18. Completion of two (2) Functional Behavioral Assessments</p>	<p>24. <i>Research, Measurement, and Technology</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>16. (6) / _____</p> <p>17. (5) / _____</p> <p>18. (10) / _____</p>	<p>16. _____</p> <p>17. _____</p> <p>18. _____</p>
<p>19. Completion of two (2) Positive Behavior Intervention Plans</p> <p>20. Review issues related to Psychopharmacology (<i>per DSM 5</i>)</p> <p>21. Visit Behavior Mental Health Facility (inpatient) and investigate/report on 5150 procedures</p> <p>22. Review/Report on District/Workshop Trainings (<i>can be academic-related or behavior-related</i>)</p> <p>23. Practicum Supervision (<i>Discussions and Assignments for PPS 6104, PPS 6105 and PPS 6106</i>)</p>	<p>19. <i>Legal, Ethical and Professional Foundations</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>22. <i>Individual Evaluation and Assessment</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>19. (10) / _____</p> <p>20. (5) / _____</p> <p>21. (10) / _____</p> <p>22. (10) / _____</p> <p>23. (10) / _____</p>	<p>19. _____</p> <p>20. _____</p> <p>21. _____</p> <p>22. _____</p> <p>23. _____</p>

Other: On-site Practicum work, Presentations, e.g., CASP / NASP / Local School District Inservices/Workshops, etc (75-100 hours):

_____ Date(s) _____ (Supervisor's) Signature _____

_____ Date(s) _____ (Supervisor's) Signature _____

_____ Date(s) _____ (Supervisor's) Signature _____

Number of Hours for this Document ("Practica 2"): _____

For this document ("Practica 2"): Provide evidence of no less than 225 hours (which required by CCTC); However, 300 hours is recommended by Alliant International University California School of Education

Total Number of Hours Completed for Practicum _____

Supervisor's Signature _____ **Printed Name** _____ **Date** _____

Student Signature _____ **Printed Name** _____ **Date** _____

*** NOTE:** "Suggested or approximate hours" does NOT mean students cannot document more (or less) hours than this. It only serves as a "guide" as to how many hours it might typically take in order to complete this particular activity.