

16

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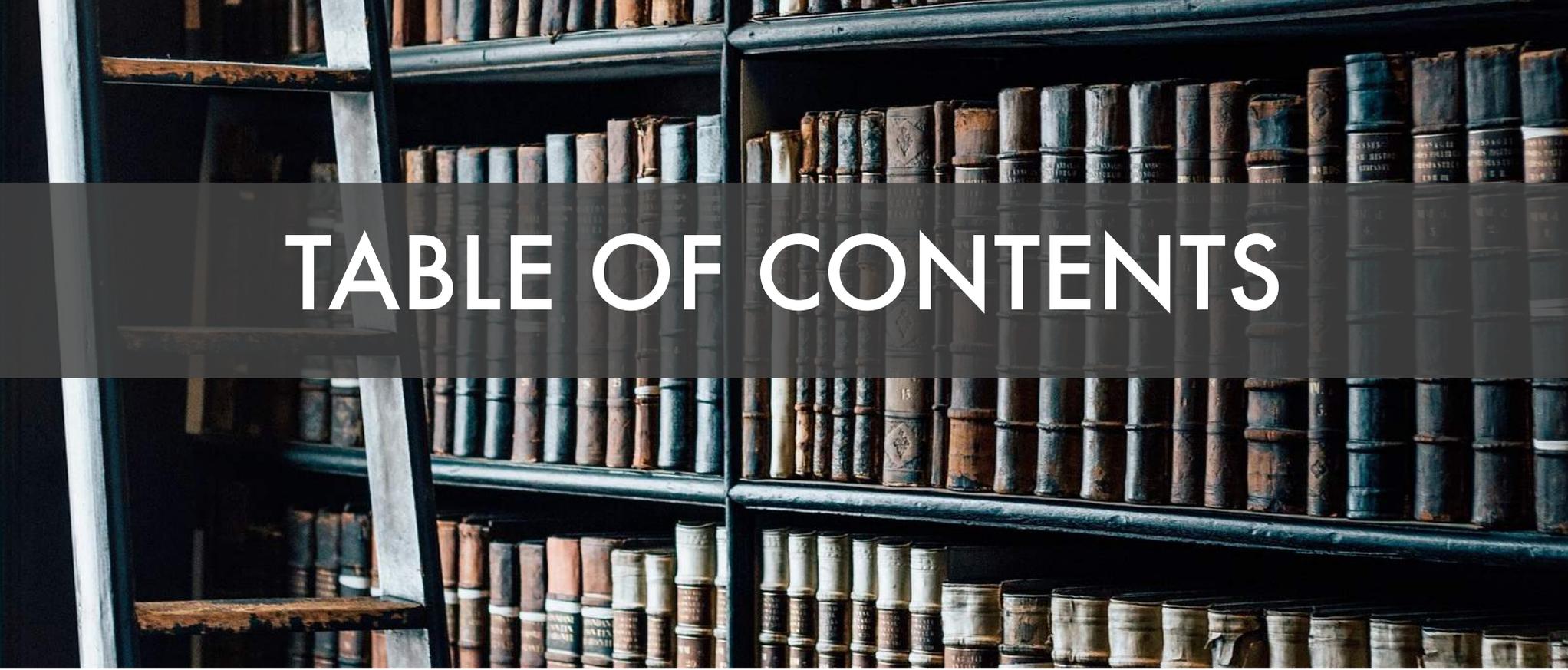
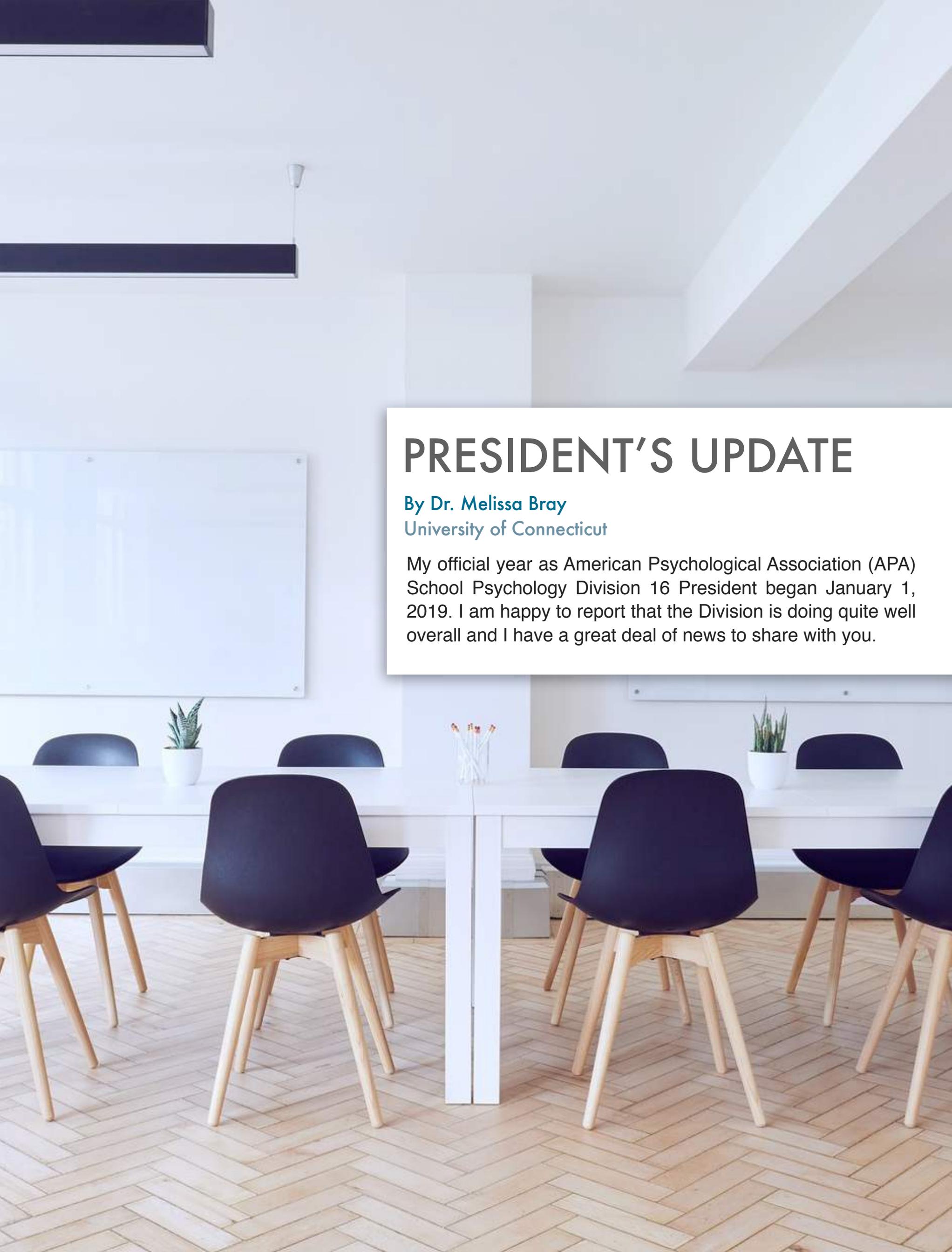


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A modern meeting room with a white table, black chairs, and a whiteboard. The room has a white wall, a whiteboard, and a wooden floor with a herringbone pattern. There are several black chairs with light wood legs around the table. A small potted plant is on the table. The ceiling is white with a recessed light fixture.

PRESIDENT'S UPDATE

By [Dr. Melissa Bray](#)
University of Connecticut

My official year as American Psychological Association (APA) School Psychology Division 16 President began January 1, 2019. I am happy to report that the Division is doing quite well overall and I have a great deal of news to share with you.

The budget passed at the School Psychology Executive Committee (EC) Mid-Winter 2019 meeting where it was carefully adjusted to be fiscally responsible. In particular, the Mid-Winter 2019 meeting was held at the University of Nevada, Las Vegas, thanks to Dr. Sam Song who hosted the EC on his campus. Historically, this meeting is held to establish EC leadership priorities that connect to member initiatives for the year.

The upcoming summer 2019 APA convention planning is well underway. School psychology submissions continue to be strong and plans for the Division's social hour and business meeting look exciting. We continue to increase our session numbers given your support.

APA is returning to the Midwest for the first time in 17 years! Chicago is a great city to visit so we hope you will join us with world-class museums, unparalleled food, spectacular architecture, relaxing parks, and miles of beautiful lakefront. Come to **APA CHICAGO 2019!**

The search for a new editor for our journal, *School Psychology* is ongoing. Dr. Rik Carl D'Amato is co-chairing the search for us. They have received many remarkable editor applications and hope to make a recommendation to APA soon. APA has met in May to discuss candidates.



Chicago, IL - Site of the 2019 APA Convention



Dr. Melissa A. Bray, Division 16 President

The Division 16 book series has some exciting upcoming publications with *Behavioral Interventions in the Schools* (2nd edition) recently released. If you are interested in proposing a book for this series please contact Dr. Michelle Perfect (VP Publications and Communications).

Thank you to over 200 registrants who signed up to attend *Suicide Risk Assessment in a School Setting* by Dr. Chris Drapeau. As an APA Continuing Education approved sponsor, Division 16 looks forward to hosting additional webinars in the future. Thank you for those who attended!

The slates for voting for the incoming EC members were robust and filled to satisfaction. Please be sure to vote when you receive your ballot—they were recently emailed.

The Division is closely monitoring APA's progress toward accrediting masters level programs to meet health service competencies. Since it is likely that programs meeting those competencies will qualify for a (new in some states) credential we have been continuing to ensure that school psychology has a seat at the table. At the school psychology leadership roundtable (SPLR) we continued discussion on how all of the school psychology organizations can help protect school practices and streamline accreditation efforts.



Our Division 16 Grant Program in School Psychology Internships (GPSPI) continues to support new internship programs across the nation! In 2019 we congratulate Aurora Urban and Tucson Psychology Internship Consortiums being GPSPI grant awardees! Since GPSPI inception (2014), Division 16 has supported 18 new predoctoral internship programs, generating over 200 new internship slots for school psychology doctoral students nationwide. Division 16 thanks again NASP, CDSPP, and TSP for continued support! For more information on GPSPI please contact [Linda A. Reddy](#) and see our [website](#).

The Early Career Psychologists (ECP) Workgroup continues to be committed to advancing its goals, which include engaging and meeting the needs of ECPs in the Division. The ECP Workgroup regularly contributes to TSP, shares ECP-relevant announcements on the Division's website and bi-weekly digest, as well as offers ECP-focused programming at Convention. They recently wrapped up data collection for the needs

assessment survey. Thank you to all the students and ECPs who responded! The Workgroup will be using the results of the survey to inform future activities. Members of the ECP Workgroup will be presenting a poster at the 2019 APA convention that will summarize findings from the survey. The poster presentation will be held on Thursday, August 8 from 1:00-1:50 PM. We hope to see you there! For more information about the ECP Workgroup or how to get involved, please contact the Chair, [Stacy-Ann A. January](#).

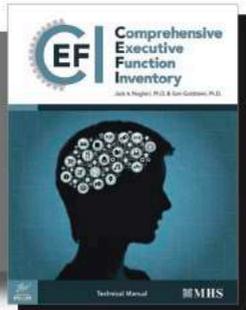
In closing, it is exciting looking forward to the 75th Anniversary of our field and a "special issue" in the Division's *School Psychology* journal. I am looking forward to a big celebration with you at our 2020 Annual APA Convention in Washington, DC! Thank you for your continued support.

Melissa Bray, PhD
Division 16 President



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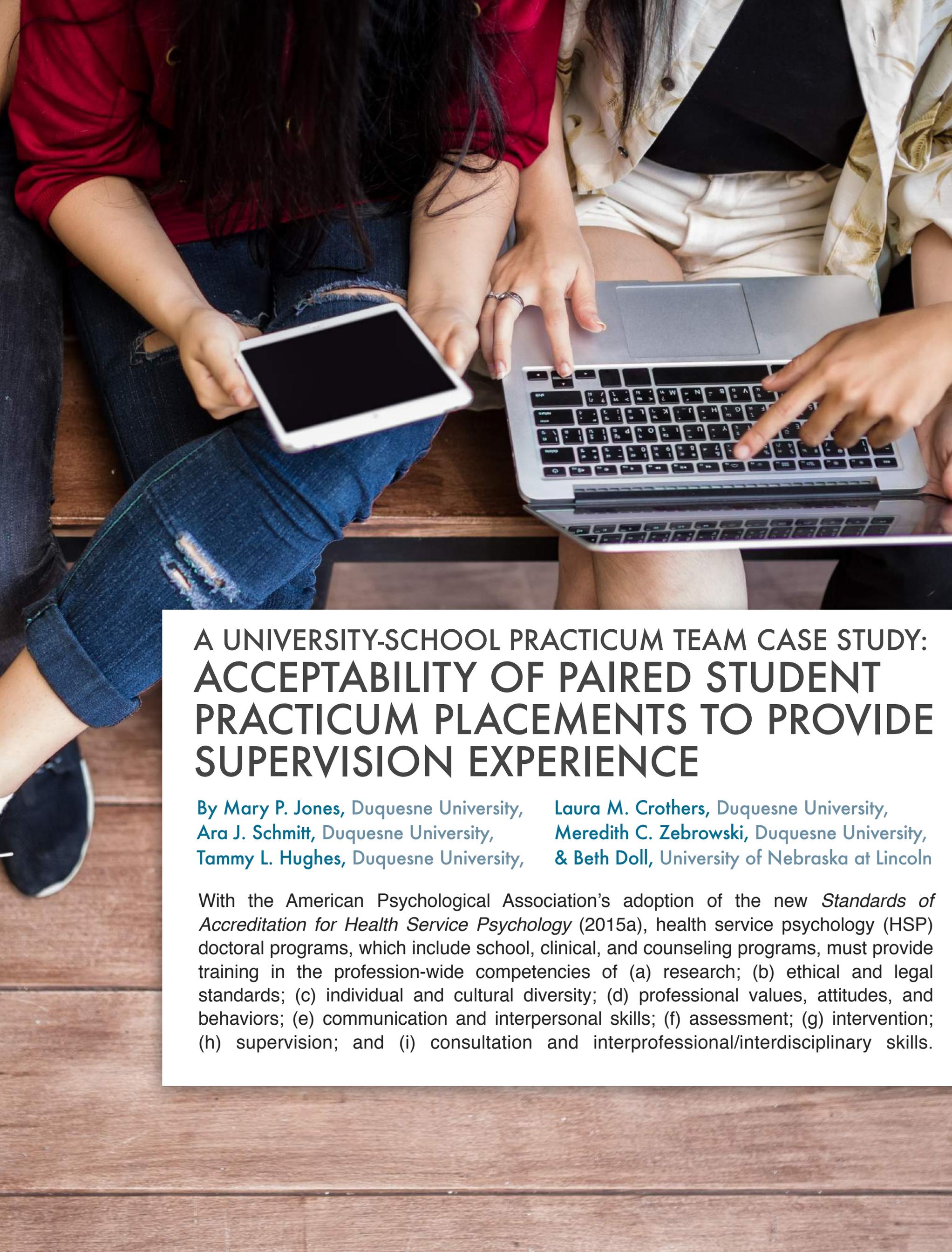
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A UNIVERSITY-SCHOOL PRACTICUM TEAM CASE STUDY: ACCEPTABILITY OF PAIRED STUDENT PRACTICUM PLACEMENTS TO PROVIDE SUPERVISION EXPERIENCE

By Mary P. Jones, Duquesne University,
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With the American Psychological Association's adoption of the new *Standards of Accreditation for Health Service Psychology* (2015a), health service psychology (HSP) doctoral programs, which include school, clinical, and counseling programs, must provide training in the profession-wide competencies of (a) research; (b) ethical and legal standards; (c) individual and cultural diversity; (d) professional values, attitudes, and behaviors; (e) communication and interpersonal skills; (f) assessment; (g) intervention; (h) supervision; and (i) consultation and interprofessional/interdisciplinary skills.

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Supervision was formally added to the list of required competencies because training to conduct supervision varied across doctoral programs from no explicit training to formal coursework and practical experience. Programs providing no explicit training assumed that supervisees, through the experience of being supervised, would ultimately learn to become supervisors (Bernard & Goodyear, 2014). However, Falender et al. (2004) argued that the experience of being supervised, and being a good clinician, in and of themselves, do not necessarily combine to make one an effective supervisor. Their assertion has now become widely accepted. Supervision is increasingly regarded as a distinct professional competency that requires specialized instruction and experiential training (Bernard & Goodyear, 2014).

Falender (2014) opined that the entire process of supervision is in its infancy, and calls for further investigation of its components, including the process of supervision training as well as supervision outcomes. Furthermore, evidence suggests that the practice of suboptimal supervision may be widespread, thus creating a counterproductive cycle of insufficiently-trained supervisors providing subpar supervision to trainees who, in turn, replicate ineffective supervision practices with future trainees (Mann & Merced, 2018). The *Guidelines for Clinical Supervision in Health Service Psychology* (APA, 2015b) were developed to enhance supervisor competence and to address prevalent supervision inadequacies. These guidelines offer a competency-based, meta-theoretical approach to the supervision process. Even with this advance, however, methods for providing HSP doctoral students with experiential training in supervision are still being developed and are limited (Sharma, 2015).

Mann and Merced (2018) have outlined a framework for intentionally preparing doctoral HSP trainees in the practice of supervision. Similar to other profession-wide competencies, didactic coursework is recommended, as well as experiential training during practicum and internship. In order to accomplish this, creative ways of providing doctoral students with opportunities to provide supervision are beginning to appear in the extant psychological literature. Doctoral students have responded positively to classroom experiential supervision exercises (Sharma, 2015). C. F. Newman (2013) has described contents and processes of a graduate training course in cognitive-behavioral therapy supervision. This course includes didactics, readings, and experiential exercises, and utilizes the concept of “meta-supervision,” in which the supervising trainee receives overarching supervision from an experienced clinician.

The question of whether doctoral trainees can be effective supervisors has recently been addressed in the literature. Keenan-Miller and Corbett (2015) found that client outcomes were similar whether the therapist was supervised by a licensed professional or an advanced doctoral trainee receiving metasupervision. The researchers argue that this outcome equity provides ethical support for doctoral programs to offer supervision experiences to advanced practicum students. In response to this call, Foxwell et al. (2017) paired advanced and junior clinical psychology doctoral students in mentorship relationships in a training clinic and found positive satisfaction ratings. Vertical leadership teams involving novice and advanced doctoral trainees have also been utilized to provide group therapy in a university counseling center (Goicoechea & Kessler, 2018).

Special Issues in School Psychology Supervision

While a significant literature base exists related to supervision in clinical and counseling psychology, there is a relative paucity of clinical supervision research in the field of school psychology (Merrell, 2008). Recently, NASP (2018) put forth the following definition of supervision to guide further study of the topic: “Supervision is an interpersonal interaction between two or more individuals for the purposes of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies” (McIntosh & Phelps, 2000, pp. 33–34).

Researchers point to special challenges in delivering quality supervision in school settings, given the complexities of working within an educational context (D. S. Newman, 2013). These challenges may include funding limitations, educational and legislative mandates, varied roles of school psychologists, increased needs for

mental health services, as well as increasingly diverse student populations (Harvey & Struzziero, 2008). Furthermore, many school psychologists have not received formal coursework or training in supervision. In a demographic survey, Hunley et al. (2000) found that 90% of supervising school psychologists had received no formal coursework in supervision and 83% had received no substantial training in this area. We argue that intentional training in how to conduct supervision is imperative, as Harvey and Pearrow (2010) have noted, successful school psychology supervisors must be prepared to become systemic change leaders. In short, the specialty of school psychology recognizes that quality supervision is vital to the preparation of future school psychologists and school psychology supervisors (Harvey & Struzziero, 2008).

Paired Student Practicum Placements

There is limited data in the extant literature that has specifically addressed the benefits of pairing students in school psychology or other health service psychology practicum placements. Likewise, little literature is present on this topic during the internship training period. This is surprising as APA standards require an internship to maintain at least two interns at the site (APA, 2015a), largely for the purposes of peer support and socialization to the field. On the other hand, paired student practicum placement is a practice that has been utilized in the field of teacher education with noted benefits (Jechura & Berselsen, 2016). Deliberate practices appear to be related to positive satisfaction with student pairings and experiential learning. Walsh and Emslie (2005) found that creating supportive learning environments, preparation and debriefing, fair assessment, student compatibility, and appreciating and affirming differences facilitated the success of paired student placements in early childhood settings. Similarly, in a review of studies, Sorensen (2004) noted the benefits of paired student-teacher placements in the secondary



setting in terms of their collaborative skill development, access to peer social support, training efficiency, and meeting higher level student teacher needs. In summary, paired placements have been found to be a promising model in terms of professional identity formation and collaborative learning (Dang, 2013). Both students and supervisors have expressed preference for student dyads and report that the experience enriched their learning (Dee, 2012).

Practicum Partnerships

Although clinical practice placements have long been required in HSP's programs of study, the partnership between university faculty and field-based health service psychology supervisors has received limited attention in the literature. It is widely accepted that university and field-based supervisors in school psychology must work collaboratively to provide high quality practicum and internship experiences for graduate students (Hughes, Kaufman & Miller, 2010; Schmitt, Hughes & Herdon-Sobalvarro, 2015). This

collaborative effort between university faculty and clinicians in the field who provide supervision to graduate students is critical to develop the competencies of graduate students and form independent health service providers.

Some attention to this necessary collaboration is beginning to be addressed. Recently, Goicoechea and Kessler (2018) utilized a partnership between a university clinical psychology program and the university counseling and wellbeing center to provide group psychotherapy experiences for doctoral students. Students were co-supervised by university faculty and counseling center staff clinicians. The partnership was found to be mutually beneficial.

Development and Implementation of a Paired Student Practicum Placement Model

Embracing the evidence-based supervision practices above, two school psychology doctoral programs at a Mid-Atlantic private university committed to implementing a paired student

practicum placement model. The paired placement model was further conceptualized within the context of a university-field site practicum team. This practicum placement strategy was initially conceived at a supervision workshop hosted by school psychology program faculty for field-based practicum supervisors. The purpose of the workshop was to bring faculty and field-based supervisors together to provide advanced training in clinical supervision. The focus of the workshop was the new APA *Guidelines for Clinical Supervision in Health Service Psychology* (2015b) and was presented by a member of the task force that developed these guidelines. Workshop participants received APA-approved continuing education credits in the area of supervision. The workshop presenter proposed the idea of paired student practicum placements to field-based supervisors in the schools, and this idea was met with a positive response. There were three goals of this practicum placement strategy: a primary goal was to provide a supervisory experience for advanced doctoral practicum students, a second goal was to provide additional supervision for second year practicum students, and a final goal was to increase the efficiency of our practicum team of university and field-based supervisors and foster greater professional collaboration.

Fourteen field-based supervisors from the university practicum team agreed to host a pair of students, consisting of a second year and a third year doctoral student, for the subsequent academic year. Graduate student pairs were comprised of 14 second year and 14 third year doctoral students from the university's APA-accredited PhD and PsyD school psychology programs. Students were paired together within programs, resulting in five pairs of PhD students and nine pairs of PsyD students. This was done in order to allow second year PsyD students some exposure to the process of completing an applied project that is required of third year PsyD students. Students were generally assigned to

practicum sites based on geographic proximity. Each of the field-based supervisors was a certified school psychologist employed by a public school district; six of the supervisors were doctoral-level school psychologists.

Second and third year practicum pairs were placed together in the same school district for the academic year. Third year students were required to complete two days per week of advanced practicum at the field site across the year. Second year students were required to spend 8 hours per week at their placements, which they often divided over two days. Student pairs agreed to overlap at least one day per week at their field placement and to meet with one another for a minimum of one hour per week for supervision. Program faculty discussed second and third year student requirements and expectations with field-based supervisors at a practicum team meeting, and also at individual school site visits.

In conjunction with this practicum supervisory experience, third year students completed formal didactic coursework in supervision in the fall semester. The coursework focused on models of supervision and effective supervisory practices, and also included simulated supervision sessions to develop supervision skills. As third year students were required to engage in supervision with second year students, metasupervision of third year students was provided by the course instructor. Third year students also received metasupervision from their site-based field supervisor and through their own group supervision with university faculty.

While several models of supervision were reviewed in the previously-described didactic coursework, the meta-model that was implemented was Miller's Pyramid of Clinical Competence (1990), widely utilized in the medical profession to assess for satisfactory clinical performance. According to the suggestions offered by Miller (2010) for using Miller's model as

formative exercises in the development of psychology student competence in therapeutic skills, the course instructor developed simulated clinical situations of supervisory skills. In Miller's Pyramid, students' development can be represented on a continuum from novice to expert in knowledge, skills, and attitude. On the other dimension of the pyramid, what the student knows is assessed through fact-gathering exercises, what the student knows how to do (i.e., interpretation/application) is assessed through case presentations, what the student shows he or she can do is analyzed through demonstration of learning through simulation, and what the student does (i.e., the performance integrated into practice) is appraised through direct observation of skills (Miller, 1990). The first three competencies were assessed by the course instructor, while the final competency, the performance integrated into practice, was measured by the fieldwork supervisors on site in order for these school psychologists to directly observe the skills being used. Students received both formative feedback through metasupervision, as well as summative feedback via formal end of semester evaluations by both the course instructor and the field-site supervisors.

Student and Supervisor Satisfaction with Paired Practicum Placement Model

Given that there is little existing literature that specifically addresses the benefits of pairing students in school psychology practicum placements, practicum students and field-based supervisors were administered a survey in order to gain information about the acceptability of pairing second and third year doctoral students in school psychology practicum placements. The survey consisted of eight 5-point Likert scale questions asking respondents to rate their experiences with various aspects of the paired student practicum placement, as well as three open-ended questions. Students and supervisors were asked to rate the extent to which they preferred the paired student placements versus

single student placements (strongly prefer, prefer, no preference, do not prefer, definitely do not prefer). They were then asked to rate the extent to which they found various aspects of the paired placements to be helpful, including providing third year students with a supervisory experience/or second year students with additional supervision; providing opportunities for peer socialization and support; conducting co-led student counseling groups; conducting student observations and functional behavioral assessments; sharing knowledge and resources; and orientation to the practicum site (very helpful, helpful, no preference, unhelpful, very unhelpful). Finally, students and supervisors were asked to respond to three open-ended questions regarding what they perceived to be the advantages and disadvantages of paired student practicum placements and their recommendations to the practicum team going forward.

At the completion of the academic year, second and third year practicum students were asked to complete the anonymous survey at the end of a respective training program course period, and the student response rate was 100%. Eight of the 14 field-based supervisors completed the survey during a practicum team meeting held at the training programs' university, and another four submitted the survey through email, resulting in an 83% overall supervisor response rate.

The constant comparison method of qualitative analysis (Lincoln & Guba, 1985) was used to identify themes in participant responses to the three open-ended questions regarding the perceived advantages and disadvantages of the paired student placements, as well as recommendations to the practicum team. Rather than analyzing participant responses using pre-conceived data categories, the constant comparison method requires the use of inductive reasoning to analyze participant responses and identify conceptual similarities or themes in participant responses.



Advanced Doctoral Students' Perceptions of the Supervisory Experience

Eleven of the 13 third year students responding reported that they preferred or strongly preferred the paired student paradigm to being placed alone at a site. All 14 participants reported that the paired arrangement was helpful or very helpful in giving them an opportunity to gain supervisory experience. A majority also found the following aspects of paired student placements to be helpful or very helpful: opportunities for peer socialization and support (12/14); opportunities to co-lead counseling groups (8/14); conducting student observations and functional behavioral assessments (7/14); and sharing knowledge and resources (12/14). Five of the third year students found the pairing helpful with orientation to the practicum site.

In open-ended responses regarding advantages and disadvantages of practicum pairs, the most frequently noted advantage by this group was the ability to collaborate on shared cases/groups (seven responses), followed by practice experiences supervising others (six responses). The most frequently noted disadvantage by this group involved practicum logistics, (e.g., coordinating shared time and space with their partner at the practicum site; six responses). Two respondents also noted that their second year student was less receptive to supervision from another student. This group's most frequent recommendation to the practicum team was for more communication between the university and the field-site supervisors regarding practicum student expectations (six responses), as well as assistance with scheduling shared time (three responses).

Second Year Student Supervisees' Perceptions of the Supervisory Experience

Twelve of 14 second year participants indicated a preference or strong preference for the paired student paradigm. The majority of these students found the following aspects of paired student

placements to be helpful or very helpful: opportunities to receive additional supervision (12/14); opportunities for peer socialization and support (12/14); opportunities to co-lead counseling groups (8/14); and sharing knowledge and resources (13/14). Six of the second year students found the pairing helpful in site orientation.

In the open-ended responses regarding advantages and disadvantages of practicum pairs, all 14 of these students noted that access to additional supervision was an advantage. A common theme was that the additional supervision was readily available and non-threatening (e.g., “I could bounce ideas off [my third year]”; “ask any question”; “someone to touch base with on a regular basis”). Four students specifically reported that their third year supervisor also served in a mentoring role for them (e.g., guided them, advocated for them in their school). Three students commented that they appreciated having a third year student at their site who had already experienced second year practicum and was familiar with the university’s expectations. In terms of disadvantages, seven students did not report any and recommended continuing the paired practicum experience as designed. Five students reported logistic difficulties finding shared time to attend their site with their third year student. Regarding future recommendations, five students suggested that the university/field-supervisors facilitate the practicum pair finding a mutually agreed upon time to attend the site.

Field Supervisors’ Perceptions Regarding the Paired Placement Model

Findings were similar for field-based supervisors as 10 of 11 supervisors responding to this question preferred or strongly preferred supervising practicum students in pairs. Furthermore, all aspects of the paired student placements that were surveyed were noted to be helpful or very helpful by the majority supervisors. These included:

opportunities for third year students to gain supervisory experience (10/12); opportunities for second year students to receive additional supervision (10/12); opportunities for peer socialization and support (10/12); opportunities to co-lead counseling groups (9/12); help in conducting student observations and functional behavioral assessments (12/12); sharing knowledge and resources (12/12); and becoming oriented to the practicum site (8/12).

In response to open-ended questions, supervisors frequently indicated that sharing supervision responsibilities with the third year student and the additional supervision obtained through the paired system are noteworthy advantages of the model (six responses). The supervisors further commented on the ability of students to collaborate on cases as an advantage (four responses). Two supervisors noted that the paired system increased the ability of both students to function more independently. The most frequently cited disadvantages by supervisors were logistical in nature (e.g., students’ difficulty finding a common time to attend practicum, as well as difficulty finding space for two students; five responses). In terms of recommendations, four supervisors reported no disadvantages or to continue the paired model as designed. Two supervisors requested to keep the same student from second to third year practicum (students are generally assigned to different sites for their second and third year).

The university supervising faculty found that placing students in pairs allowed the program to tighten the practicum team (i.e., fewer field supervisors were needed) and to increase communication and interaction with field-based supervisors, as well as to provide additional support.

Discussion

As has been widely noted, the delivery of competent clinical supervision is imperative to the training of new HSP professionals. In this study, we

used an initial satisfaction survey to consider the acceptability of paired student practicum placements to both doctoral school psychology students and field supervisors as a mechanism for providing a supervisory experience. Notably, the great majority of second and third year practicum students, as well as their field site supervisors, preferred the paired student practicum placement strategy to single student placement. Virtually all of the third year students reported that the opportunity to gain supervisory experience was helpful or very helpful.

A majority of second year students found the additional supervision they received from the third year graduate student supervisors to be helpful. In addition to providing a supervisory experience, students in pairs responded positively to the opportunity for peer socialization and support at their practicum site. In particular, some second year students pointed to the benefits of professional mentoring provided by third year students. Indeed, mentoring is considered one aspect of supervision as defined within the *Standards of Accreditation for Health Service Psychology*: “Supervision involves the mentoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills.” (APA, 2017, Implementing Regulation C-8D). It should be noted, however, that the graduate program faculty are careful to reinforce that mentorship is but only one component of supervision. Supervision also involves an evaluative role, as well as oversight of clinical responsibilities (APA, 2015b). One third year student aptly commented on the desire to practice evaluation of supervisees by informally evaluating the second year student. Acknowledging the importance of gaining experience with the evaluative component of supervision, this opportunity has subsequently been added to the program.

There were some challenges during the initial implementation of the paired student practicum

placement model, and as is often the case, the devil was in the details. Students and supervisors experienced difficulties coordinating their schedules so that all may be present at the site for training and supervision. University programs attempting to implement this model may wish to consider advanced planning to coordinate scheduling of courses and practica for various student cohorts in order to eliminate some of these logistic difficulties. Advanced planning would also be helpful to students in planning extra-curricular work responsibilities.

Another challenge that was occasionally identified by practicum students was the need for additional communication between the university and field site supervisors regarding student expectations and detailed practicum requirements. This was surprising, as practicum expectations were reviewed with supervisors at a team meeting, through email, and again at individual school site visits by university faculty. It is suspected that lack of familiarity with the paired student model, as well as the often frenetic work environments that characterize schools, posed as barriers to integrating the communicated expectations. Given these factors, field-based school psychologists may require additional support from university faculty in meeting the clinical and supervisory learning goals of practicum students. Still, supervisors generally appreciated sharing supervisory responsibilities with third year practicum students, and this may be viewed as a benefit to them.

Implications and Future Directions

This initial satisfaction study suggests that the paired student practicum placement strategy may be an acceptable model and an innovative way to give advanced doctoral HSP students a supervisory experience. Given the benefits noted, additional study of the efficacy of paired student practicum placements is warranted. Further investigation may include outcome

research on the effect of paired practicum placement and peer supervision on both the development of the supervisee as well as client/student outcomes. More specifically, further investigation is needed to determine whether supervisory experience as a doctoral student contributes to the student's development as an effective supervisor. Finally, investigation of the components of effective meta-supervision is needed. Although this study involved practicum placements for school psychology doctoral students in school settings, this model could be implemented with health service psychology practicum students in a variety of clinical settings.

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TABLE 1: THEMES RESULTING FROM PRACTICUM SURVEY, OPEN-ENDED RESPONSES BY GROUP

Advanced Doctoral Students

Advantages

- Opportunities to practice supervisory skills
- Opportunities to collaborate on cases
- Cross cohort contact and shared learning

Disadvantages

- Pair scheduling logistics
- Receptivity of second year student to supervision

Future Recommendations

- More communication between university faculty and field-site supervisors
- Assistance with scheduling shared time

Second Year Doctoral Student Supervisees

Advantages

- Opportunities to receive additional, efficient, non-threatening supervision
- Access to peer who completed second year practicum and knows university expectations

Disadvantages

- Scheduling logistics

Future Recommendations

- Supervisors to work directly with students to schedule overlapping time at practicum site
- Better communication between university faculty and field-site supervisors

Field-Site Supervisors

Advantages

- Appreciated sharing supervision responsibilities with the third year student
- Additional supervision for the second year student
- Opportunities to collaborate on shared cases
- Promoted independence of both students

Disadvantages

- Scheduling logistics, including difficulty finding shared time and space for two students

Future Recommendations

- Keep practicum student at same site second to third year

Note: The themes above represent responses provided by at least two members of the respective group.

DIVISION 16'S LEGACY FUND: JOIN THE TEAM DONATING \$100

Background: Membership in Division 16 has declined over the years while some aspects of operations have continued to increase. The costs of promoting the mission statement and activities of the Division of School Psychology have also increased. At the same time, the NIH, NIMH, and other Federal agencies looking at child mental health continue to designate children as one of the top ten most **underserved** populations in our country. School psychology, which is truly the lifeline of public mental health for children and adolescents, has seen reductions in funding in constant dollars over the last decade, despite population growth in numbers and in need.

Solution: To ensure the survival of the APA Division of School Psychology, and its ability to advocate for children and for mental health and integrated services in the nations' schools, the Division Executive Committee (EC) has created a capital endowment Legacy fund.

Leadership: The EC also voted to establish a committee — the *Committee on Professional and Corporate Sponsorship of School Psychology* (CPCSSP) — to develop funds for use by the Division EC. Division past-president Cecil Reynolds, Ph.D. chairs the CPCSSP; commonly known as the Legacy Committee.

Stewardship: The inaugural members of the Legacy Committee have donated at least \$2,500 and serve in an advisory role (5-year term) with the goal of developing potential sources of funding opportunities. For example, Legacy Committee members are working to develop corporate giving and other charitable opportunities to support the Division. Some Legacy member profile pages can be found at: <https://apadivision16.org/committee-on-professional-and-corporate-sponsorship-of-school-psychology/> - at present the Legacy Committee has over \$40,000 in collected and pledged contributions. Legacy Committee members include, among others:

Cecil Reynolds, Ph.D. (chair)

[Thomas Kehle](#), Ph.D.

[R. Steve McCallum](#), Ph.D.

Kevin McGrew, Ph.D.

Sam Ortiz, Ph.D.

Daniel Reschly, Ph.D.

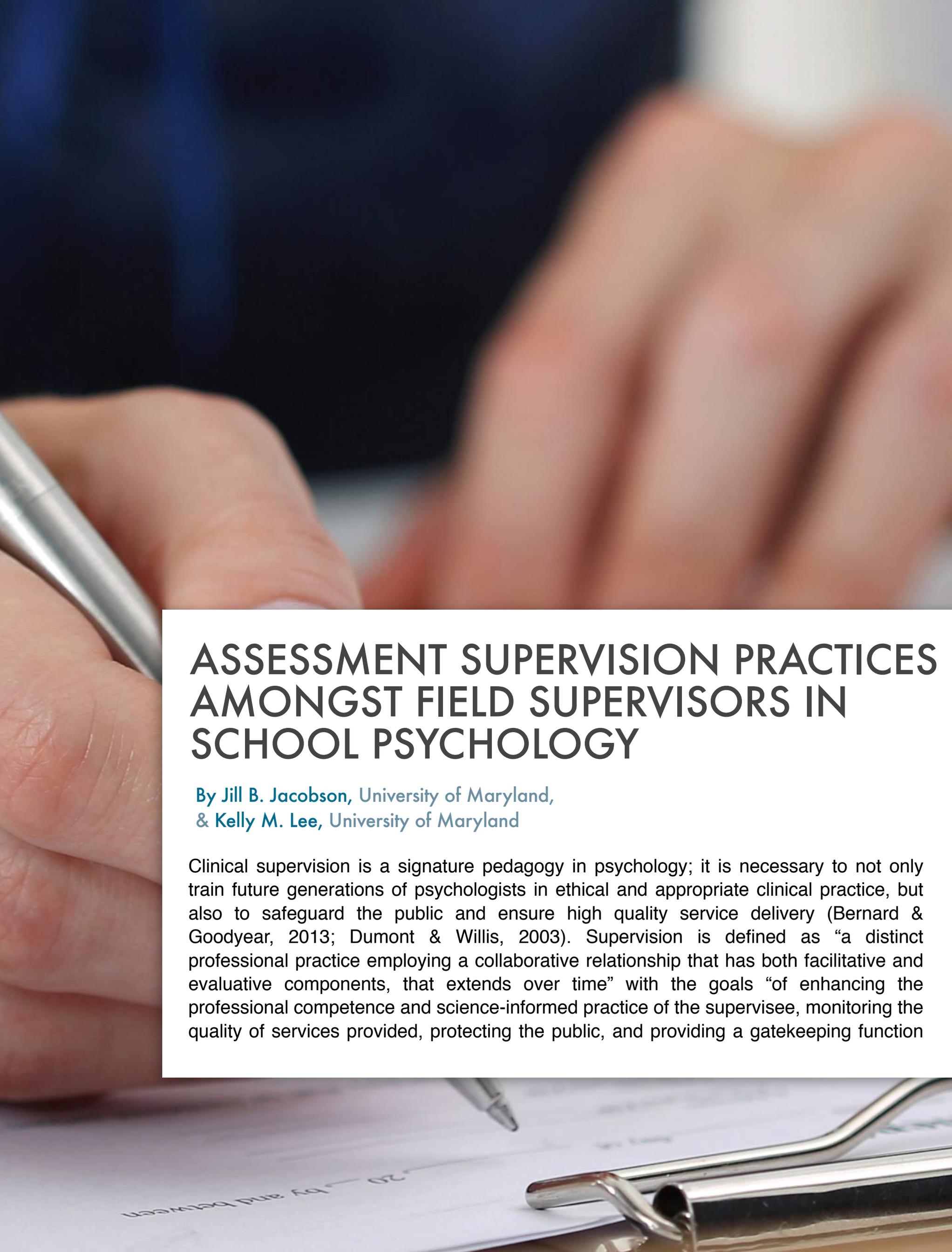
Frank Worrell, Ph.D.

Goal: At its midwinter meeting in January, the Division EC voted to initiate the 100 at 100 campaign. Specifically, the goal is for 100% of our members to donate \$100 by the Division's 75th anniversary in 2020. These monies will go to support the mission of the Division and things like the capital endowment as a permanent funding source for school psychology—and is only \$8.50 per month for one year from each supporter. If we can make it to a \$100.00 contribution from 100% of membership, the Division will have a viable permanent Legacy Fund to carry the mission of the Division into the future.

Division 16 supporters can make direct donations year-round at <https://www.apa.org/division-donation/index.aspx>! Checks should be made out to Division 16 and mailed to APA Division Services/

750 First Street NE/Washington, DC 20002. Tammy L. Hughes, Ph.D., ABPP serves as the Division liaison to the Legacy Committee, she can be contacted at HughesT@duq.edu.

Your gift is very much appreciated and may be tax deductible pursuant to IRC §170(c). A copy of our latest financial report may be obtained on our website at www.apa.org or by writing to **the American Psychological Association, Attention: Chief Financial Officer, 750 First Street NE, Washington, D.C. 20002**. The American Psychological Association has been formed to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. If you are a resident of one of these states, you may obtain financial information directly from the state agency: **FLORIDA**—A COPY OF THE OFFICIAL REGISTRATION AND FINANCIAL INFORMATION MAY BE OBTAINED FROM THE DIVISION OF CONSUMER SERVICES BY CALLING TOLL-FREE, 1-800-435-7352 (800- HELP-FLA) WITHIN THE STATE OR VISITING www.800helpfla.com. REGISTRATION DOES NOT IMPLY ENDORSEMENT, APPROVAL, OR RECOMMENDATION BY THE STATE. Florida Registration (**CH11646**); **GEORGIA** - A full and fair description of the programs of the American Psychological Association and our financial statement summary is available upon request at the office and phone number indicated above; **MARYLAND**— For the cost of copies and postage, Office of the Secretary of State, State House, Annapolis, MD 21401; **MISSISSIPPI**— The official registration and financial information of the American Psychological Association may be obtained from the Mississippi Secretary of State's office by calling 1-888-236-6167. Registration by the Secretary of State does not imply endorsement; **NEW JERSEY**— INFORMATION FILED WITH THE ATTORNEY GENERAL CONCERNING THIS CHARITABLE SOLICITATION AND THE PERCENTAGE OF CONTRIBUTIONS RECEIVED BY THE CHARITY DURING THE LAST REPORTING PERIOD THAT WERE DEDICATED TO THE CHARITABLE PURPOSE MAY BE OBTAINED FROM THE ATTORNEY GENERAL OF THE STATE OF NEW JERSEY BY CALLING (973) 504-6215 AND IS AVAILABLE ON THE INTERNET AT <http://www.state.nj.us/lps/ca/charfrm.htm>. REGISTRATION WITH THE ATTORNEY GENERAL DOES NOT IMPLY ENDORSEMENT; **NEW YORK**— Office of the Attorney General, Department of Law, Charities Bureau, 120 Broadway, New York, NY 10271; **NORTH CAROLINA** — FINANCIAL INFORMATION ABOUT THIS ORGANIZATION AND A COPY OF ITS LICENSE ARE AVAILABLE FROM THE STATE SOLICITATION LICENSING BRANCH AT 1-888-830-4989. THE LICENSE IS NOT AN ENDORSEMENT BY THE STATE; **PENNSYLVANIA**— The official registration and financial information of the American Psychological Association may be obtained from the Pennsylvania Department of State by calling toll- free, within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement; **VIRGINIA**— Virginia State Office of Consumer Affairs, Department of Agricultural and Consumer Services, PO Box 1163, Richmond, VA 23218; **WASHINGTON**— Charities Division, Office of the Secretary of State, State of Washington, Olympia, WA 98504-0422, 1-800-332-4483; **WISCONSIN** — a financial statement of the American Psychological Association disclosing assets, liabilities, fund balances, revenue, and expenses for the preceding fiscal year will be provided upon request; **WEST VIRGINIA** — Residents may obtain a summary of the registration and financial documents from the Secretary of State, State Capitol, Charleston, WV 25305. Registration with any of these state agencies does not imply endorsement, approval or recommendation by any state.



ASSESSMENT SUPERVISION PRACTICES AMONGST FIELD SUPERVISORS IN SCHOOL PSYCHOLOGY

By [Jill B. Jacobson](#), University of Maryland,
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Clinical supervision is a signature pedagogy in psychology; it is necessary to not only train future generations of psychologists in ethical and appropriate clinical practice, but also to safeguard the public and ensure high quality service delivery (Bernard & Goodyear, 2013; Dumont & Willis, 2003). Supervision is defined as “a distinct professional practice employing a collaborative relationship that has both facilitative and evaluative components, that extends over time” with the goals “of enhancing the professional competence and science-informed practice of the supervisee, monitoring the quality of services provided, protecting the public, and providing a gatekeeping function

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for entry into the profession” (American Psychological Association, 2014, pg. 2). Training for doctoral-level graduate students and early career clinicians necessitates foundational competencies in supervision, though the exact competencies necessary to effectively supervise are still under study (Falender & Shafranske, 2017). Further, there is missing gap between theory and practice: While scholars posit that supervision competencies are critical, there is less clarity in the field surrounding the necessity of specific training in supervision (Falender & Shafranske, 2017; Genuchi, Rings, Germek, & Erickson Cornish, 2014). As such, many psychologists in a supervisory role may lack supervision training and may not have access to professional development training in supervision while on the job.

More specifically, training geared toward the supervision of assessment is a lacking and often neglected area for those who have received supervision training (Finkelstein & Tuckman, 1997; Tawfik, Landoll, Blackwell, Taylor, & Hall, 2016). Across psychology disciplines, assessment is a primary role for many psychologists, and it requires different skills to master compared to counseling and therapy. Thus, providing supervision for assessment necessitates a different training style and focus for supervisors (Finkelstein & Tuckman, 1997). In school psychology, there have been repeated calls for a more preventive and ecological approach to school psychological services (e.g., Sheridan & Gutkin, 2000), though assessment remains a primary work activity (Castillo, Curtis, & Gelley, 2012).

Supervisors of assessment in the field (i.e., practicum, externship, and internship supervisors) must develop their own competencies in assessment, provide training on assessment to their supervisees, and ensure the clients’ needs are met. The APA Guidelines for Clinical Supervision (2014) detail that a competent supervisor “possesses and maintains knowledge, skills, and values/attitudes that comprise the distinct professional competency of clinical supervision as well as general competence in the areas of clinical practice supervised and in considerations of the cultural contexts” (pg. 3). Supervisors must develop competencies related to assessment work in areas such as data-based decision making, legal and ethical standards, and understanding and applying interventions (Crespi & Dube, 2005; Dumont & Willis, 2003; Finkelstein & Tuckman, 1997). Supervisors are also tasked with continuously updating their assessment knowledge and skills due to frequent test revisions (Adams, 2000) and new technology for administration and scoring (Noland, 2017). For their supervisees’

training, they must engage in an ongoing process of teaching, monitoring, and evaluating supervisees' assessment skills, including data collection, test administration and scoring, data interpretation, case conceptualization, and intervention planning, as well as supervisees' professionalism, communication, and ethics (Crespi & Dube, 2005; Dumont & Willis, 2003; Finkelstein & Tuckman, 1997). Field supervisors must balance supervisees' training needs with responsibilities to clients and other stakeholders (e.g., Berant, Saroff, Reicher-Atir, & Zim, 2005). Within an assessment case, supervisors must decide which supervisee skills to prioritize and how to supplement supervisees' knowledge so that a thorough, equitable, and useful final report is produced. The supervision process, including building a positive supervisor-supervisee relationship, occurs as the case progresses and within a specific timeline, particularly when being used for special education eligibility. In sum, in addition to developing and maintaining their own competencies in assessment skill areas, field supervisors are challenged to balance supervisee and client needs as assessment cases progress.

Although training in supervision is now highly encouraged by scholars (APA, 2014; Falender, Burnes, & Ellis, 2013) and required by doctoral programs (American Psychological Association Commission on Accreditation, 2015), supervision training for school psychologists at the specialists' level is not mandated (National Association of School Psychologists, 2010). As such, many field supervisors have not had specific training in supervising assessment (Iwanicki & Peterson, 2017). Practicing school psychologists may spend as much as half their time on assessment work (Castillo et al., 2012); therefore, understanding supervision practices in assessment is paramount to ensure quality training in the field.

In this pilot study, we investigated school psychologists' perceptions, practices, and

previous training in assessment supervision. We aimed to better understand assessment and supervision practices amongst school psychologists in the field who currently or previously supervised trainees in assessment. We also sought to explore previous training in supervision and the potential need for additional training in supervision of assessment.

Method

In this study, we surveyed school psychologists in a large, metropolitan, low-income district. Approval from our institution's and the local school district's IRB was obtained. The survey, which inquired about assessment practices and supervision of assessment, was administered by researchers using Qualtrics. The survey was advertised and sent to participants during a school psychology staff meeting as part of a larger survey that identified use of test instruments amongst psychologists. Participants were asked to fill out the survey, which took approximately 30 minutes to complete. Upon completion, participants were offered the opportunity to enter a raffle for gift cards. One reminder about the survey was sent in the week following initial administration.

Participants

The survey was administered to 97 school psychologists during spring 2018, of which 77 school psychologists provided responses (79% response rate). In terms of highest degree earned, most school psychologists (61%) in the sample held a specialist's degree, 23% held a doctorate degree, and 16% held a master's degree. Of the 18 doctoral-level school psychologists, 22% (4) were licensed for independent practice. School psychologists had worked in the field for 13.7 years on average (Mean = 13.7, Median = 12, SD = 9.7, Range 1 - 40) and in the current school district for 10.9 years on average (Mean = 10.9, Median = 8, SD



= 9.4, Range 1 - 42). Over the last three years, an average of 49% had served three regular schools during a single year, 29% served two schools, 12% served one school, and 9% served four or more schools.

Results

Assessment Practices Amongst School Psychologists

Over the last three years, most school psychologists in the sample reported providing assessment services in the elementary school (88%), middle school (62%), and high school (48%) settings, and about a quarter had provided assessment services in an early childhood setting (31%). On average over the last three years, school psychologists reported completing 52 evaluations annually (Mean = 52, Median = 50.0, SD = 17.0, Range 15-100). In terms of assessment measures, almost all school psychologists used cognitive tests (97%) and many also reported using processing measures

(84%) and academic measures to a lesser extent (64%). About half of the sample reported using projective measures (46%). Approximately half of the sample indicated iPads use for test administration (55%), with non-iPad users relatively split in terms of their interest in future use of iPads (24% indicated interest, 21% indicated no interest).

Supervision Training

Participants were asked about the extent of their training in supervision through a checklist of options (i.e., supervision course, supervision experience while in training, peer consultation on the job, seeking resources independently, seeking professional development). Forty percent of participants indicated that they had no formal training in supervision. On the other hand, 40% reported taking a supervision course in graduate school and 39% reported gaining experience with supervising others while in graduate training, with 29% of total participants indicating both a supervision course and supervision experience in

graduate school. Twenty-nine percent of participants sought supervision resources independently, and 21% sought professional development opportunities in supervision. Of the participants who indicated at least some training in supervision, approximately half (49%) had specific training on the supervision of assessment (27% of the entire sample).

Current/Previous Supervision of Assessment Experiences

Approximately half of the sample (52%) indicated previous experience supervising assessment work. Twenty-one percent of total participants were currently providing supervision of assessment work; of these current supervisors of assessment, 63% had also supervised assessment previously. Of the participants with current and/or previous experience supervising assessment (61% of the total sample), most had supervised a student as part of a class (82%) or a full-time intern (70%), and about one-third had supervised an extern or fieldwork student

(advanced, pre-internship; 35%). More than half (63%) of all participants expressed interest in providing assessment supervision in the future.

Perceptions of Competence

On a scale from 1 (not competent) to 10 (extremely competent), participants were asked to rate their perceived competence with providing supervision of assessment to trainees, both generally and with regard to specific aspects of the assessment process. Overall, participants indicated a high level of perceived competence in supervision of assessment (Mean = 7.1, Median = 8, SD = 2.0, Range 1-10, N = 74). When participants who had experience supervising assessment (N = 42) were asked more specifically about competence related to supervising various aspects of assessment process, most reported feeling highly competent with regard to providing supervision in each area (see Table 1 for more detailed information). Overall, supervision of assessment activities was rated as either an 8 or 9 as median indicators,

TABLE 1: PERCEPTIONS OF COMPETENCE IN SUPERVISING VARIOUS ASPECTS OF ASSESSMENT FOR SCHOOL PSYCHOLOGISTS WHO HAVE EXPERIENCE IN SUPERVISION OF ASSESSMENT (N = 42).

Task	Mean Perception of Supervision Competence	Median Perception of Supervision Competence
Behavioral observations	9.4	9
Test scoring	9.0	9
Test administration	8.9	9
Data interpretation	8.8	9
Sharing assessment results	8.8	9
Test battery selection	8.5	9
Case conceptualization	8.4	9
Report writing	8.4	8.5
Interviewing	8.0	8

with the highest ratings of perceived competence in behavioral observations (Mean = 9.4; Median = 9), and lowest ratings of competence in interviewing (Mean = 8.0; Median = 8).

Supervision Practices

Participants who had experience supervising trainees in assessment (N=42) were asked about the frequency with which they engaged in specific supervision practices (never/rarely, typically, or always; percentages were rounded up to the whole number). Supervisors reported that they “always” engaged their supervisees in case discussions (68%), provided written feedback on reports (55%), discussed relevant topics (49%), and discussed their supervisee’s skills (44%). Supervisors “typically” provided direct observation (55%) and modeling/coaching (55%). And finally, the supervisors “never/rarely” assigned reading (61%), practiced or used role plays (56%), or provided formal evaluations (48%; see Table 2 for more detailed information).

Discussion

Despite the calls for a more preventative approach in school psychology (e.g., Sheridan & Gutkin, 2000), school psychologists spend about half of their time on assessment (Castillo et al., 2012), making it the most common work activity in the field. How school psychologists supervise assessment may have important implications for what happens before, during, and after the assessment process; however, there is a dearth of training in supervision of assessment, and we currently know very little about assessment supervision. In this study, we assessed school psychologists’ supervision training, perceptions of competence, and supervisory experiences.

Approximately half of the participants in this study had current or previous experience supervising trainees in assessment work, and more than half were interested in providing this type of supervision in the future. Despite this, less than one-third of participants reported specific training

TABLE 2: SUPERVISION PRACTICES FOR SCHOOL PSYCHOLOGISTS WHO HAVE EXPERIENCE IN SUPERVISION OF ASSESSMENT (N = 42).

Supervision Practice	Always	Typical	Never/Rarely
Case discussions	68%	22%	10%
Provide written feedback on reports	55%	24%	21%
Discuss relevant topics	49%	42%	10%
Discuss supervisee skills	44%	42%	15%
Direct observation	29%	55%	17%
Modeling/coaching	24%	55%	21%
Assigned readings	7%	32%	61%
Practice and role plays	5%	39%	56%
Formal evaluations	38%	15%	48%

Note: Percentages are rounded to the whole number and some may not equal 100%.



“... despite a lack of training related to assessment supervision, most participants felt highly competent in the supervision of assessment, rating their overall competence as an 8 (median) on a scale from 1 (not competent) to 10 (extremely competent).”

in the supervision of assessment. It appears that the majority of school psychologists who supervise assessment rely on on-the-job experience or generalize knowledge from supervision training on therapy and consultation. This is not entirely surprising given that doctoral programs with APA accreditation and NASP approval are more likely to address supervision (American Psychological Association Commission on Accreditation, 2015; NASP, 2010).

Interestingly, despite a lack of training related to assessment supervision, most participants felt highly competent in the supervision of assessment, rating their overall competence as an 8 (median) on a scale from 1 (not competent) to 10 (extremely competent). The high scores for these ratings are questionable, and there are two possible alternative interpretations: 1) the higher scores may be tapping into the concept of confidence, but not necessarily competence, or 2) the higher scores may be reflective of social desirability.

Due to the high rating of competence, with no supplemental data to confirm competence, the validity of the question is limited. In fact, the items regarding competence may be tapping into an underlying construct of confidence in the participant's perceptions that they can accomplish these tasks. Competence and confidence have been demonstrated to relate to each other regarding clinical psychology graduate students (Delphin & Roberts, 1980); therefore, it is feasible that perceptions of competence are actually levels of confidence. A second alternative is the notion that self-report data may include self-perception bias, with participants reporting higher than accurate levels about themselves (van de Mortel, 2008). Participants whose primary role is to conduct assessments may feel that they do their job well and want to reflect their work in a favorable light. Additionally, those without formal supervision training may lack awareness about gaps in their supervision skills, essentially not knowing what they do not know.

There are limited measures of supervision competence available in the field, and best practices and guidelines often rely on the supervisor to gain and measure their own competence through self-knowledge and skill acquisition (APA, 2014). Given that research is lacking and the widely accepted way of measuring supervision competence is through self-report, the field may need to consider investigating additional measures of supervision competence.

In this study, participants with supervision experience most often reported using written feedback on reports and discussions of cases, relevant topics, and supervisee skills during the supervision process. Supervisors reported less common use of practice and role plays, reading assignments, and formal evaluations of supervisee performance. These results indicate that supervisors are engaging in key elements that are directly tied to benefiting both the

supervisee and the case, but focus less on tasks that are only beneficial to the supervisee's training and not to the case. While not within the scope of the present study, future investigations should consider the developmental level of the supervisee and if supervision practices change based on more novice or advanced trainees. It was somewhat surprising that nearly half of supervisors "never/rarely" completed formal evaluations, given that training programs likely rely on supervisors' report of trainee's performance to monitor skill development and document competence. The management of roles and responsibilities to the client, supervisee, and training program is a unique position of an assessment supervisor, and the communication between the supervisor and training program may be one that is less defined. Future studies should evaluate the perceptions of assessment supervisors and the relationship they have with training programs.

This study was limited in that perceptions of school psychologists were explored via a cross-sectional design within a single district. Future research might explore assessment supervision practices in other geographical areas, from the perspectives of training programs and/or supervisees, and practices that enhance trainee outcomes.

Training in the supervision of assessment is often a neglected area for those who have received supervision training (Finkelstein & Tuckman, 1997; Tawfik, et al., 2016), and for supervisors who have not received any training in supervision, supervision of assessment may be a particularly challenging role. This pilot study was the first of its kind to investigate assessment supervision training, experiences, and practices of school psychologists. Next steps include continued inquiring into these topics, as well as more formalized training, consultation, and supervision dedicated to assessment supervision.

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SPOTLIGHT: DIVISION 16 GPSPI GRANTEES RECEIVE APA ACCREDITATION!

Division 16 is very pleased to report that three Division 16 GPSPI grantees have received APA Accreditation under the new standards this week! That represents a full 100% this round! Please join us in congratulating these terrific Directors:

Guilford County Schools Psychological Services Internship Program, Pleasant Garden, NC

(Affiliated with UNC Chapel Hill)

Director: Dr. Alexander V. Tabori

E: taboria@gcsnc.com

Pittsburgh Psychology Internship Consortium

(Affiliated with Duquesne University)

Director: Dr. Sally Hoover

E: hoovers@qvsd.org

High Plains Psychology Internship Consortium

(Affiliated with University of Northern Colorado)

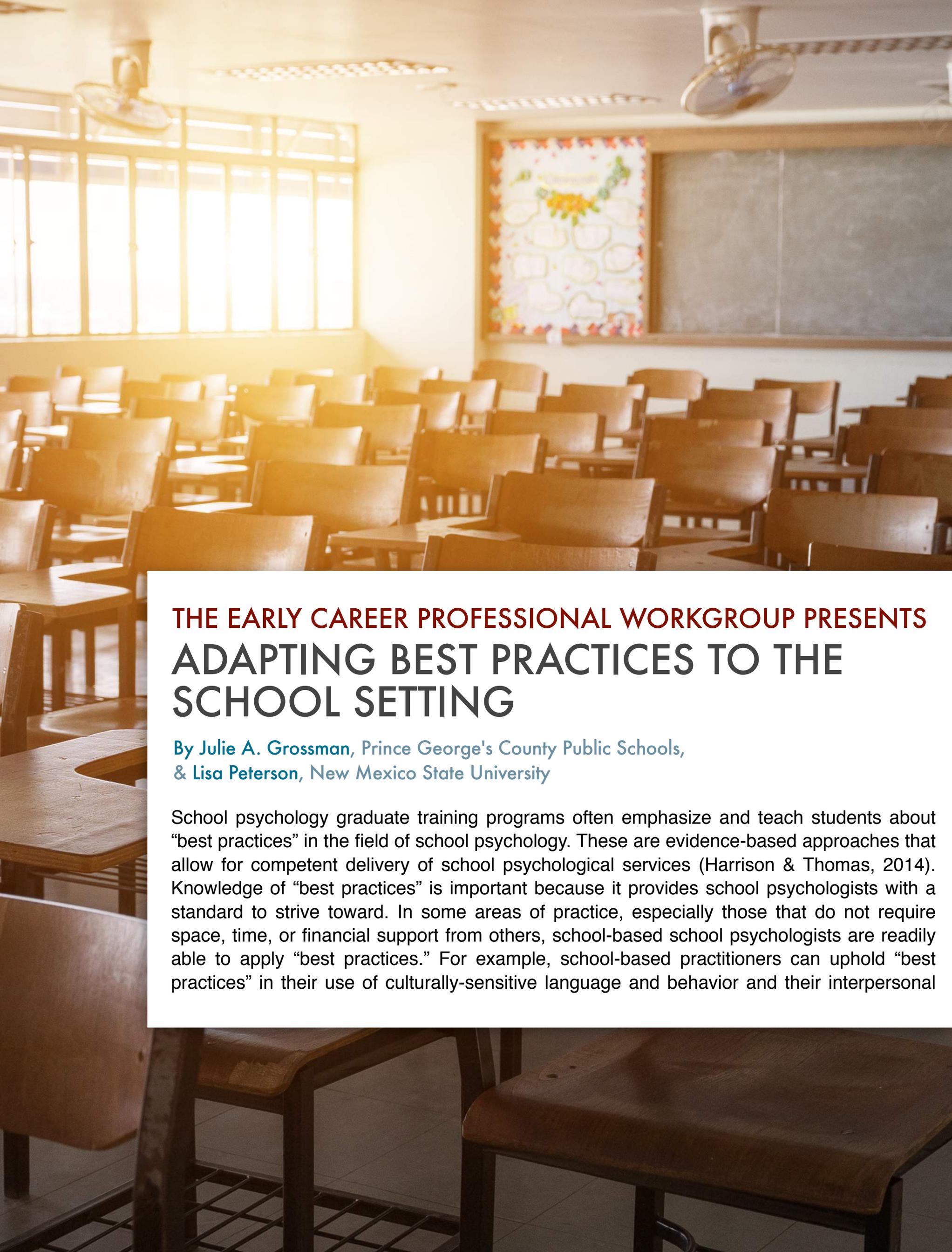
Director: Dr. Robyn Hess

E: Robyn.Hess@unco.edu

We thank NASP, CDSPP, and TSP for their continued support of this program!

The next GPSPI deadline is December 1, 2019. Those interested may learn more (including application instructions) [here](#).





THE EARLY CAREER PROFESSIONAL WORKGROUP PRESENTS ADAPTING BEST PRACTICES TO THE SCHOOL SETTING

By Julie A. Grossman, Prince George's County Public Schools,
& Lisa Peterson, New Mexico State University

School psychology graduate training programs often emphasize and teach students about “best practices” in the field of school psychology. These are evidence-based approaches that allow for competent delivery of school psychological services (Harrison & Thomas, 2014). Knowledge of “best practices” is important because it provides school psychologists with a standard to strive toward. In some areas of practice, especially those that do not require space, time, or financial support from others, school-based school psychologists are readily able to apply “best practices.” For example, school-based practitioners can uphold “best practices” in their use of culturally-sensitive language and behavior and their interpersonal

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and collaborative skills. In other areas, however, it often is not possible to meet the standards implied by “best practices.” Instead, school psychologists often have to learn how to adapt “best practices” to become “good practices that are feasible within the school setting.”

Despite the prevalence of this problem, few school psychology training programs teach their students about this shift from “best practices” to “good practices.” Instead, many school psychologists first experience the need to adapt “best practices” in schools in vivo, either during internship or in their first place of related employment. The present article describes the authors’ experiences in adapting “best practices” to be feasible in schools, in hopes that these examples will help ease the transition of prospective school psychologists from graduate training to professional employment. Specifically, the present article addresses both “best practices” and “good and feasible practices” related to two common professional activities of school psychologists: consultation and behavioral modification. This article may also be helpful for graduate trainers who are interested in addressing these issues in their graduate training program.

Consultation

In school psychology, consultation provides the backbone of the problem-solving process. At its most basic level, a teacher, parent, or administrator has asked for help with a student who may need academic, behavioral, or social-emotional support. Consultation is a collaborative process wherein the school psychologist is regarded as an expert in a particular area of service delivery and the consultee is regarded as an expert on the child. By understanding and respecting this collaborative relationship, optimal outcomes may be achieved.

Best Practices. According to best practice, consultation follows a series of steps (Conoley & Conoley, 1982). First, the school psychologist and the consultee (usually a teacher) meet to discuss the student and to establish a formal relationship. This process helps the school psychologist begin to understand the presenting problem as well as allows the dyad to establish operational definitions. The school psychologist then requests any relevant data that has been collected already and collects additional data (e.g., observational data) pertinent to the target problem. Interviews also are conducted with other adults (e.g., parents and staff) who know the student well and can provide further insight into his or her performance. Additionally, these individuals may be asked to complete rating scales and other questionnaires.

After these data are collected, the school psychologist and consultee analyze the presenting problem in order to develop strategies and

interventions. Throughout this conversation, the school psychologist remains cognizant of the teacher's management and teaching styles in order to maximize the likelihood of fidelity. Subsequently, intervention implementation begins, and the school psychologist provides continuing support and adjusts the intervention as needed.

Good and feasible practices. Several obstacles may arise when implementing consultation in the schools. By making adjustments to procedures in the stages of rapport building, intervention implementation, and data collection, these obstacles can be avoided, and consultation can be implemented successfully in the field.

Rapport building. Building rapport is a critical stage of the consultative process that can be complex in practice. In some cases, an administrator requests that the consultee (e.g., teacher) seek assistance (rather than the request coming from the consultee him or herself). Administrators may make this request for a myriad of reasons. For example, the administrator may feel as though the teacher is not responding to the needs of the student and is in need of guidance from another professional. Alternatively, multiple students in the teacher's class may be experiencing difficulties, and the administrator may hope that the teacher will generalize learned skills from a single case to his or her work with other students. We have found that any teacher concerns regarding the reason for the consultation referral need to be resolved in order for rapport to be established and for the process to be successful. A clear and concise conversation about the consultation process, including its purpose and what it entails, may help build rapport between the consultant and consultee as well as encourage the consultee to reclaim ownership and commitment to the process.

Implementation. School psychologists must enter the consultation process ready to advocate

for the child while also being mindful of the types of interventions that are feasible for a teacher to implement. At times, recommended interventions may include changes to a teacher's approach to working with an individual student or with the whole class. One of the authors of this article has experienced teachers becoming defensive when this occurs. By ensuring that interventions are based in data (including observations and interviews) and by accounting for the teacher's level of comfort, this author has found that consultee resistance can be minimized. Strong observations and awareness of a teacher's management style are critical for determining the types of methods that ultimately will be considered acceptable by that teacher. In the authors' experiences, once a teacher tries an intervention and sees initial success, his or her buy-in to the process increases and he or she may be more open to trying strategies that were previously refused.

Data collection. It is essential that data be collected in order to determine whether an intervention is successful. However, it can be difficult for teachers to collect data with fidelity, given the many other tasks they are expected to manage throughout the school day. Therefore, school psychologists must find ways to integrate data collection into a teacher's existing routine rather than appending it as new task to an already daunting list of daily responsibilities. We have found success when data collection strategies are linked to existing classroom management strategies employed by the teacher. Moreover, school psychologists must emphasize to their consultees the importance of implementing interventions and collecting data with fidelity. For general education students, these initial interventions often are used to determine whether an evaluation for special education eligibility is needed. For special education students, these interventions can help determine whether a change in services is needed.



“Given school psychologists’ knowledge of education, psychology, and child behavior, they are uniquely positioned to assist with behavior modification.”

Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)

Best practices. Given school psychologists’ knowledge of education, psychology, and child behavior, they are uniquely positioned to assist with behavior modification. In school psychology training programs, students are taught about the problem solving process as it relates to changing student behaviors. This process involves a team composed of various school personnel such as teachers, school counselors, school psychologists, and administrators (Schwanz & Barbour, 2004). This team implements a multi-step problem-solving process to identify and design interventions for student behavior. Steps in this process include prioritizing a behavior of concern, establishing an operational definition, determining the function of the behavior, choosing a data collection method, collecting baseline data, designing an intervention that utilizes evidence-based practices, implementing the intervention while collecting data, and evaluating the short-term and long-term progress (Iverson, 2002; Schwanz & Barbour, 2004).

Good and feasible practices. Three aspects of the problem-solving process that can pose challenges in school settings include the time required to accomplish all steps, the need for baseline data, and intervention feasibility. Each of these challenges is discussed below.

Amount of time. The problem-solving process can take time, which is almost always highly coveted and limited in schools. Moreover, by the time an FBA and BIP are requested, a student's behavior often has become so severe that teachers may feel desperate for immediate assistance. Therefore, team members often are disinclined to meet several times over a period of weeks to plan, implement, and monitor behavioral interventions. Rather, school staff often request that the FBA and BIP be completed in one, or possibly two, sessions. Additionally, some personnel may hold the misguided belief that the FBA can be created based on existing data or recollections of student behavior (rather than on new data collected specifically to determine the function of the student's behavior). It is important to help school staff understand that memories often are faulty and that attentional biases may cause them to overlook certain behaviors occurring in busy classroom environments.

One of the authors of this article completes informal observations of the student prior to FBA meetings in order to gain firsthand knowledge of the student's behaviors and to make sure that some new data have been collected in advance of the meeting. She also asks other team members to conduct observations and complete data collection sheets in order to have data ready to share during the creation of the FBA. This ensures that the FBA is based on data and allows the process to be condensed into fewer meetings.

Data collection. Given staff members' sense of urgency and concerns about time, teams often are more resistant to delaying intervention implementation in order to collect baseline data. When teams decide to meet only twice (once for the FBA and once for the BIP), one of this article's authors attempts to collect some form of baseline data prior to the second meeting. While there is a possibility that data collection methods will change between the baseline and

intervention periods, these efforts assure that at least some form of baseline measurement is available.

The manner in which data are collected during an intervention also requires adaptation to make "best practices" feasible in school settings. In graduate school, school psychologists are taught about a variety of ways to collect data, some more complex than others. Some of these data collection methods include event sampling, interval sampling, and time sampling. Given that teachers often are in charge of data collection, school psychologists must choose feasible and simple methods that allow the teacher to carry on their daily routines while also collecting data. In fact, the simpler and more feasible the data collection method, the more likely teachers are to collect data continuously and appropriately.

Some examples of practical and feasible teacher data collection methods include moving a paper clip from one pocket to another or drawing tallies on the board each time a behavior occurs. Tallies can later be transferred to behavior checklists for more formal recordkeeping. Ultimately, the key to feasible data collection methods is to employ strategies in which teachers can gather information without needing to divert their attention from other students or from the class as a whole.

Interventions. Similar to data collection methods, interventions need to be feasible for the personnel who implement them, especially if the implementer is a classroom teacher. In schools, interventions need to be as simple as possible in order for them to be implemented with fidelity. We have found that interventions are most successful when the individuals who will be implementing them are involved in their planning and design. School staff also benefit from assistance in creating intervention materials as well as ongoing implementation support, especially during the earliest phases of implementation.

Conclusion

School psychologists engage in many valuable activities and serve in a variety of roles to meet the needs of students of all ages. Although school psychologists leave graduate school equipped with essential knowledge of “best practices” in areas such as consultation and behavior modification, such knowledge often is challenged when they transition to formal employment in the schools. As school psychologists gain experience, they learn how to adapt “best practices” into “good and feasible practices” as well as how to exhibit measured flexibility. By helping graduate students and early career practitioners better understand the inevitable gap between “best practices” and “feasible practices,” school psychology trainers, supervisors, and others can ensure that children and adolescents receive the best possible services in school settings.

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SASP STUDENT CORNER

STRUCTURED PEER GROUP SUPERVISION: UTILIZATION FOR GRADUATE STUDENTS

By Elizabeth Williams, Fairleigh Dickinson University
& Anjelica Barone, Fairleigh Dickinson University

The National Association of School Psychologists (NASP) highlights the necessity of supervision for school psychologists at all levels, including graduate students, interns, early career practitioners, and seasoned professionals (NASP, 2018). Similarly, the American Psychological Association (APA) endorses the utility of supervision practices for licensed psychologists specifically (APA, 2014). Although the frequency and intensity of supervision may vary across these career stages, the goal of supervision

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remains the same: exchanging knowledge to develop competencies in domains of practice while promoting effective service delivery to students (NASP, 2018). Not only is supervision critical for ensuring the utilization of best practices, it is also a hallmark requirement of the school psychology practicum as well as internship experiences.

Through these experiences, it is required for graduate students and interns to receive a number of hours of supervision with a certified school psychologist. Fortunately, by utilizing the Structured Peer Group Supervision (SPGS) model, graduate students and interns are able to access another outlet for continued supervision experiences that is focused on peer group collaboration, rather than one-to-one sessions with a site supervisor. This model was recently amended by Newman, Nebbergall, & Salmon (2013) to include the steps and structure that will be outlined below. School psychology students can utilize the SPGS model, along with highlighting the benefits of supervision, to advocate for peer group supervision opportunities at their sites. We argue that is important to develop strong supervision habits during graduate training to promote long-term engagement of receiving and delivering supervision. To accomplish this goal, school psychology students can spearhead peer group supervision initiatives by promoting the peer group supervision model described below.

Benefits of Peer Group Supervision

Past research on peer group supervision has shown that engaging in a peer group supervision model has improved one's perceived skills in service provision, expanded on services offered, increased job satisfaction, promoted involvement in professional organizations, and improved practical knowledge of school psychology (Zins & Murphy, 1996, 2007). Further, individuals who participated in supervision from a group of peers expressed a higher level of interest in participating in similar opportunities in the future (Newman et al., 2013). When advocating for supervision opportunities at practicum and internship locations, graduate students and interns should be prepared to discuss these benefits of peer group supervision. Although NASP standards requires a certain number of hours of supervision per week, school districts will vary in their knowledge of the importance of supervision opportunities and school psychology students should be prepared to advocate for its utility.

Structured Peer Group Supervision (SPGS)

SPGS is a user-friendly model of peer group supervision with five clearly defined steps: 1) request for help; 2) seeking clarification; 3)

feedback; 4) response statement; 5) discussion. The success of these peer group supervision sessions relies, in part, on an appointed facilitator who is in charge of keeping the group focused on completing one step at a time. This ensures that all group members are following the expectations of each component of the model, which promotes treatment fidelity. The model has been found to be effective for both small and large groups of approximately 3 to 16 participants (Newman et al., 2016). It may be helpful, however, to form multiple, smaller supervision groups from larger numbers of individuals. An optional step in the model provides an opportunity for collaboration between small groups at the conclusion of each peer group supervision session. As described in the following steps, each session is focused on the case of one peer at a time. To ensure that everyone has an opportunity for supervision, it is recommended that this model is carried out on a regular basis. The following includes an overview of the SPGS model as updated by Newman and colleagues (2013):

Step One - Request for Help. The session starts with one group member providing details regarding a scenario in which they are looking to obtain further guidance on how to proceed. This may include sharing formal data (e.g., video tapes, testing results) about the case or describing an anecdotal experience. Due to the amount of information provided in case summaries, it is important that this request ends with a clear and definitive statement outlining exactly what the supervisee is requesting from the group. Examples may include, “I need the group’s help developing progress monitoring techniques” or , “I am requesting help on determining next steps in my counseling case.” During Step One, the supervisee is the only member of the group speaking. Questions and comments are reserved for Step Two. It is the job of the group facilitator to gently remind group members of this expectation, if needed.

Step Two – Seeking Clarification. After the supervisee has provided the group with background information on the case, group members have the opportunity to ask clarifying questions to obtain other relevant information that was not originally provided in the case overview. To maintain structure and organization, it is important for group members to take turns asking questions, which should be organized by the group facilitator (e.g., sitting in a circle and moving from one person to another). Unless asking a question, group members are otherwise silent during the clarification process. Questions are asked one at a time until there are no further inquiries. To obtain the most meaningful information possible, group members should ask open-ended questions. The group facilitator should ensure that everyone is taking turns and that each participant asks only one question at a time.

Step Three - Feedback. Based on the information given in the original request for help and the supplemental information provided from clarifying questions, group members next suggest a course of action for the current case. This feedback should be shared in a manner in which group members explain how they would handle the same case with one of their own students. For example, participants may start by saying, “If this were my case I would...” or another similarly framed scenario. During this time, the supervisee should not respond to group members’ suggestions. It is the responsibility of the group facilitator to remind the supervisee of this expectation, if needed. Instead of immediately commenting on suggestions, the supervisee should be taking time and attention to write notes and digest the valuable feedback from peers. Similarly to responses provided in Step Two, suggestions are given in an organized manner and turns are taken until there are no remaining recommendations from the group.



Pause/Break. This interim step involves taking a short break in order for the supervisee to collect and organize their thoughts prior to responding to each of the group members' suggestions in the upcoming steps. This step can feel artificial and scripted; however, it is important to carry out to promote implementation fidelity. The group facilitator may want to use a stopwatch to ensure that adequate time has been taken for the break.

Step Four - Response Statement. The next required step in the SPGS model, instructs the supervisee to directly respond to individual group member suggestions. Specifically, supervisees should comment with details regarding whether or not the feedback provided was helpful. For example, "It was helpful to hear that a self-monitoring intervention benefitted students with similar difficulties. I am going to look into starting this with my own student" or, "Although I failed to mention this, I have already implemented a response-cost component of a token economy." Finally, the supervisee should describe their

anticipated next steps with their case based on the help gained throughout the supervision session.

Step Five - Discussion. The fifth and final step in the SPGS model is optional and contingent on time availability. This step is also only applicable to supervision sessions in which there are multiple small groups within a large group setting. During this step, time should be taken for the entire group to join together and briefly review the cases discussed in each small supervision group. This allows for an additional layer of exposure to strategies that may be helpful for peers experiencing similar scenarios. It is important to remember that maintaining confidentiality continues to be an ethical obligation and is not overlooked in group supervision. Supervisees may wish to omit student or teacher names and leave out specific demographic information that is not critical to the understanding of the case. Group members are expected to not discuss case material outside of the supervision session.

Importance of Supervision for Graduate Students

The overarching goal of supervision is to share knowledge for the purpose of improving practice. A major component of supervision is providing useful feedback through an interpersonal interaction between two or more professionals (Guiney, 2019). One of the most crucial times for individuals to obtain supervision is during the early years, particularly throughout practicum and internship, when supervision plays a major role in building professional competence. The supervisor takes on the responsibility of the supervisee, overseeing all work completed by the school psychology student aligns with best practices (Guiney, 2019). While this supervisor-supervisee relationship is influential in one's development as a professional, practicum students as well as interns may benefit from collaboration with peers, as this may provide a more open and comfortable space to share ideas and solve problems. Newman et al. (2013) report that during peer group supervision, graduate students felt more comfortable and less anxious in comparison to supervision with a formal supervisor in which there may be feelings of judgement or evaluation.

The SPGS model of peer group supervision may be particularly useful for practicum students and interns at sites where there are multiple school psychology graduate students. Not only does this model provide a networking outlet, it can also provide students with a different perspective on real-world experiences as well as exposure to cases addressing lower-frequency events, such as a school crisis or need for risk assessments. Given the differences in culture from one building to another, peer group supervision can provide graduate students with insight into how other schools operate without physically entering that system. In addition, this supervision strategy can be carried out without the oversight of certified supervisors, lending to an increase in independence. It is important, however, for graduate students to continue consulting with

certified supervisors before making treatment planning changes to the students on their caseload.

Promoting Permanent Supervision Habits

The SPGS model of peer group supervision is a structured supervision process that graduate students and interns can spearhead at their own sites. Since the need for supervision does not disappear after completion of the practicum and internship experiences, it is important for future school psychologists to be well-versed in supervision models to develop the habit of continued engagement in this critical piece of professional practice. It is important to develop supervision routines in graduate school as a discrepancy exists between actual field-based supervision practices and the literature outlining the practical value of supervision (Newman et al., 2013). Knowledge of peer group supervision strategies can also be a talking point during job interviews and utilized as a suggestion for promoting systems-level change that does not require additional funding or administrator oversight. Overall, supervision during practicum and internship is an indispensable component of becoming a competent and effective professional in the field of school psychology. The SPGS model offers an outlet for peer group supervision in which graduate students and interns can acquire long-term benefits.

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SPEND AN AFTERNOON WITH DIVISION 16 AT THE 2019 APA CONVENTION!

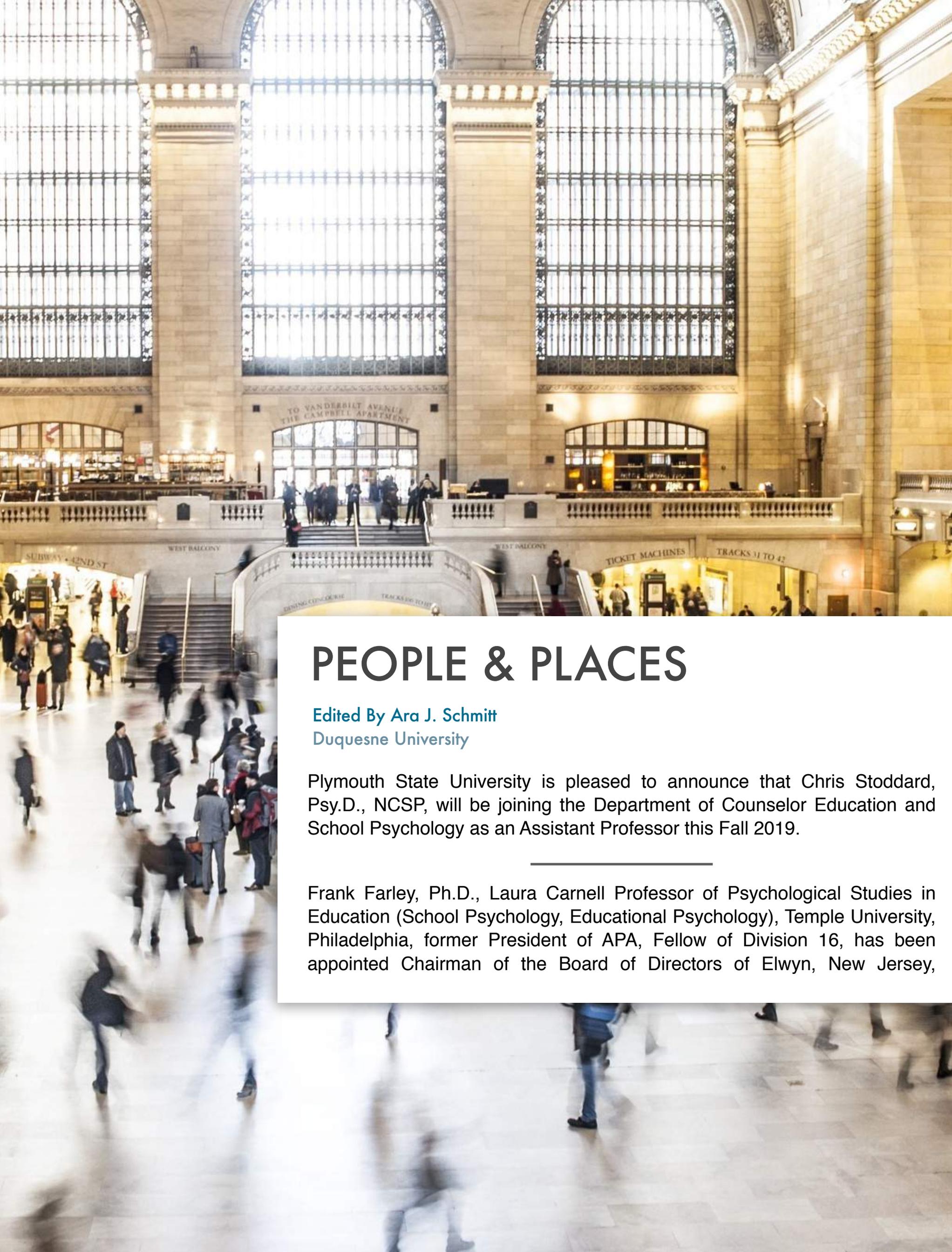


Division 16 invites you to spend the afternoon with us on **Saturday, August 10th** at this year's APA Convention in Chicago, IL!

First, Dr. Melissa A. Bray has prepared this year's annual Presidential Address, entitled "The Evolving Paradigm of School Psychology," which will feature Melissa Bray, Thomas Fagan, Bruce Bracken, and Lea Theodore (2:00 PM – 2:50 PM; Marriott Marquis Chicago, Hotel Geography Room).

After Dr. Bray's remarks, be sure to join us for our Business Meeting and Award Ceremony (3:00 – 4:50 PM; Marriott Marquis Chicago Hotel Shedd Rooms A and B) and the Division 16 Social Hour (5:00 – 5:50 PM in the same location).

It's bound to be a day filled with insight, celebration, and fantastic opportunities to network with fellow Division 16 members. We hope to see you there! In the meantime, learn more about our program and events at our dedicated convention page, [here](#).



PEOPLE & PLACES

Edited By [Ara J. Schmitt](#)
Duquesne University

Plymouth State University is pleased to announce that Chris Stoddard, Psy.D., NCSP, will be joining the Department of Counselor Education and School Psychology as an Assistant Professor this Fall 2019.

Frank Farley, Ph.D., Laura Carnell Professor of Psychological Studies in Education (School Psychology, Educational Psychology), Temple University, Philadelphia, former President of APA, Fellow of Division 16, has been appointed Chairman of the Board of Directors of Elwyn, New Jersey,



continuing as a member of Elwyn’s national Board of Directors. Elwyn is the nation’s second largest non-profit provider of educational, behavioral health and family support services for special needs persons, operating in several states. Elwyn New Jersey is headquartered in Vineland, NJ, and is particularly noteworthy in that within its portfolio is the former Vineland Training School, one of the most historic institutions in this field. Dr. Farley is also on the Wellness Advisory Board of Everyday Health Group (EHG). EHG is responsible for the online report ‘The United States of Stress’, among many activities working with MayoClinic.org, and attracts over 46 million health consumers to its wellness websites.

Syracuse University is pleased to share that Dr. Bridget Hier will join the School Psychology Program at Syracuse University in the Fall of 2019.

Pace University – New York City Campus is pleased to announce the formation of a new Ph.D. in School Psychology Program. Anastasia E. Yasik, Ph.D. (ayasik@pace.edu), will act as Program Director. Enrollment will begin Fall 2019. More information can be found online, [here](#).

The University of Montana School Psychology faculty wish to congratulate Jacqueline Brown, PhD, for her promotion to Associate Professor of Psychology!

Vincent Alfonso, PhD, will step down as Dean of the School of Education at Gonzaga University at the end of this spring semester. Following an administrative leave, in spring 2020, he will join the school psychology program faculty. Gonzaga initiated an Ed.S. School Psychology Program in fall 2018.

Duquesne University is pleased to announce that Ara Schmitt, PhD, has been promoted to the rank of Professor of School Psychology.

The University of California, Berkeley welcomes Dr. Kate Perry who has been hired as the Academic Coordinator for the School Psychology Program.

Dr. Rhonda Nese, a school psychology graduate of Howard University (masters) and the University of Oregon (PhD), was recently hired as an Assistant Professor at the University of Oregon in the Department of Special Education and Clinical Sciences. In addition, she was recently awarded an IES grant to develop an instructional alternative to exclusionary discipline, and in general is doing incredible work for schools and students.

The University of Minnesota School Psychology Program is pleased to congratulate the following faculty on their recent promotions. Faith Miller, a member of the program faculty since 2014, was promoted to Associate Professor with tenure.

Faith's scholarship addresses identification and adoption of evidence-based practices related to school-based social, emotional, and behavioral assessment and intervention. Faith has been instrumental in multiple OSEP-funded personnel preparation grants preparing school psychologists and special educators to address local shortages. In addition, the program is very pleased to congratulate associate professors Clayton Cook and Amanda Sullivan on their promotions to Professor with tenure. Clay, a member of the UMN program since 2015, studies the development, evaluation and implementation of evidence-based practices to improve youth access to needed social, emotional and behavioral supports in schools, with a focus on implementation science. Amanda studies education and health disparities among children from culturally and linguistically diverse backgrounds, equity in and effectiveness of the educational and health services they receive, and how ethics and law shape practices and students' experiences. Amanda is also the Program Director and provides leadership for the program's future faculty and specialist-level OSEP personnel preparation grants.

See Yourself & Colleagues Here!



Please send items for next issue's "People & Places" to [Ara Schmitt](#). Suitable information includes personal accomplishments within the field, such as hires, professional awards, and other recognitions. Similarly, let us know about the accomplishments of your program or institution (e.g., gaining accreditation status). Finally, please let us know about relevant program creations—such as training programs, internship sites, post-doctoral positions, and so forth.

IN MEMORIAM

REMEMBERING DONALD C. SMITH 1926 - 2019, FOUNDING EDITOR OF THE JOURNAL OF SCHOOL PSYCHOLOGY

By Tom Fagan

The University of Memphis

Recently Dean Stoffer contacted me about verifying his NASP charter membership (which I believe he held) and we discussed the whereabouts of his mentor, Don Smith. I was familiar with Smith's significance to the founding and editing of the *Journal of School Psychology* (Fagan & Jack, 2012, and an overview of Smith's early career interests, employment, and contributions were discussed in an oral history video conducted by Donald Wells in January 1992). Wells was historian for the Florida Association of School Psychologists. My brother lives in Ft. Myers and on my visit there in 2013 I had lunch with Smith at his Kelly Green retirement village. He was still golfing and was quite active mentally and physically. We



enjoyed recalling events in the early years of the journal and Ohio school psychology. I tried reconnecting to Don in the past year but had no success. Spurred by Dean Stoffer's inquiry, I learned of Smith's death while searching for him online.

Donald Curtis Smith, the first editor of the *Journal of School Psychology* died on April 29, 2019 in Ft. Myers, FL. He was born in Chestertown, NY on July 19, 1926. A well educated person who came to school psychology from related fields, he received his BA in English (1949), MA in school psychology (1951), and PhD in Developmental/Educational Psychology and Exceptional Children (1959) all from Syracuse University. After an internship in Child Clinical Psychology with the NY State Department of Mental Hygiene, he held academic positions with Ohio State University (1959-1971) including director of the child study center and coordinator of the school psychology program. He then joined the faculty at Florida International U. until his retirement in 1993 and moved to Ft. Myers. At FIU he held several administrative positions in the Division of Psycho-Educational Services and the College of Education and helped to develop a school psychology program. His vita identifies numerous university-related committee assignments across the FIU campus. His interview with Donald Wells (1992) reveals Smith's evolving background interests in journalism, clinical psychology, service placements and eventually his encouragement from the distinguished William Cruickshank to return to Syracuse and pursue doctoral studies.

Don was active in the Ohio School Psychologists Association and later the Florida Association of School Psychologists as well as state psychology associations. He was also active in the early years of the Ohio Inter-University Council on School Psychology that assisted the development of training and promoted state-supported internships across the state. He was an associate member of APA in 1954, then member in 1958 and Fellow in 1969 (Division 16) and held several



Dr. Donald C. Smith

Division committee assignments. He also was a diplomate in school psychology. I don't believe he was ever a member of NASP. He belonged to several groups during his most active years reflecting his broad interests in psychology and education; and his teaching assignments crossed several education and psychology areas. However, his main school psychology contribution was helping to found and edit the *Journal of School Psychology* 1962-1968 (Fagan & Jack, 2012) and work with the journal's board for several years. Originally sponsored by the Ohio Department of Education, the journal soon encountered financial troubles and was able to continue by selling shares as a private not-for-

profit venture. The *JSP* established a long record of financial success and became the financial centerpiece of the Society for the Study of School Psychology. During the 1960s and 1970s, he published several survey articles that helped to define the field's development.

FIU faculty member Phil Lazarus recalls Don's employment there: "I knew Don. He was the Associate Dean of the College of Education at Florida International University. He also served as our Department Chairperson when we were called the Department of Psychoeducational Studies. He founded the School Psychology Program at Florida International University and was responsible for hiring me as the second full-time director of our program. He was hard working, gentle, and a man of integrity. He was well liked by his colleagues. He was also influential in bringing our program up from the master's level to the specialist level. I kept in touch with him for about five years after his retirement but then we lost touch."

He was married to Jodi Fordyce Smith (1937-2007) from 1964 until her death. Her background was in social work and they had three children. Her family history was the subject of a book she and Don published in 2005 (Smith & Smith, 2005). Perhaps his earlier undergraduate interests as an English and journalism student finally came to fruition. Persons interested in Don's career contributions can get a copy of his vita by contacting Tom Fagan, Dept. of Psychology, 400 Innovation Dr., U. of Memphis, Memphis, TN 38152.

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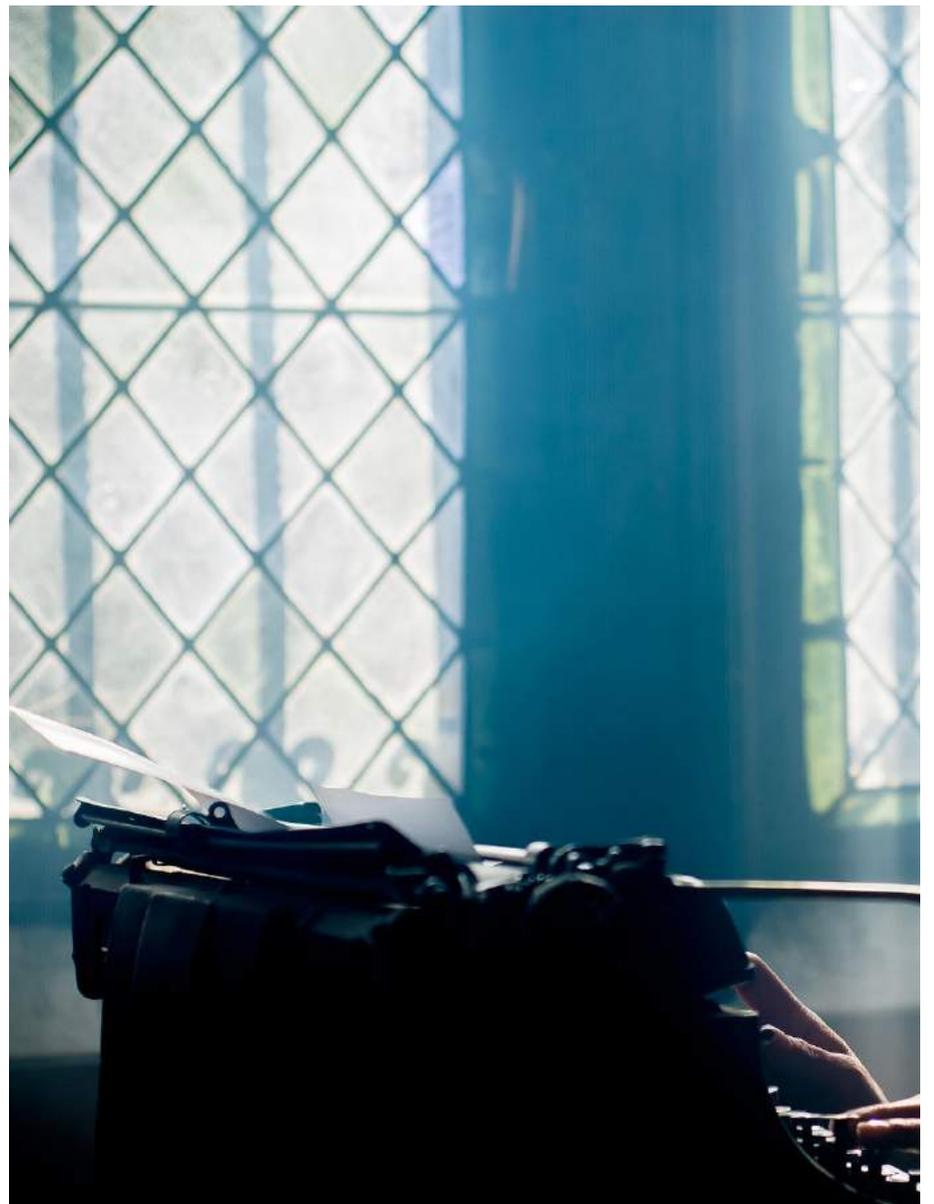
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Article submissions of 12 double-spaced manuscript pages are preferred. Content of submissions should have a strong applied theme. Empirical pieces conducted in school settings and that highlight practical treatment effects will be prioritized. Other empirical pieces should have a strong research-to-practice linkage. Non-empirical pieces will also be reviewed for possible publication, but are expected to have a strong applied element to them as well. Briefer (up to 5 pages) applied articles, test reviews, and book reviews will also be considered. All submissions should be double-spaced in Times New Roman 12-point font and e-mailed to the Editor. The manuscript should follow APA format and should identify organizational affiliations for all authors on the title page as well as provide contact information for the corresponding author. Authors submitting materials to *The School Psychologist* do so with the understanding that the copyright of published materials shall be assigned exclusively to APA Division 16.



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