

# The Evaluation of the Ohio Internship in School Psychology

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# Historical and Legislative Context

- The Ohio Internship in School Psychology has been funded by the Ohio Department of Education since the 1970s
- The Ohio Internship in School Psychology has operated as a Special Program through the Ohio Department of Education since 2004
- School Psychology faculty must demonstrate accountability to ODE who in turn report to the State Legislature





Why should School Psychologists  
care about demonstrating  
accountability for the outcomes  
of their professional practice?



## *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2020)

“School systems conduct regular evaluations of the collective delivery of student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes).”  
(Organizational Principle 1.5)

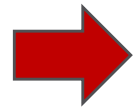


# Evaluation of the Ohio Internship Program

- I. Intern Competencies as Rated  
by Field Supervisors
- II. Number of Students Served  
at each Tier
- III. Impact of Six Interventions  
Developed by Interns



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## Intern Competencies: NASP *Standards*

- 1: Data-Based Decision Making
- 2: Consultation & Collaboration
- 3: Academic Interventions & Instructional Supports
- 4: Mental & Behavioral Health Services & Interventions
- 5: School-Wide Practices to Promote Learning
- 6: Services to Promote Safe & Supportive Schools
- 7: Family, School, & Community Collaboration
- 8: Equitable Practices for Diverse Student Populations



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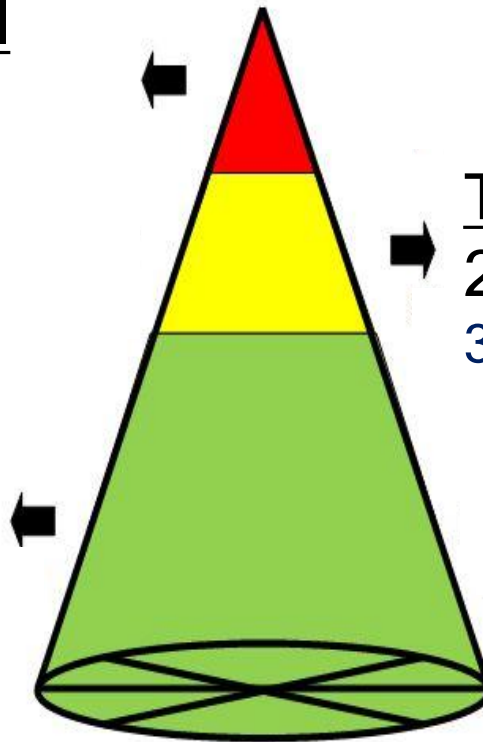


# Number of Students Served by Ohio School Psychology Interns

Tier 3: Individual  
2,071 Students  
22 Students: Intern

Tier 2: Targeted  
2,856 Students  
30 Students: Intern

Tier 1: Universal  
38,993 Students  
410 Students: Intern



# Tier 1 Services vs. Tier 1 Universal Supports



# Tier 1 Services vs. Tier 1 Universal Supports

Tier 1 **services** include supporting effective system practices

- Assisting with universal screening
- Assisting with decision making based on data within an MTSS framework
- Serving on decision-making teams for planning effective core practices such as Positive Behavioral Interventions and Supports (PBIS)



# What We Need From YOU!

## Number of Students Served by Tier

- ☑ Number of Students Provided Tier 1 **services**
- ☑ Number of Students Served at Tier 2
- ☑ Number of Students Served at Tier 3

## Demographic Characteristics of Students Served at **Tier 2 and 3**

- Race/Ethnicity
- Gender
- Limited English Proficiency (LEP)
- Student with a Disability



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# The Impact of Interventions Developed by Interns

- |                   |                   |
|-------------------|-------------------|
| ① Tier 1 Academic | ② Tier 1 Behavior |
| ③ Tier 2 Academic | ④ Tier 2 Behavior |
| ⑤ Tier 3 Academic | ⑥ Tier 3 Behavior |



# Selection of Interventions for the Ohio Internship Evaluation

- Expected that these interventions and supports are exemplars of your service to students, teachers, and families
- Interventions provide evidence of your understanding and application of Multi-tiered System of Supports (RTI/PBIS)



- Interventions feature an evidence-based instructional program or internally-valid intervention (intervention adherence and progress monitoring)
- School Psychology Intern must be **meaningfully involved** in consultation *with* others in problem solving, intervention planning, and monitoring
- Ideally, the Intern is **not** the interventionist







## Tier 1: Universal Supports

Tier 1 includes the school-wide and class-wide core curriculum and instructional and behavioral supports.



# Tier 2: Targeted Interventions

Tier 2 interventions include supplemental research-based supports, often delivered in a small-group arrangement.

Tier 2 interventions must be functionally linked to the assessment data.





## Tier 3: Individualized Interventions

Tier 3 intensive, individualized interventions involve empirically-based interventions matched to students' need for students who did not demonstrate sufficient rates of improvement in response to Tier 2 interventions.

Tier 3 interventions are designed collaboratively within a data-driven, problem-solving context.



## Matching Students to Tier of Support Based on Need

Tier of Support	Defining the Tier
Universal Supports Tier 1	Core instruction with instructional supports
Targeted Intervention Tier 2	30 min, 3-5 days/week 5-8 students
Intensive Intervention Tier 3	45-120 min, 5 days/week 1-3 students



## Progress Monitoring Schedule

Tier of Support	Frequency of Progress Monitoring
Universal Supports Tier 1	Three or four times a year
Targeted Intervention Tier 2	Once or twice a month
Intensive Intervention Tier 3	Weekly or twice a week

**Vary the Schedule According to the Intensity of the Intervention!**



# What We Need From YOU!



# Descriptive Information to be Submitted for Each Intervention

## Intervention's core components

- ☐ Direct instruction, use of model/prompts
- ☐ Practice
- ☐ Improve instructional materials
- ☐ Improve/modify instructional context
- ☐ Establish/review rules
- ☐ Positive reinforcement
- ☐ Behavior contracts
- ☐ Self-management
- ☐ Response cost
- ☐ Group contingencies
- ☐ Token economy



# Descriptive Information to be Submitted for Each Intervention

- Intervention's core components
- Location (school/agency)
- Intervention provider
- Number of students served (T1 & T2)
- Grade level(s)
- Number of weeks of implementation
- Average number of hours per week





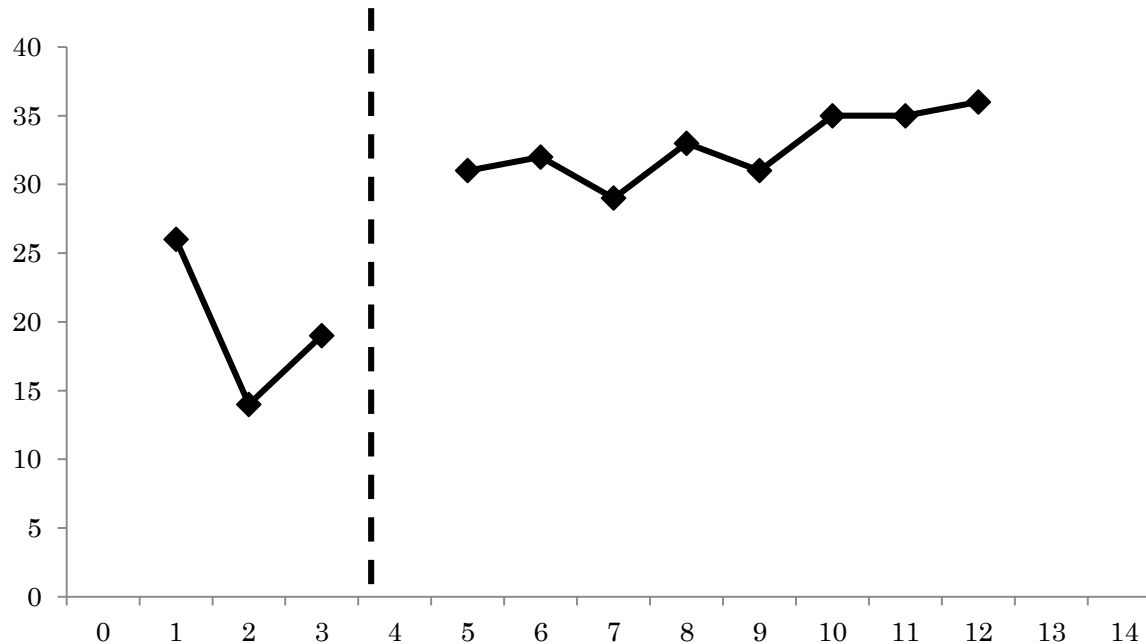
# Intervention Adherence/Treatment Integrity

- ❑ Procedural Checklist:  
Self-reported
- ❑ Procedural Checklist:  
Independent Observer
- ❑ Permanent Product Review

How often adherence was measured?



# The Impact of Interventions Developed by Interns



## Summary Statistics

Goal Attainment Scaling = **REQUIRED**

- Percentage of Non-Overlapping Data Points
- Effect Size



# What Impact Did Ohio's School Psychology Interns Have on Students' Goal Attainment?

+2: Much More than Expected

+1: Somewhat More than Expected

0: No Change

-1: Somewhat Less than Expected

-2: Much Less than Expected



# Calculating Percentage of Non-overlapping Data Points (PND)

## Calculating PND

- For an intervention designed to increase the target behavior, determine the percentage of the intervention data points that fall above the highest baseline data point.
- For an intervention designed to decrease the target behavior, determine the percentage of the intervention data points that fall below the lowest baseline data point.

## Interpreting PND

85% or above = highly effective

65% - 84% = moderately effective

50% - 65% = questionably effective



# Calculating Percentage of Non-overlapping Data Points (PND)

## Considerations when using PND:

- PND should not be used if there are extreme scores, such as a 0 in the baseline for a target behavior you want to decrease or an extremely high value in the baseline for a target behavior you want to increase.



# Calculating Effect Size: Standard Mean Difference

$$ES = \frac{\text{mean of the intervention data} - \text{mean of the baseline data}}{\text{standard deviation of the baseline data}}$$

## Interpreting Effect Size

- $\pm .80$  or greater = large effect
- $\pm .50-.79$  = moderate effect
- $\pm .20-.49$  = small effect

## Considerations when using effect size:

- Effect size can not be calculated if the baseline data is limited to one or two points only
- Effect size can not be calculate if there is no variability in the baseline ( $SD = 0$ )



*Frequently Asked  
Question #1*

**Question:**

When I begin entering my data into SurveyMonkey, can I leave it incomplete and come back to it later?

**Answer:**

No, the website does not have the capacity to save your data. You can return to the website, but you will be treated as a new respondent. If you have a false start and need to start again, add a + to your initials (example: JM+) to indicate it is you again.



## Frequently Asked Question #2

### **Question:**

Is professional development for teachers considered a Tier 1?

### **Answer:**

It depends. Professional development is a Tier 1 support if it was designed within a problem-solving context to address a data-based need. It would be driven by a hypothesis that increases in teacher knowledge/skill were needed.



Frequently Asked  
Question #3

**Question:**

If I have more than one target student (i.e., Tier 2 group), do I enter the impact data (GAS, ES, PND) for each student?

**Answer:**

No, aggregate your data for the group intervention.

## Frequently Asked Question #4

### **Question:**

If I have more than one target variable, do I enter the impact data (GAS, ES, PND) for each target?

### **Answer:**

No, prioritize one target variable for the purposes of the evaluation of the Ohio Internship Program.

# Accountability for this Internship Year:

## *What We Need From YOU!*

### Number of Students Served by Tier

- ☑ Number of Students Provided Tier 1 **services**
- ☑ Number of Students Served at Tier 2
- ☑ Number of Students Served at Tier 3

### Demographic Characteristics of Students Served at **Tier 2 and 3**

- Race/Ethnicity
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# Accountability for this Internship Year:

*What We Need From YOU!*

Each Intern will submit descriptive information and impact data for six interventions:

- |                   |                   |
|-------------------|-------------------|
| ① Tier 1 Academic | ② Tier 1 Behavior |
| ③ Tier 2 Academic | ④ Tier 2 Behavior |
| ⑤ Tier 3 Academic | ⑥ Tier 3 Behavior |

By May 14, 2022 you will receive an e-mail with a link to a SurveyMonkey form to enter these data.



## Thinking about Accountability for Professional Practice

Effective school psychological service delivery is **evidenced by direct, measurable, positive impact** on children, families, schools, and other consumers.

(NASP, 2010)

