

Consultation, Supervision, and Professional
Learning in School Psychology Series

SECOND EDITION

SUPERVISION IN SCHOOL PSYCHOLOGY

The
Developmental,
Ecological,
Problem-solving
Model

DENNIS J. SIMON and
MARK E. SWERDLIK



“There are few areas of professional responsibility as important to the future of school psychology as professional supervision. The second edition of *Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model* by Dennis J. Simon and Mark E. Swerdlik makes a significant contribution to our supervision knowledge base. It covers a diverse range of important topics, including foundations of effective supervisory relationships, the developmental, ecological, and problem-solving model, professional development for supervisors, and preparation of future supervisors, and includes many new chapters devoted to contemporary supervision issues. I highly recommend this book to all current and prospective school psychology supervisors.”

— *Joseph Prus, Ph.D., Professor Emeritus at
Winthrop University, USA,
Past Co-Chair of the NASP Graduate Education Committee*

“The DEP model of supervision is a superb resource for any current and future school psychology supervisor. The framework includes practical applications that apply to all areas of school psychology with an important focus on essential skills such as self-care and social justice. The second edition builds upon the first with updated best practices, including case examples, reflection activities, and practice-ready tools.”

— *Laura Swanlund, Ph.D., NCSP, LCP, Director of
Comprehensive Mental Health and Related Service with
Community Consolidated School District 15, Palatine, IL*

“As a trainer of the Illinois School Psychologists Association’s Supervisor Credential Training Program, I can attest that the content covered in the first edition of *Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model* upon which the training is based, has been eagerly received by supervisors from a broad range of experience ranging from early career to seasoned practitioners. The second edition has been enhanced by extended coverage of the ecological component which includes timely topics related to recent events that have affected school communities. These include defining practice from a social justice perspective, demonstrating multicultural responsiveness, advocating for systems change activities, and others. I have no doubt that such enhancements and, in addition, new chapters on self-care, telesupervision, and addressing problems in professional competence will fuel continued interest and enthusiasm.”

— *Rosario C. Pesce, Ph.D., NCSP, J. S. Morton HS District,
Cicero, IL (Retired), Former School Psychology Coordinator of
Clinical Training, Loyola University Chicago, USA*

“*Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model* provides a comprehensive model for supervision in the field, connecting current research with practical application strategies and tools to support the professional growth of school psychologists and school psychology supervisors at all stages of career development. The inclusion of chapters focused on diversity, cultural responsiveness, and social justice advocacy as critical components of school psychology practice and supervision further enhances the value and utility of this already invaluable resource. Practical content related to telesupervision and self-care is both timely and necessary to the development and retention of highly qualified practitioners and supervisors at the practicum, intern, and credentialed psychologist levels. The included case studies, reflection activities, and tools can immediately be integrated into practice, enhancing, and improving supervision outcomes. This resource will continue to serve as the foundation for our district’s school psychology supervision model.”

— *Donna M. Desaulniers, M.S., Program Manager, School Psychology Services, Fairfax County Public Schools, VA*

“The developmental nature of the DEP model makes it an invaluable framework for the supervision of school psychology graduate students, early career school psychologists, and even seasoned practitioners! Many field supervisors lack formal training in the provision of supervision, and this book provides the structure, real-world case studies and reflection activities to help fill that void. The second edition does a fantastic job expanding coverage on issues that have increased in focus in recent years, such as social justice advocacy, self-care, and telesupervision.”

— *Karen Monahan, Ph.D., NCSP, Coordinator of Psychological Services, Fort Mill Schools, SC*

“With this updated edition, Drs. Simon and Swerdlik provide a must-read for supervisors working with school psychologists from novice to expert. Their book is packed with checklists and other practical tools specifically designed for our field. Updates include current topics such as social justice advocacy and system change. You won’t find another resource like this!”

— *Susan Gallagher, Ph.D., BCBA, School Psychology Coordinator, La Grange Area Department of Special Education, IL*

“Drs. Simon and Swerdlik have developed a text that is equally helpful for supervisors and supervisees as they design, monitor, and evaluate the many facets of the supervisory experience. The numerous case examples and tools included in the appendices provide helpful, practical resources to improve and enhance supervision and the attention to social justice and telesupervision are provided at a critical time for the field of school psychology. This text is a must-read for new and experienced supervisors and is an invaluable addition to the reading list for those who provide training and support for field supervisors.”

— *Shawna Rader Kelly, School Psychologist, Bozeman Public Schools, MT*

SUPERVISION IN SCHOOL PSYCHOLOGY

Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model examines specific factors that contribute to successful supervision in school psychology, including the integration of a developmental process of training, the ecological contexts that impact practice, and evidence-based problem-solving strategies. Supervision is a core professional competency requiring specific training for the benefit of supervisees, clients, and the profession. Written for graduate students, researchers, and professionals in the field of school psychology, this book provides thorough, specific, and immediately applicable methods and principles for supervisory practice. Featuring a diverse set of pedagogical tools, *Supervision in School Psychology* is an important resource for navigating the distinct challenges specific to the demanding and diverse competencies associated with supervision in school-based settings.

This second edition is significantly expanded and includes updated research on best practices in school psychology supervision. Expanded coverage and new chapters address system change and social justice advocacy skills, problems in professional competence, self-care, telesupervision, and deliberate practice. Maintaining DEP's focus on the practical application of best practices, additional strategies are presented for teaching diversity and multicultural responsiveness anchored in cultural humility. Supplemental case study material, supervisory process and reflection activities, tables, graphics, and practice-ready appendices serve as tools that illustrate best practices in supervision.

Dennis J. Simon, Ph.D., is a licensed clinical and school psychologist with over three decades of experience supervising interns, professionals, and psychological services. For 14 years, he was the Director of NSSEO Timber Ridge Therapeutic Day School, a zero-reject public school program serving the

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Drs. Simon and Swerdlik, joined by collaborating author Dr. Tracy Cruise, created and coordinate the *Illinois School Psychologists Association's Supervisor Credential Program*, a model program for professional development for school psychology supervisors based on the DEP Supervision Model for School Psychology.



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SUPERVISION IN SCHOOL PSYCHOLOGY

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Dennis J. Simon and Mark E. Swerdlik

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Supervision is a commitment to the next generation of professionals and clients. We dedicate this text to our families. We remember our parents' commitment to our development; and as we watch our grandchildren grow, we are moved by the quality and commitment of our children to their children and to their own chosen professions. We are privileged to see our grandchildren develop, learn, and grow, being prepared to be the next generation of supportive and socially conscious problem-solvers.

For
Our late parents
Paul and Josephine Simon
Al and Edna Swerdlik
Our Wives
Kathy Kapp-Simon and Peggy Swerdlik
And Our Children and Grandchildren
Kristie (Evan, Kara, & Logan), Cheryl (Kaiden, Miles, and Brady),
Jeffrey [Simon Family]
Jenny (Colin & Grace) and Danny [Swerdlik Family]



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PREFACE

When we ask psychology graduates to share the most important influences on their professional development, they invariably highlight their internship experience and the critical contributions of their clinical supervisors. Decades after our own training, we each maintain contact with the important supervisors and mentors who shaped our early career development. When the supervisory relationship is effective, clinical supervision has a lasting impact on the supervisee's professional development and positively impacts the quality of services delivered to children and families for years to come. The skilled practice of supervision is one of the most important and far-reaching professional contributions we make in our careers.

Supervision as Quality Control for the Profession

For preservice preparation, clinical supervision integrates classroom preparation and field experience to ensure that the next generation of psychologists is prepared to practice competently. Initial professional competencies are solidified and deepened when early career psychologists receive routine clinical supervision. The nature of psychological practice is rapidly evolving across all disciplines. Innovations like integrated healthcare in clinical settings and multitiered systems of support in school settings require psychologists to adopt new roles, acquire additional skill sets, and collaborate in new ways with other professionals. In schools in particular, psychology has expanded practice activity to focus on promotion of social-emotional health, early intervention, and integrated intervention plans that address both individual and systemic issues with an emphasis on diversity and culturally responsive practices. This evolution of psychological service delivery requires veteran credentialed psychologists to

engage in continuing professional development. Clinical supervision supports veteran psychologists as they navigate new demands and engage in novel service delivery. Supervision provides essential supports for implementing contemporary evidence-based assessment and intervention protocols. Thus, effective supervision provides critical benefits for practitioners at all levels of experience and promotes quality state-of-the-art services for the welfare of the public we serve.

Supervision as a Distinct Professional Competency

APA (2011, 2015a) has identified supervision skills as core professional competencies, and NASP (2018, 2020a) promotes the need for supervision not only for preservice training but throughout psychologists' professional career. This means that all psychologists should receive training in supervisory skills. It is essential that clinical supervisors possess strong clinical skills; however, by itself, this is insufficient to be an effective supervisor. Specific competencies in supervisory skills, methods, and processes are required for effective supervision. Similar to other professional competencies, training in supervision skills requires knowledge of best practice and contemporary research, application of skills under (meta)supervision, collegial supports, and continuing professional development. This text will focus on these issues. We will present a framework for supervision in line with current best practice; delineate behaviorally specific methods and processes; describe structures and activities for supervision training and ongoing professional development for graduate students, early career professionals, and veteran psychologists; and define a research agenda to advance our empirical understanding of best practice in supervision.

Focus on Supervision in School Psychology

Most of what has been written about clinical supervision continues to come from counseling and clinical psychology. There is a critical need for a school psychology-specific formulation for best practices in supervision. The unique diverse roles and wide breadth of professional practice domains specific to school psychology require nuanced and specialty-specific supervisory practices. Core elements of supervisory practices are shared across psychology disciplines and are applicable to social work and professional counseling and other related service personnel as well. However, the unique demands of the school setting and the broad diversity of roles, functions, and service requirements for school psychologists necessitate the development of a school psychology-specific model for supervision. As we articulate the dimensions of this model, we will in turn be influencing best practice in related disciplines, particularly when, regardless of the practice setting, these professionals work with children and families and collaborate closely with educators.

Practical Applications

Supervision models must be theoretically sound, informed by available research, and consistent with best practice in both service delivery and professional training. Most importantly, they must facilitate practical applications of prescribed methods and processes to the daily challenges of clinical supervision. To this end, the Developmental, Ecological, Problem-solving (DEP) model described in this text includes behavioral markers and specific activities that demonstrate effective supervisory practice. During internship supervision, a critical task is to integrate theory, research, and practice. We strive to achieve this integration for supervision practices relevant to every career stage. We use multiple case examples and provide supervisor process and reflection exercises throughout the text. We share many forms and practical tools to support the practice of supervision. The DEP model provides current and future supervisors a comprehensive supervision model rooted in contemporary best practice that is operationalized through specific practical supervisory strategies. The application of this approach results in a purposeful and reflective approach to supervision particularly applicable to practice in school settings.

Who Will Benefit from This Book?

In line with the NASP (2018, 2020a) principle that clinical supervision should be available for all psychologists throughout their professional careers, this book addresses a broad audience. Field and university supervisors of practicum, intern, and postdoctoral supervisees are the first professionals who will benefit from this text. The DEP model was developed in the context of our extensive work with intern and practicum supervisors. These field-based practitioners helped to refine and validate its central elements. The DEP model provides a blueprint for supervision of graduate and postdoctoral students. This text also serves as a companion to workshops on best practices in supervision for clinical supervisors of both graduate students and credentialed psychologists. It provides a framework for training and is a desk reference for self-monitoring the implementation of best practices in providing clinical supervision. We are particularly concerned that both early career and veteran psychologists have access to the supports of clinical supervision. Supervisors and mentors of early career professionals seeking the National School Psychologist Certification (NCSP) credential can be guided by the DEP framework.

We also address the supervision of school psychological service programs. We believe it would be beneficial for school psychologists to receive their administrative supervision from an expert school psychologist and describe how to blend the combination of administrative and clinical supervision when they are provided by the same professional. Since most current supervisors have not received formal training in clinical supervision, we outline a variety of training

formats and initiatives that directors of university training programs and leaders in state professional associations can employ to address the need for quality supervision and the professional development of current supervisors.

This text is also designed for use in graduate courses in supervision. Preparation for becoming an effective supervisor should begin in preservice training. Supervision skills are defined as a core professional competency for all psychologists. Graduate training in the DEP model will prepare supervisees to take the best advantage of their field-based training experiences and in turn begin the preparation for their eventual role as supervisors.

Finally, while we present a school psychology-specific model of supervision, its core principles and practices apply to supervision within related clinical and counseling psychology and social work disciplines as well. This is particularly true for mental health practitioners who work with children and adolescents, and collaborate closely with schools.

Organization of This Book

This book will outline the Developmental, Ecological, Problem-solving (DEP) model for supervision in school psychology. Part 1 explores the foundations for effective supervisory relationships by examining supervisor and supervisee roles and responsibilities, characteristics of effective supervisory relationships, routine collaborative processing of the supervisory relationship, and ethical practice. Part 2 delineates the DEP model with a comprehensive description of each component and how they are integrated for effective supervision. Particular focus centers on specific practical supervisory structures, skills, and activities that implement the model and guide daily practice. Extensive coverage of the integration of ecological considerations in problem-solving incorporates supervision practices to foster diversity and multicultural responsiveness and social justice advocacy skills. The DEP model will initially be delineated in relation to practicum and internship supervision. Case examples will illustrate the practical application of this supervisory framework. Part 3 addresses essential skills required within the DEP supervision approach: self-care, social justice advocacy, addressing problems of professional competence, and telesupervision. These four new chapters in the second edition of this text provide expanded in-depth coverage of these topics which are central to contemporary psychological practice, and thus an essential focus of supervisory practice. Part 4 will extend the application of DEP to professional development for credentialed psychologists and school psychological service delivery systems. Supports and strategies for professional development of supervisors will be addressed including metasupervision and other collegial support networks. Part 5 will conclude with a look toward the future of supervision in school psychology. This section will examine needs for training and research to refine school psychology supervision and more effectively prepare the next generation of clinical supervisors.

What's New in the Second Edition?

The positive response to our first edition and the delineation of the DEP supervision model has confirmed the relevance of integrating developmental, ecological, and problem-solving factors into all aspects of both supervisory practice and school psychology service delivery. Time and again as we have presented professional development programs on DEP, the need for a school psychology-specific supervision model has been reinforced. The dialogue we have engaged in with both field and university supervisors supports the DEP paradigm, but it also has enriched and expanded our understanding of what is essential for daily supervision practice. The continued development and refinement of the DEP approach is reflected in this expanded second edition.

Additionally, in the short time since our first edition, so much has occurred in our country, culture, profession, and schools that has stressed educational systems and the students, families, and faculty we serve, and these factors must be addressed within supervision. The strength of DEP's Ecological Component lies in its focus on incorporating attention to diversity, cultural, and other critical contextual factors into clinical supervision. This second edition includes greatly expanded coverage of these factors presenting an expanded repertoire of practical strategies for teaching skills for diversity and multicultural responsiveness and social justice advocacy.

A partial summary of new or expanded material in this new edition includes the following:

- Inclusion of updated research on best practices in supervision in general and specific to school psychology
- Applications of deliberate practice strategies to support multimethod supervision and professional development of both supervisee and supervisor professional competencies
- Presentation of additional practical strategies for teaching diversity and multicultural responsiveness anchored in cultural humility
- Expanded coverage of supervision for system change and program development skills including a new chapter devoted to social justice advocacy skills
- New chapters focused on supervision to address problems in professional competence, self-care skills, and telesupervision (the Covid-19 pandemic thrust many supervisors and supervisees into a supervision context for which they had little preparation)
- Incorporation of new approaches to professional development for supervisors emerging from our work with the Illinois School Psychologists Association Supervisor Credential Program and DEP workshops for related disciplines such as clinical psychology and school social work

- Significant contributions from collaborating authors with special expertise that enhance the effectiveness of the DEP approach
- Additional case study material, supervisory process and reflection activities, tables, graphics, and practice-ready appendices tools

Why Do We Write This Text?

Clinical supervision has been a key focus of each of our professional careers for many years. We are both licensed school and clinical psychologists. One of us (Mark) has been a university educator including a program director of a doctoral- and specialist-level preparation program, practicum and university internship supervisor for specialist and doctoral interns, coordinator of professional development programs, and been involved in both national and state initiatives focused on quality supervision and graduate training. The other (Dennis) has been a field practitioner in both elementary and secondary school settings; supervisor of practicum, specialist, doctoral, and postdoctoral students; and director of a public therapeutic day school where he provided both administrative and clinical supervision to school psychologists and other educators. Both of us have taught graduate courses in clinical supervision, supervision workshops, and supervisor credential programs. The combination of our field and university experiences enriched our collaboration for professional development workshops on supervision and stimulated the development of the DEP model.

For the Children and Families

In the end, effective clinical supervision is meant to benefit the clients we serve. Quality supervision benefits children, adolescents, families, and educators who benefit from all forms of psychological service delivery. Effective supervisors expand the number of lives touched by their school psychology careers exponentially. All the clients who have benefited from a supervisee's future practice and eventual role as a supervisor have benefitted from the professional contribution and expertise of their supervisors. In the end, psychology's heightened focus on competent supervision is a commitment to the children and families we serve.

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We are indebted to our colleagues who collaborated with us in many workshops on supervision and in our original conceptualization of the DEP model: Tracy Cruise, Brenda Huber, and Daniel Newman. University educators like Lynne Golomb and Ruth Kelly and the leadership of the Illinois School Psychologists Association have vigorously supported supervision training initiatives in our home state of Illinois. The trainers and participants in Illinois School Psychologists Association's Supervisor Credential Program are incredible contributors to the implementation of best practice standards of supervision by their colleagues.

Under the leadership of Brenda Huber and Paula Alee-Smith, the Illinois School Psychology Internship Consortium has become an exemplary doctoral internship program because of its focus on effective supervision practices. Many of the principles and strategies described in this text were field tested in the Illinois School Psychology Internship Consortium. The program's supervisors and interns have contributed greatly to the practical application of the DEP framework.

We have been privileged to engage in clinical supervision with scores of practicum students, interns, early career, and veteran professionals who have in turn nurtured, challenged, and informed our understanding of best practices in supervision.

We are particularly grateful for the support and contribution to this text by Daniel Newman, Routledge Series Editor, collaborating author, and substantial contributor to the field of supervision. His personal contribution to research on quality supervision in school psychology supervision advances our field immeasurably. His support of our work and expert editorial consultation is greatly appreciated.

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Introduction



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THE STATUS OF SCHOOL PSYCHOLOGY SUPERVISION

Current Perspectives and Core Principles

*With Daniel S. Newman**

The increasing interest in defining effective supervisory practices in psychology is long overdue. For many years, it was assumed that competent practitioners were automatically effective field supervisors. The field of clinical supervision has begun to examine the specific factors that contribute to successful supervision (Bernard & Goodyear, 2019; Corey et al., 2021; Simon & Swerdlik, 2017a). The discipline of school psychology requires a unique diverse set of roles, responsibilities, and competencies. This means that supervision in school psychology presents distinct challenges specific to its practice demands and diverse core competencies (Guiney, 2019; Harvey & Struzziero, 2008; Newman, 2020; Simon et al., 2014). This chapter begins our examination of supervision in the specialty of school psychology. We will explore current perspectives on supervision; summarize standards and guidelines articulated by the National Association of School Psychologists (NASP), the American Psychological Association (APA), the Association of State and Provincial Psychology Boards (ASPPB), and other key professional organizations; define needs for training in a school psychology supervision model; and propose core principles to guide the practice of supervision.

Current Status of Supervision in School Psychology

Limited Early Models

Until fairly recently, treatment of supervision in school psychology was limited. Early models of psychology supervision originated in clinical psychology

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and were associated with specific theories of psychotherapy (Bernard & Goodyear, 2019). Supervision focused on the practice of counseling and psychotherapy and was conceptualized within psychodynamic, behavioral, client-centered, cognitive-behavioral, systemic, or other frameworks depending on the orientation of the supervisor or practice setting. While these models could support case conceptualization within a specific therapeutic orientation, they had limited applicability to other domains of psychological practice. As the contemporary focus on evidence-based practice emerged, singular orientations did not always incorporate the full range of empirically supported therapeutic interventions. These models also risked creating confusion regarding the nature of the supervisory relationship as a form of training or therapy. Singular therapeutic approaches are insufficient for providing a comprehensive framework for the diverse professional tasks that are the focus of training, particularly within school psychology.

Although Knoff (1986) provided an early call for supervision models focused on school psychology practice, the discipline continued to rely on supervision models developed within clinical and counseling psychology and clinical social work. Drawing attention to this dilemma, McIntosh and Phelps (2000) highlighted the complexity of the supervisory process, noted the challenges in defining supervision focus and tasks, and called for research to define effective supervisory practice. Unlike other disciplines, school psychology prepares and supports practitioners at both specialist and doctoral levels. This creates additional complexity for designing supervision models particularly for internship training. The daily practice of school psychology requires diverse roles and distinct competencies. Supervision models in the field must address requirements for competent practice across the full range of professional practice domains both for preservice training and to support professional practice.

What Can We Learn from Supervision Research in Related Disciplines?

Research on supervision in health service psychology is both wide-ranging and accelerating. While it includes research from clinical psychology, counseling psychology, school psychology, nursing, and social work, it still remains largely focused on psychotherapy supervision emanating from the fields of clinical and counseling psychology. In an extensive review of this literature, Callahan and Watkins (2018) summarized six preliminary conclusions that may reasonably be drawn from extant empirical research on clinical supervision: (1) Quality supervision impacts client outcomes, but sufficient and well-designed studies are woefully lacking; (2) gathering data regarding client outcomes is a potentially important aspect of supervision and the process itself appears to positively impact client outcomes; (3) supervision can be more or less helpful depending on supervisor behaviors and the quality of the supervisory relationship; (4) multicultural discussions are an important aspect of effective supervision; (5) group

supervision with a cohesive dynamic may promote an effective supervision process and outcomes; and (6) supervision is bidirectional in that supervisees contribute to effective supervision processes and outcomes in addition to supervisors. Researchers suggest that supervision is empirically linked with positive supervisee outcomes such as competency development (e.g., Wheeler & Richards, 2007); however, recent summaries of the literature indicate that there remains a good deal we do not know about how supervision works and its impact on supervisees and particularly clients (Callahan & Watkins, 2018; Watkins, 2019). Throughout this text, we will explore these issues in more depth but with a particular focus on supervision in school psychology.

What Can We Learn from School Psychology Supervision Literature?

If research on clinical supervision in health service psychology at large is considered modest, research specific to the field of school psychology may at present time best be described as inadequate. This is particularly problematic because supervision in school psychology training and practice may require some unique considerations given (a) expectations for a multifaceted role (e.g., see NASP, 2020a, which describes 10 domains of practice); (b) the unique nature of educational practice in schools; and (c) that the majority of school psychologists practice at the non-doctoral level (Newman & Guiney, 2019; Newman et al., 2019).

Newman et al. (2019) conducted a review of the school psychology supervision literature, looking at the quantity and topical scope of the literature between 2000 and 2017 across 12 journals (10 school psychology journals and 2 journals focused on clinical supervision). The researchers found only 37 articles, of which 16 were conceptual and 21 empirical (all descriptive, including 13 surveys of professional practices related to supervision). As summarized by Newman et al. (2019), extant articles included survey-based and qualitative descriptions demonstrating limited availability of and access to supervision in training and practice; consideration of supervision in international contexts which reported similar concerns; idiographic case examples of successful applications of supervision; and some limited attention to considerations of multicultural supervision competence. With rare exception, articles in the sample applied supervision to specific individual school psychology practice domains (e.g., supervision of assessment, counseling, or consultation) rather than considering supervision as integrated *across* multiple practice domains, as is described by the NASP (2020a) practice model.

Identification of Supervision as a Priority

Effective practice of supervision has now been identified as a priority for school psychology. The NASP (2020a) *Model for Comprehensive and Integrated School Psychological Services (NASP Practice Model)* specified 10 domains of practice: (1)

data-based decision-making; (2) consultation and collaboration; (3) academic interventions and instructional supports; (4) mental and behavioral health services and interventions; (5) school-wide practices to promote learning; (6) services to promote safe and supportive schools; (7) family, school, and community collaboration; (8) equitable practices for diverse student populations; (9) research and evidence-based practice; and (10) legal and ethical practice. In recognition of the breadth and complexity of these professional activities, the model and NASP's (2018) position statement on supervision called for supervision and mentoring not only for preservice trainees, but for all school psychologists to ensure the provision of effective and accountable services. The goals of supervision were not only the professional development of supervisees at every level of practice but improved service delivery to enhance outcomes for students and the school community. This NASP Practice Model was designed to define contemporary school psychology. Its practice domains delineate the core curriculum for graduate training and expected areas of professional competency required for credentialing of school psychologists. The introduction to this policy document directly linked this service model to NASP documents on graduate preparation and credentialing: *Standards for Graduate Preparation of School Psychologists* (NASP, 2020a) and *Standards for Credentialing of School Psychologists* (NASP, 2020a). In the 2020 revisions, all of these core documents are integrated into *The Professional Standards of the National Association of School Psychologists (2020a)*. This document is available at: <https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model>. Figure 1.1 provides a summary of the NASP Practice Model.

Part II of the NASP Practice Model delineates a series of six organizational principles which are identified in the perimeter of Figure 1.1. The fifth principle describes the organizational principles for *Supervision, Peer Consultation, and Mentoring* (see Table 1.1). The related sixth principle defines the importance of access to ongoing professional development. It calls for school systems to make available “supervision...to provide feedback to the school psychologist about the quality of new skill acquisition” (p. 13).

The NASP (2018) position statement on *Supervision in School Psychology* extends the conceptualization for supervision by promoting “professional supervision of school psychologists by school psychologists at all levels of practice (e.g., student, intern, early career, and expert) as a means of ensuring effective practices to support the educational attainment of all children” (p. 1). This approach recognizes that supervision should not only be part of preservice education and early career development but contribute to lifelong professional development. Importantly, supervision's function is directly linked to student and client outcomes. The NASP Practice Model requires a focus on measurable outcomes to ensure effective service delivery. From this perspective, supervision is designed to support effective practice, promote accountability, certify sufficient competency for entry into the profession, and promote

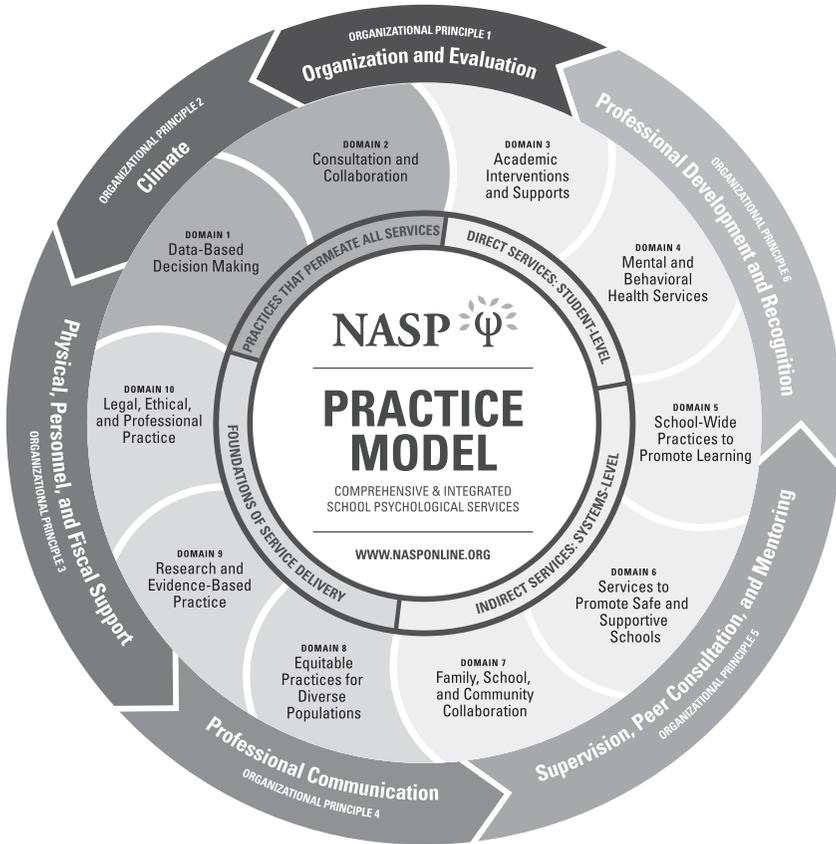


FIGURE 1.1 NASP Practice Model.

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continuing professional development for the benefit of the profession and those it serves. Effective clinical supervision not only promotes competency and professional development for the supervisee but also protects the welfare of the public.

Supervision not only supports development of entry-level professional competencies for graduate students, but it also focuses on the professional development of credentialed professionals. NASP has focused particular attention on the supervision needs of early career psychologists during their first 5 years of practice (Silva, Newman et al., 2016). To qualify for the Nationally Certified School Psychologist credential, NASP requires at least 1 year of supervision or mentoring by a credentialed senior professional with at least 3 years of experience. Routine clinical supervision in subsequent years supports development of

TABLE 1.1 NASP (2020a) Model for Comprehensive and Integrated School Psychological Services

Organizational Principle 5: Supervision, Peer Consultation, and Mentoring

The school system ensures that all personnel have opportunities for supervision, peer consultation, and mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, career-long, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance among all participants, including the school psychologist, supervisor, students, and entire school community.

- 5.1 Individuals engaging in professional or administrative supervision of school psychologists have a valid state school psychology credential for the setting in which they are employed, and they have a minimum of 3 years of experience as practicing school psychologists. Professional training and/or experience in the supervision of school personnel is preferred.
- 5.2 Supervision methods should match the experience, competencies, and needs of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring, and/or peer consultation, can be used with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.
- 5.3 School systems allow time for school psychologists to participate in supervision, peer consultation, and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision, mentorship, and/or peer consultation outside the district (e.g., through regional, state, or national school psychology networks).
- 5.4 The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.
- 5.5 Supervisors ensure that practicum and internship experiences occur under conditions of appropriate supervision, including (a) access to professional school psychologists who will serve as appropriate role models, (b) supervision by an appropriately credentialed school psychologist, and (c) supervision within the guidelines of the graduate preparation program and NASP's Standards for Graduate Preparation of School Psychologists.
- 5.6 Supervisors provide professional leadership through their participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

broad professional competencies and eventually prepares the next generation of professionals for supervisory practice.

Too often the practice of school psychology is conducted in isolation from psychologist colleagues. Some practitioners serve multiple schools, and others may be the only psychologist in their school district. Isolated practice limits opportunities for collegial consultation and exposure to new methods of practice, and the absence of direct support can increase risks for professional burnout. A common dilemma faced by many school psychologists is that professional performance reviews are often not completed by psychologists but rather by an administrator from a different educational discipline. In the NASP Membership Survey, only 31.6% report receiving their performance evaluation from a school psychologist (Walcott & Hyson, 2018). Unfortunately, less than half (49.5%) reported receiving systematic professional support, supervision, or mentoring through formal school district programs. Lacking a systematic approach or organizational support, school psychologists must seek out peer consultation and mentoring relationships on their own. Rather than a systematic approach to professional development, they may seek consultation only in relation to their most challenging cases.

Competency-based Training and Evaluation

Over the last two decades, new directions in professional preparation emphasized identification and evaluation of entry-level competencies required for effective psychological practice and thus for professional credentialing (Falender & Shafranske, 2021; Fouad et al., 2009). While graduate course credit and completion of specified training activities remain essential, the competency initiative strives to evaluate readiness for independent practice based on demonstration of professional core competencies. Significant effort has concentrated on identifying and assessing a universal set of competencies as the target for training, credentialing, and accountability across the field of psychology (APA, 2011; Fouad et al., 2009; Kaslow et al., 2004). APA workgroups convened to define specific foundational and functional skills deemed essential to all professional psychological practice (APA, 2012; APA Task Force, 2006). These core skills were identified as the core curriculum for all levels of training. To graduate to professional status, interns are required to demonstrate measurable outcomes matching defined behavioral criteria in these competency domains. Competency benchmarks were developed to create behavioral markers (Fouad et al., 2009). “Competency assessment toolkits” were assembled to delineate evaluation methods for competencies (Kaslow et al., 2009).

NASP produced similar initiatives in *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke et al., 2006) and the *Standards for Graduate Preparation of School Psychologists* (NASP, 2020a). *Blueprint III* proposed functional and

foundational domains of competency. Functions related to professional activities for enhancement of cognitive, academic, social, behavioral, and emotional competencies through data-based decision-making and systems-based service delivery. Core foundational competencies identified included ethical and social responsibilities, diversity awareness, interpersonal and collaborative skills, and technological applications. This delineation foreshadowed the NASP Practice Model (2020a) and the most recent *Standards for Graduate Preparation* (2020a). While these initiatives defined the areas of practice that would become the target for training and supervision, they did not operationalize skills nor provide assessment tools. Harvey and Struzziero (2008) stressed that professional skill development needed to be understood within a developmental context. They noted that expected competency levels vary greatly from novice to experienced practitioners and suggested that 5 to 10 years of practice are likely necessary to achieve broad competencies across the multiple delivery systems prescribed within the NASP Practice Model. This is consistent with the premise that clinical supervision should be available not only for trainees but for credentialed practitioners. However, it underscores the challenges for supervisors in defining, teaching, and evaluating expected professional competencies.

As the competency initiative for training continues to evolve, many challenges remain. APA is attempting to define training and supervision competencies that are appropriate across clinical, counseling, and school psychology (APA, 2015a). However, it is not clear that these core competencies account for all the specialized competencies required by the broad professional activities required within the practice of school psychology (Daly et al., 2011). A Work Group of the Council of Directors of School Psychology Programs (2012) made efforts to adapt these broader professional psychology competencies to the specialization of school psychology. Their doctoral-level internship guidelines require a breadth of training that includes the full range of practice activities promoted by NASP (2020a) practice, training, and credentialing documents (CDSPP Internship Guidelines available at: <https://sites.google.com/site/cdsp-phome/2012guidelines>). The complexity and diversity of the skill set required by school psychologists complicates reliable and valid operationalization and assessment of functional and foundational professional practice skills. Significant empirical investigation will be required to ensure effective training and evaluation of competencies.

Phelps and Swerdlik (2011) urged school psychology to incorporate the competency initiative into internship training while recognizing the need for specialty adaptations. They highlighted the need to identify and prioritize school-specific competencies that are relevant to daily tasks within school settings and then use this delineation to inform graduate training. Newman (2020) emphasized the importance of balancing breadth and depth of experience during internship training to ensure sufficient acquisition of core entry-level competencies. We believe it is important for school psychology to

embrace the broad interdisciplinary professional competencies defined by APA, but also define additional school psychology specialty competencies that relate more directly to practice in schools. The supervision model outlined in this text will be compatible with the competency initiative but will focus on school psychology-specific training and supervisory practices.

Evidence-based Practice and Outcome Monitoring

Both APA (2006, 2021) and NASP (2020a) have called for implementation of evidence-based practice which integrates research on effective intervention strategies with clinical expertise. This focus on empirically supported practice defines a significant dimension of the competencies taught and monitored within training and supervision. It not only defines some of the content of supervision but underlines expertise required by supervisors. To be a competent supervisor requires up-to-date knowledge and skills in evidence-based practice and the ability to support supervisee application of evidence-based strategies within the complexity of the field setting. This means that in addition to a focus on practitioner interpersonal skills like empathy, technical skills like data-based decision-making, and the application of evidence-based interventions, client outcomes must be monitored to ensure effective results. NASP training standards focus on the ability to assess outcome effectiveness for clients (NASP, 2020a). Thus, supervisors must incorporate the supervisee's ability to improve outcomes for the children and adolescents they serve into training and professional development progress monitoring and evaluations. The supervision model described in this text integrates intern competency development into best practice service delivery models within the framework of evidence-based practice.

Identification of Supervision as a Core Professional Competency

The focus on defining professional competencies required for credentialing and effective practice has necessitated an examination of supervision competencies required to support training and professional development (Falender & Shafranske, 2021). NASP (2018), APA (2015a), and ASPPB (2019) have all called for identification, research, and training in supervisory competencies. While in the past, competency for supervision was primarily assessed in terms of expertise in areas of practice, there is a growing recognition that effective supervision requires specific supervisory skills (Bernard & Goodyear, 2019; Falender & Shafranske, 2021; Harvey & Struzziero, 2008). APA's (2011) revised competency benchmarks identified supervision as a core professional competency. As a core competency, supervision skills should be incorporated into professional training both at the preservice level and as part of ongoing professional development. Similar to other targeted competencies, development of proficiency proceeds on a developmental trajectory.

The challenge for the profession is to define supervision competencies so they can be taught, applied with fidelity, and evaluated. It is necessary to develop science-informed theory and practice to guide competency-based supervision (Falender & Shafranske, 2021; Newman et al., 2019). Relative to other areas of professional practice, research on effective supervision practices remains fairly limited but expanding (Newman et al., 2019). Our final chapter will provide a detailed discussion of this issue.

APA (2015a) developed *Guidelines for Clinical Supervision in Health Service Psychology* to delineate essential practices in supervision within a competency-based framework. These guidelines were intended to address supervision in clinical, counseling, and school psychology organized across seven domains: supervision competence; diversity; supervisory relationship; professionalism; assessment/evaluation/feedback; professional competence problems; and ethical, legal, and regulatory considerations. Supervisor competence was delineated in terms of knowledge, skills, attitudes, and values. ASPPB (2019) drafted *Supervision Guidelines for Education and Training Leading to Licensure as a General Applied Provider* using a similar framework. These documents described supervision knowledge and skills in broad terms including the following: professional competency in the areas being supervised; understanding of models and methods of supervision; knowledge of evidence-based practice in service delivery and supervision; understanding and application of ethical and legal requirements for clinical practice and supervision; diversity competence; the ability to form a supervisory alliance; skills for providing feedback and evaluation to support supervisee development and self-monitoring; and the ability to integrate theory and research into practice. Attitudes and values included: modeling professionalism; ensuring an appropriate standard of care for clients; establishing a collaborative supervisory relationship that is developmentally sensitive, strength-based, and growth-oriented; understanding professional limitations and seeking consultation when necessary; balancing the needs of clients, supervisees, and the service agency; and commitment to lifelong professional development in both clinical and supervisory skills. To develop a competent supervisor, both the APA and ASPPB guidelines call for specific coursework and ongoing professional training in supervisory skills providing metasupervision of supervision which includes direct or recorded observations of supervisory practice. Table 1.2 summarizes APA and ASPPB supervision guidelines.

Writing in NASP's latest volume of *Best Practices*, Harvey et al. (2014) described similar knowledge, skills, and value requirements for effective supervision within school psychology. They emphasize three overarching variables as critical elements: building a strong working alliance; using a goal-directed, problem-solving model; and using progress monitoring and effective evaluation procedures. Simon et al. (2021) apply these principles to clinical supervision in school psychology across the career lifespan. Additionally, they define effective supervisory structures and practices to achieve the goals of these guidelines. Importantly,

TABLE 1.2 Supervision Guidelines

Integration of APA (2015a) and ASPPB (2019) Principles

<i>Knowledge and Skills</i>	<i>Values and Attitudes</i>
<ul style="list-style-type: none"> • Competency in areas supervising • Understanding supervision models and methods • Knowledge of evidence-based practice • Understanding legal and ethical requirements • Diversity and multicultural competence • Ability to form positive supervisory alliance • Skills for provision of effective feedback and evaluation and teaching self-monitoring • Ability to integrate theory and practice 	<ul style="list-style-type: none"> • Model professionalism • Ensure appropriate standards of care • Foster strength-based and growth-oriented supervisory relationship • Seek consultation when necessary • Balance supervisee and client needs • Engage in lifelong professional development for clinical and supervisory skills

they incorporate principles for diversity and cultural responsiveness and consideration of systemic issues into the supervisory process. These areas are key concerns in contemporary school psychology service delivery receiving increased emphasis in the NASP Practice Model (2020a) and thus are central to the Developmental, Ecological, Problem-solving (DEP) supervision model delineated in this text.

Across professional psychology, a consensus has emerged that supervision is a core professional competency requiring a defined set of knowledge, skills, attitudes, and values. The breadth and depth of competencies required is expansive. Designing curriculum and methods to train, support, and evaluate supervisors in these areas will require clearly delineated operationalization of supervisory skills. Further work is necessary to validate reliable tools and procedures for assessing outcomes of supervisee progress toward competence, integrating client outcomes into evaluation of supervisee competence, and studying the impact of various supervisory practices on both supervisee development and client progress. The school psychology supervision model described in this text will present behavioral markers and specific supervisory activities that indicate fidelity of implementation of the Developmental, Ecological, Problem-solving (DEP) approach to supervisory practice. The DEP approach uniquely integrates theory and practice to guide the daily practice of supervision and the big picture of professional development.

Procedural Regulations and Requirements from Credentialing Organizations and State Licensing Boards

Requirements for preservice training (practicums and internships) and post-doctoral supervision clinical experiences and supervision are offered by various professional organizations involved in accreditation of university programs and

field-based training (i.e., APA, 2015b; ASPPB, 2019; Association of Psychology Postdoctoral and Internship Centers, 2016; CDSPP, 2012; NASP, 2020a). In general, requirements for internship supervision call for a minimum of 2 hours per week of face-to-face individual supervision by an appropriately credentialed psychology professional. Doctoral internships generally require an additional 2 hours of supervision that may include group supervision or supervision by additional supervisors (APA, 2015b; CDSPP, 2012). NASP (2020a) requires a minimum of 1,200 hours for specialist-level interns and 1,500 hours for doctoral candidates. APA (2015b) requires 1 year of full-time training during internship that must be completed in no fewer than 12 months or 10 months for school psychology. Table 1.3 summarizes requirements of these professional organizations and credentialing bodies. Note that the constraints of the Covid-19 pandemic required more flexibility in the use of telesupervision.

Individual state licensing boards and departments of education may require somewhat different standards for internship and credentialing. APA's *Model Act for State Licensure* (2010) and NASP's Nationally Certified School Psychologist credential are intended to guide licensing practices nationally, but individual differences remain from state to state. It is important for supervisors and supervisees to familiarize themselves with individual state regulations. Both APA and NASP present updated state-wise information on their websites.

Pressing Needs for Supervision in School Psychology

School Psychology-Specific Model of Supervision

The reflective and purposeful practice of supervision requires a sound conceptual framework or model that informs the practice of supervision (Bernard & Goodyear, 2019; Corey et al., 2021; Simon et al., 2014). A sound supervision model integrates theories of learning and development and research on best instructional practices with goals for training and professional development and the empirical best practice literature. Clinical and counseling psychology models of supervision have largely focused on counseling and therapeutic activities. School psychology has evolved to require a diverse and complex set of professional roles and skills that is broad and, in many domains, unique to this specialty (Harvey & Struzziro, 2008; Simon et al., 2014). The practice of school psychology requires direct and indirect service delivery, individual and systemic interventions, proactive instruction in social/emotional learning, the integration of academic and behavioral supports, early intervention, crisis intervention, universal screening for mental health, intense therapeutic interventions, and networking with community resources (APA, 2020; NASP, 2020a).

The breadth of the professional responsibilities and activities delineated within the NASP Practice Model (2020a) challenges university on-campus preparation, fieldwork and internship supervision, and supervision and mentoring supports

TABLE 1.3 Internship Requirements of Professional Organizations

<i>Organization</i>	<i>Required Internship Hours</i>	<i>Required Hours of Supervision</i>	<i>Primary Supervisor Qualifications</i>	<i>Permission for Telesupervision^a</i>	<i>Intern to Supervisor Ratios</i>
APA	1 year full time	4 hours at least 2 are individual face-to-face with primary supervisor	Doctoral licensed at independent practice level for jurisdiction of internship	No more than 50%	Not specified
APPIC	1,500 hours	1 hour for every 20 internship hours	Doctoral licensed for jurisdiction of internship	NA	Minimum of 2 interns per site & 2 doctoral licensed supervisors per site
ASPPB	1,500 hours	10% of total time worked each week	Doctoral licensed at independent practice level for jurisdiction of internship	No more than 50% & only after 1 st hour is in person face-to-face	No more than 3 interns per supervisor
CDSPP	1,500 hours, no less than 10 months full time	4 hours at least 2 are individual face-to-face with primary supervisor	Doctoral license at independent practice level for jurisdiction of internship & state school psychology license for school-based hours	No more than 50% & only after 1st hour is in person face-to-face	Not specified
NASP	1,200 for specialists & 1,500 for doctoral (at least 600 in school setting)	2 hours of individual supervision per week	State school psychology credential & 3 years of full-time experience	Some acceptable	Not specified

^a Telesupervision guidelines were modified during the Covid-19 pandemic to permit increased use.

for career-long professional development. To address these challenges and support the development and enhancement of professional competencies at all levels of training and experience, there was a need for the development of a supervision model specific to school psychology. It would be influenced by models of supervision prominent in the clinical and counseling literature but would be specifically designed for the multidimensional practice of school psychology. To address this need, we developed the Developmental, Ecological, Problem-solving (DEP) model of supervision for school psychology (Simon et al., 2014; Simon & Swerdlik, 2017a). The DEP supervision model provides a comprehensive synthesis of current best practices in clinical supervision specifically tailored to school psychology practice. While influenced by earlier developmental models (e.g., Stoltenberg & McNeill, 2010) and Holloway's (1995, 2016) Systems Approach to Supervision, DEP fully integrates developmental and systemic or ecological factors into supervision of the diverse problem-solving activities of school psychology. Further, as will be explained in this text, DEP integrates theory with practice by delineating specific behavioral markers to identify the application of effective supervisory practices in school psychology.

The components of the DEP model address the full scope of practice in schools. Throughout this text, case examples will illustrate applications to supervision of various professional activities and to challenges inherent in providing quality supervision. Descriptions of supervisory skills and activities will include behavioral markers that indicate implementation fidelity. Best practices in supervision should directly support and align with evidence-based clinical practices, and the DEP framework is relevant to all prevention, assessment, intervention, and consultation practices.

The Ecological component of DEP addresses the environmental contextual, and systemic factors that are essential to incorporate into all elements of supervisory and clinical practice and are of particular importance in the school setting. Diversity and multicultural responsiveness and system change and social justice advocacy skills are requirements of the ecological perspective and embedded in all of school psychology practice. In this second edition, we have further expanded our coverage of these topics including the addition of a chapter on social justice advocacy (see Chapter 11).

The DEP model has been applied at both the specialist and doctoral levels of training and refined by feedback from field supervisors from across the country. Feedback from supervisors and supervisees has ensured that as the DEP approach evolves, it continues to fit the needs of field supervisors while challenging them to strive to engage in best practices. DEP has been adopted by the Illinois School Psychologists Association as the core curriculum for its state-wide Supervisor Credential Program as described in Chapter 14. It is also the framework for supervision within the Illinois School Psychology Internship Consortium where it has been applied by supervisors who are licensed in both school and clinical specialties. While it focuses on school psychology-specific supervision needs, many

of the tenets of the DEP model are applicable to clinical, counseling, and social work practice particularly when they involve interventions with children and adolescents that affect school functioning (Simon & Swerdlik, 2020, 2021). The principles and practices of the DEP model apply to professional development at all career stages. The model's particular relevance to supervision for early career school psychologists will be discussed in depth in this text.

Training in Supervision Skills

To prepare the next generation of supervisors, coursework in effective supervision practice should be incorporated into preservice training. Transparent delineation of a supervision model by supervisors at the onset of practicum and internship training experiences coupled with routine processing of the supervisory relationship provides opportunities for supervisees to reflect on supervisory practices and their effectiveness. Developmentally appropriate opportunities for supervision of intervention activities by school staff and/or casework by less experienced graduate students under close metasupervision can foster initial competencies in supervision. Additional training in supervision skills is necessary when young professionals acquire sufficient experience to supervise students in field placements.

It is also necessary to provide professional development and ongoing support to current field supervisors. Most practicing supervisors have had limited exposure to supervision models and the literature on best practices (Harvey & Struzziero, 2008; Newman, 2020; Simon et al., 2021). There are advantages to conducting portions of supervisor training with supervisors and supervisees examining best practices together. We will share sample training activities within the DEP framework. We will also describe large-scale state-wide training initiatives for supervisors in Illinois that have attempted to advance training of internship supervisors at all levels of supervisory experience (Cruise et al., 2012; Kelly et al., 2002; Simon et al., 2019).

Once trained in core supervisory practices, supervisors require ongoing collegial support and professional development. Similar to case consultation in other areas of professional practice, supervisors can benefit from structured supports for refining skills, sharing resources, responding to challenging supervision dilemmas, and remaining up to date with best practice. Collaboration with university trainers and participation in metasupervision support groups will be highlighted in this text (see Chapter 14).

Creating Clinical Supervision for Credentialed Psychologists

NASP (2018) called for the availability of clinical supervision for psychologists at all levels of practice. Supervision and mentoring by school psychologists for school psychologists would provide essential collegial support, enhance skills

and practice outcomes, and support professional competencies in the ever-evolving concepts of best practice. Unfortunately, only a minority of practitioners currently receive ongoing clinical supervision (Walcott & Hyson, 2018). This is of particular concern for early career psychologists where only 38% report access to clinical supervision (Silva et al., 2016). The DEP model provides a framework for supervision and mentoring for credentialed psychologists. In addition, we will examine applications to supervision of school psychological services delivery.

Empirical Study of the Effectiveness of Supervisory Practices

As noted above, there is a growing consensus on the skills, knowledge, attitudes, and values required for effective supervision. However, research is needed to further confirm these elements and to determine the impact of specific supervisory skills and practices. We are only beginning to differentiate the additional characteristics specific to supervision in the specialty of school psychology (Newman et al., 2019). The concluding chapters of this text will suggest training and research agendas to refine school psychology supervision practices.

Core Principles of Supervisory Practice

The core principles that serve as a foundation for supervisory practice and the DEP model are consistent with NASP standards and best practice documents (Harvey et al., 2014; NASP, 2018, 2020a) and APA (2015a) supervision guidelines. Their integration into the DEP supervision model presented in this text was shaped by our personal experiences as field supervisors, university educators, and program directors and influenced by the supervisors and supervisees that we have been privileged to work with and learn from during advanced graduate courses, workshops, and consultations. Particularly important to the development of these principles has been our collaboration with the supervisors, interns, and university trainers associated with the Illinois School Psychology Internship Consortium, an APA-accredited doctoral training program that has field-tested and adopted the DEP model, and the specialist-level field supervisors we have trained in collaboration with the Illinois School Psychologists Association and the Directors of University School Psychology Programs.

Core principles that serve as the foundation for effective supervisory practice include the following:

- Supervision is rooted in a supervisory relationship that is characterized by empathy, commitment, a healthy interpersonal alliance, mutual respect, and a focus on the professional growth of the supervisee.

- Supervision must be characterized by a primary responsibility for ensuring the welfare of the client and in its gatekeeping role the protection of the public.
- Supervision is a structured relationship with clear delineation of expectations, roles, and responsibilities of both the supervisor and supervisee.
- Formative feedback and summative evaluation are core supervisory activities that support competent practice, foster supervisee professional growth, and promote development of supervisee self-reflection and monitoring.
- Supervision is a developmental process that requires different structures, supports, and methods at various levels of supervisee development and is oriented toward increasingly competent independent functioning by the supervisee.
- Supervision teaches problem-solving methods that employ data-based decision-making to assess needs, inform evidence-based intervention planning, and monitor progress.
- Supervision teaches systematic approaches to case conceptualization and problem-solving that the supervisee will be able to apply to independent practice.
- The school psychology internship requires training in the full range of psychological skills that includes prevention, assessment, consultation, progress monitoring, intervention, multidisciplinary problem-solving, program development, and system change.
- Supervision integrates theory and research to promote evidence-based practices with an emphasis on application in field settings with vigilant monitoring of student outcomes.
- Supervision fosters the development of ethically, culturally, and diversity competent practitioners who practice with cultural humility, promote equitable educational practices, and engage in social justice advocacy.
- Supervision incorporates ecological factors (social, environmental, contextual, and systemic considerations) into professional development, problem-solving, and all school psychology activities.
- Clinical supervision for school psychologists should be provided by appropriately credentialed school psychologists to foster lifelong professional development informed by research on best practice to ensure competent service delivery.
- Clinical supervision is a core professional competency requiring specific training and supports and can be guided by a supervision model that integrates the *developmental* process of training, the *ecological* contexts that impact practice, and evidence-based *problem-solving* strategies.

Table 1.4 summarizes these principles of supervisory practice within the DEP model.

TABLE 1.4 Core Principles of Supervisory Practice

<i>Developmental</i>	<i>Ecological</i>	<i>Problem-solving</i>
<ul style="list-style-type: none"> • Establish a healthy interpersonal alliance with empathy, commitment, and mutual respect • Focus on professional development • Ensure primacy of client welfare • Delineate a transparent structured supervisory relationship with defined roles and responsibilities • Formative feedback and summative evaluation as core activities • Monitor developmental process matching supervisory method to stage of skill development • Guide progression toward competent independent practice • Protect the public and profession through supervisory gatekeeping role 	<ul style="list-style-type: none"> • Incorporate social, environmental, contextual, and systemic factors into professional development and problem-solving • Foster development of ethical, cultural, and diversity responsiveness • Explore self-awareness of personal experiences and cultural background and their potential impact on supervision and psychological practice • Teach social justice advocacy • Address both individual and systemic factors in problem-solving 	<ul style="list-style-type: none"> • Teach systematic approach to case conceptualization and problem-solving • Promote evidence-based practice in applied setting • Address full range of practice domains during internships • Link assessment to intervention to outcome monitoring • Foster program development and system change • Integrate ecological factors into all problem-solving

Looking Ahead

This second edition of *Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model* presents an extended update of the DEP framework for clinical supervision and service delivery in school psychology. Updated literature reviews confirm the importance of a school psychology-specific supervision model and support the core features of the DEP approach. New content in the Developmental Chapter (7) includes the contributions of deliberate practice to multimethod supervision, intentional professional development activities, and a focus on operationalized professional competencies. The Ecological Chapter (8) provides significantly expanded coverage of supervision practices to foster diversity and multicultural responsiveness and program development, system change, and social justice advocacy skills. A new chapter (11) provides additional in-depth coverage of social justice advocacy. The Problem-solving Chapter (9) provides additional content on systemic interventions and collaborative problem-solving with teachers and parents. New chapters expand

coverage of self-care (Chapter 10), addressing problems of professional competency (Chapter 12), and telesupervision (Chapter 13). Throughout the text, additional content addresses supervision across the lifespan. This edition includes additional case examples, summary tables and figures, and new appendix materials.

Summary

Supervision is a core professional competency requiring specific training for the benefit of supervisees, clients, and the profession. It is no longer assumed that competent practitioners are automatically effective field supervisors. It is necessary to examine specific factors that contribute to successful supervision. The discipline of school psychology requires a unique diverse set of roles, responsibilities, and competencies. This means that supervision in school psychology presents distinct challenges specific to its practice demands and diverse core competencies. In this introduction, we delineated core principles of supervisory practice which will be covered in depth in the chapters that follow. A school psychology-specific model of supervision must integrate the *developmental* process of training, the *ecological* contexts that impact practice, and evidence-based *problem-solving* strategies.



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PART 1

Foundations of Effective Supervisory Relationships



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2

CLINICAL SUPERVISION

Roles and Responsibilities

School psychologists who provide clinical supervision assume a myriad of roles and responsibilities to their supervisees, to the supervisees' clients, to their schools or organizations, and to the profession. Effective supervision is characterized as well by the supervisee assuming a number of roles and responsibilities. This chapter will discuss various definitions of supervision including its varied purposes and then address the diverse roles and responsibilities associated with clinical supervision for both the supervisor and the supervisee.

Definition and Purposes of Supervision

Definitions of Supervision

A variety of definitions of supervision exist, which are influenced in part by the particular specialty for which the supervision is provided. From a clinical or counseling psychology perspective, Bernard and Goodyear (2019) defined supervision as a distinct intervention provided by a senior member to a junior member of the same profession. Their definition included that the relationship is evaluative, extends over time, and has a variety of purposes. These purposes include increasing the knowledge and professional skills of the junior members, monitoring the effectiveness of the psychological services provided by the junior members to their clients, and serving as a gatekeeper for entry into the profession.

As noted in Chapter 1, school psychologists, who have earned entry-level credentials, are encouraged as part of their ethical responsibility to seek continuing supervision (NASP, 2018). McIntosh and Phelps (2000), two school psychologists, advanced a definition of supervision that can be relevant for

school psychologists at any level of experience. Their definition does not reference the experience level of the supervisor or the supervisee but rather focuses on the nature and purpose of the relationship:

Supervision is an interpersonal interaction between two or more individuals for the purposes of sharing knowledge, assessing professional competencies, and providing objective feedback with terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies.

(McIntosh & Phelps, 2000, pp. 33–34)

This definition of supervision suggests that supervision is not always provided by a senior practitioner to a junior member of the profession but rather should reflect areas of expertise. In the more than two decades since the McIntosh and Phelps definition, the time has come for an expanded definition of supervision for school psychology. This definition must address the complex skill set required on the part of the supervisor. Thus, our definition of supervision incorporates multiple dimensions of the supervisory process.

Supervision is a structured professional relationship between an experienced credentialed professional and a supervisee who is involved in preservice training or early career practice, or a more veteran supervisee engaged in new areas of practice or skill development. The purposes of supervision include: (a) supervisee growth in professional knowledge, skills, and dispositions; (b) ensuring the welfare of clients and delivery of effective services; (c) empowerment of the supervisee for self-monitoring and self-assessment for effective practice and recognition of needs for further professional development; (d) restorative and remedial support when required; (e) gatekeeping to protect the integrity of the profession and welfare of the public; and (f) preparation for future role as a supervisor. Supervision is a multimethod developmental process preparing the supervisee for eventual competent independent practice. It must address the ecological contexts for professional practice, service delivery, and the supervisory relationship itself. Supervision guides the supervisee in evidence-based practice for problem-solving addressing both individual and systemic needs.

Purposes of Supervision

There are a variety of purposes for supervision. All have the common goals of developing the professional skills of the supervisee and ensuring the welfare of their clients.

Supervisee Growth

Supervisee growth in both professional knowledge and skills represents a major purpose of supervision. This growth is focused on a number of different areas of professional functioning which represent the professional competencies

articulated by the school psychology-specific or broader health service psychology professional organizations and licensing boards as referenced in Chapter 1 (APA, 2015a; ASPPB, 2019; CDSPP, 2012; NASP, 2020a).

Client Welfare

Consistent with our profession's ethical codes (APA, 2017a; NASP, 2020a), assuring client welfare represents a major purpose of supervision. As part of the supervision process supervisees must fully disclose their work with their clients, and supervisors must assure that these clients are receiving appropriate services. This purpose becomes paramount when a client of the supervisee is expressing thoughts or engaging in activities that reflect a risk-of-harm to self or others.

Empowering Self-reflection/Monitoring

Giving supervision away is the goal of every effective supervisor. Supervisors want their supervisees to develop self-reflection skills in order to monitor their own practice to decide when they need to seek additional supervision. For example, a school psychologist who has never provided counseling services to an adolescent dealing with transgender issues should seek supervision when called upon to treat this student.

Defining Needs for Future Professional Development

NASP (2020a) and APA (2017) ethical codes and professional standards stress the need for lifelong learning. The half-life of knowledge or the amount of time that acquired information can be considered current and relevant in school psychology is now 9 years and with recent advances in evidence-based practices is soon to be 8 years (Kaufman, 2015). This requires an individual entering the profession of school psychology to make a commitment to lifelong learning. Thus, the identification of needs and priorities for future professional development represents another important purpose of supervision. Within a strong supervisory relationship, supervisees can begin to articulate their needs for future professional development based in part on their professional interests and self-assessment of their knowledge and skill sets.

Restorative

The restorative function of supervision focuses on well-being of the supervisee and how they are being impacted by their work. The supervisor cares for their supervisee as a person and serves as a sounding board for them. It helps to “restore” the supervisee when they experience burnout. The supervisor models and supports the supervisees' self-care.

Remedial

Supervision also includes assessing and addressing competencies that are in need of remediation. For example, an experienced school psychologist who has not remained current with recent advances in the evidence-based practice literature related to interventions with children with anxiety disorders would be in need of supervision to address this professional competency.

Gatekeeping

Particularly for preservice supervisees, the assessment of their “fit” to enter the profession represents a major purpose of supervision. This can be particularly challenging when the supervisee may be competent in most areas of professional functioning but not ready for independent functioning in others. For example, a school psychology intern who at the end of their internship is competent for independent practice in the competencies related to data-based decision-making/assessment role but not in those related to counseling. Going beyond consideration of the welfare of the supervisee’s current clients, the gatekeeping responsibilities of the supervisor are meant to protect the public and ensure the quality of the service by the profession going forward.

Preparing for Future Role as Supervisor

Another purpose of supervision is to begin to prepare supervisees for assuming their future role as supervisors. This can be accomplished by supervisors and their supervisees analyzing the process of supervision during their sessions. These discussions would include reflections on the supervisory model and methods employed and an exploration of the supervisory characteristics and strategies the supervisees have found most effective and would like to provide for their future supervisees. At this time within school psychology, preservice training in supervision is only required for doctoral-level graduate students; however, since most supervision is provided by specialist-level practitioners, it is essential that all school psychologists achieve competencies required for effective supervision.

Table 2.1 summarizes the major purposes of supervision with example activities for each.

Although supervision training is not required at the specialist level, many school psychology graduate programs as part of introduction to school psychology or practicum and internship seminars include readings and discussion centered around the definition and purposes of clinical supervision, what trainees can expect from their supervisor, and the characteristics of an effective supervisee. Further discussion of mechanisms for specialist-level graduates to access supervision training will be discussed in Chapter 16.

TABLE 2.1 Major Purposes of Supervision

<i>Purpose</i>	<i>Activity</i>
Supervisee growth	Guide development of professional knowledge and skills
Client welfare	Ensure client needs are being met
Empowering self-reflection/ monitoring	Foster self-reflection and monitoring skills so supervisees can determine their need for additional supervision
Defining needs for future professional development	Collaborate with supervisee to identify needs and priorities for future professional development
Restorative	Focus on the well-being of the supervisee and how they are being impacted by their work
Remedial	Address any competencies in need of remediation
Gatekeeping	Protect integrity of the profession and welfare of the public by evaluating if the supervisee is the right “fit” for the profession
Preparing for a future role as supervisor	Prepare supervisee for a future role as a supervisor through opportunities to practice under metasupervision

Opportunities for supervised practice of supervision during the graduate training program and the internship experience, coursework, and professional development programs in effective supervision, and routine processing of supervisory experiences represent necessary components of this preparation.

Supervisor Reflection Activity: The Roles and Purposes of Supervision

Reflect on your own experience as a supervisee. How would you define the purposes and roles played by your supervisor?

If you have been a supervisor, how have you explained your role to your supervisee? What expectations did you communicate as necessary for an effective supervisory relationship?

Diverse Roles and Responsibilities

Supervisor Roles

The school psychology supervisor assumes roles that have some commonalities but also major differences with that of a teacher, therapist, consultant, and mentor. We will now explore each of these roles in more depth.

Teacher

Similar to teaching, supervisors instruct their supervisees exposing them to new knowledge and then evaluate their knowledge and performance. However, unlike

university classes, where the content of a class is driven by a predetermined curriculum, the content taught in supervision is determined by supervisee and client needs. In both situations, teaching may include didactic methods. Supervisors' role as teachers also requires that they evaluate their supervisees. Finally, supervisors must also serve a "gatekeeper" role which requires recognition of when supervisees are not prepared to move forward in their training or enter the profession.

Therapist

The supervisor–supervisee relationship also has some similarities to the therapist–client relationship. The therapist and the supervisor both provide support and address problematic thoughts, feelings, and behaviors of the client or supervisee. However, in supervision the supervisor only deals with work related not personal issues of the supervisee. In supervision the therapeutic work has the goal of increasing the supervisees' competency in therapeutic interventions with clients; while in therapy, the goal is personal growth for the client. Supervision also involves a strong evaluative component while in therapy the therapist is nonevaluative. Finally, clients generally choose their therapists while supervisees are assigned supervisors.

Consultant

Supervision and consultation share the goals of increasing the supervisees' and consultees' professional effectiveness. In fact, consultation and supervision may look the same for more advanced trainees who are engaging in more peer-like supervision and are functioning at or near an independent practice level. Differences between consultation and supervision include the following. Consultation is non-hierarchical while supervision presents a power differential due to the evaluative role of the supervisor. Consultation may be a one-time or brief occurrence while supervision is ongoing. Consultation is typically voluntary, while supervision is generally mandated by accrediting bodies and licensing boards. Typically, in consultation the consultee is free to accept or reject the suggestions of the consultant, while supervisees are not due to the legal liability the supervisor has for all the activities of the supervisee.

Similarities and differences between supervision, teaching, therapy, and consultation are summarized in Table 2.2.

Mentor

What Is Mentoring and How Is It Different from Supervision?

Unlike supervision, mentoring is a nonevaluative process during which a mentor or individual with more expertise and experience in a particular field supports

TABLE 2.2 Supervision Compared to Teaching, Therapy, and Consultation

	<i>Similarities</i>	<i>Differences</i>
Teaching	Imparting new skills, knowledge	Teaching is driven by a set curriculum/protocol, and supervision is driven by supervisee and client needs
Therapy/ counseling	Address problematic behaviors, thoughts, or feelings	Therapeutic work in supervision should be to help work with clients Supervision is evaluative, counseling is not Choice of therapist versus choice of supervisor
Consultation	Concerned with increasing recipients' professional effectiveness May be the same as supervision for advanced trainees	Consultation is not hierarchical Consultation may be a one-time event, supervision is ongoing Consultation is often voluntary, supervision is often mandatory Supervision is evaluative

the career development and professional performance of the less experienced person or mentee. The mentee is in the role of the learner in the same field and the mentor serves as a role model and source of professional support (APA, 2006; NASP, 2021a). Also, unlike supervisors, mentors do not have professional responsibility nor vicarious liability for the work of their mentees.

Although mentoring can be viewed as different from supervision, supervisors can also serve as mentors particularly to their more advanced supervisees. These supervisory relationships are focused less on professional skill development and are more collaborative than supervisory relationships with less advanced trainees (Bernard & Goodyear, 2019; Johnson et al., 2014).

Due to a supervisor's level of experience they "provide wisdom and even advocacy to help supervisees with career and other decisions" (Bernard & Goodyear, 2019, p. 15), but this is not characteristic of all supervisory experiences. Although as noted previously some researchers believe mentoring tends to occur between supervisors and advanced supervisees, we believe mentoring has the potential to occur in all supervisory relationships. No matter the developmental level of the supervisee or whether or not the supervisor has evaluative authority over the supervisee, we believe mentoring represents one of the essential roles of a supervisor. Further, after supervision has ended for a preservice trainee, many supervisors are willing and eager to provide ongoing mentoring supports.

Other differences based on NASP training standards (2020a) and NASP NCSP requirements include the number of required weekly hours of supervision

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TABLE 2.3 Comparison of Pre-Graduate Supervision and Post-Graduate Supervision

<i>Supervision</i>	<i>Post-graduate Mentorship</i>
Supervisor assumes responsibility for cases ; signs off on all reports and official documents.	Mentee holds a credential and assumes responsibility. Mentor does not assume any responsibility or liability .
Supervision is evaluative , and typically structured as a requirement by the graduate preparation program and/or field site.	The mentor does not hold evaluative authority over the mentee. Formal evaluation is not required.
Required average of at least 2 hours per full-time week of field-based supervision.	Recommended minimum average of 1 hour per week .
Must receive individual, face-to-face supervision.	May receive mentorship in a group and/or through virtual technologies.

for preservice trainees and post-graduate mentees, and whether or not the contacts meet face-to-face or virtually. A summary of these differences between supervision and post-graduate mentorship is provided in Table 2.3.

There are also a number of similarities between mentoring and supervision. Both serve a teaching and learning function, provide emotional support that can facilitate effective service delivery, and are goal oriented. The goal-setting process for mentoring which also occurs in supervision includes assessment, feedback, and deliberate practice of skills which will be discussed further in Chapter 7.

Characteristics and Roles of Effective Mentors

The characteristics and roles of effective mentors are very similar to those that describe effective supervisors. APA (2006) has identified a number of these characteristics, and they are listed in Table 2.4.

The Importance of Mentoring for Preservice and Early Career Professionals

Those who receive mentoring in various fields have consistently been found to be more satisfied and possess a higher level of commitment to their professions than those who are not mentored. In addition, those who have been mentored receive higher performance evaluations, earn higher salaries, and climb the career ladder faster (Wanberg et al., 2003). Mentors also benefit from being part of a mentoring relationship by gaining satisfaction from contributing to the professional development of those who are less experienced, feeling reenergized in

TABLE 2.4 Characteristics of Effective Mentors

- Acts as an experienced role model
- Provides acceptance, encouragement, and moral support
- Provides wisdom, advice, counsel, coaching
- Acts as a sponsor in professional organizations
- Supports networking
- Assists with the navigation of professional setting, institutions, structures, and politics
- Facilitates professional development
- Challenges and encourages appropriately to facilitate growth
- Provides nourishment, caring, and protection
- Integrates professional support with other areas such as faith, family, and community
- Accepts assistance from mentee in mentor's professional responsibilities within appropriate limits
- Enjoys the opportunity to pass on their wisdom and knowledge and collaboration with early career professionals

APA Task Force on Mentoring (2006). *Introduction to mentoring: A guide for mentors and mentees* (p. 7). Available at: <https://www.apa.org/education-career/grad/mentoring>

their own career, learn new professional practices, and are more aware of current developments in their field. Although mentoring is valuable for preservice and early career school psychologists, many work settings now recognize the value of and appoint mentors for new employees regardless of years of experience in the field.

Needs of Mentees

Mentee needs are summarized in Table 2.5 (APA, 2006). They range from specific guidance in a particular area such as how to conduct an assessment of a student who is bilingual to ethical and moral guidance. Mentors also provide advice related to broad career development such as discussing the advantages of pursuing a doctoral degree for those trainees who have earned the specialist degree. Mentee needs are listed in Table 2.5.

Supervisor Reflection Activity: Mentoring

Consider the discussion of mentoring above and reflect on the mentoring you did or did not receive from your supervisors during the following developmental stages. How did the characteristics of your supervisors differ between those whom you would and would not describe as a mentor?

- Entry-level practicum
- Advanced practicum (if applicable)
- Internship
- Early career school psychologist (first 5 years of practice)
- Middle career
- Late career (more than 20 years in the field, if applicable)

Compare and contrast the characteristics of your most effective mentors to those presented in Table 2.4.

TABLE 2.5 Mentee Needs

- Guidance in a general or specific professional area
- Series of questions or issues
- Broad career development
- Early career development
- Ethical and moral guidance
- Assistance in navigating professional settings, institutions, structures, and politics
- Professional identity development guidance

APA Task Force on Mentoring (2006). *Introduction to mentoring: A guide for mentors and mentees* (p. 7). Available at: <https://www.apa.org/education-career/grad/mentoring>



FIGURE 2.1 Many Hats of the Supervisor.

For a summary of the many roles of the supervisor, see Figure 2.1: *The Many Hats of the Supervisor*.

This wide variety of roles that a supervisor can assume may change based on the supervisory agenda, developmental level of the supervisee, and intended or required client and supervisee outcomes (Corey et al., 2021). Functional and systemic factors of the agency or school settings in which the supervisee and

supervisor work also affect the particular roles a supervisor can play at any particular time in the supervisory relationship. For example, a supervisor may plan a more teaching role when the supervisee has little knowledge about working with a particular type of client; however, the supervisor may apply a more consultation approach when the supervisee is providing psychological services to a client who is dealing with a problem that the supervisee has sufficient knowledge and skill to address.

Supervisor Responsibilities

Supervisor responsibilities vary widely and include responsibilities associated with professional skill development of the supervisee, the welfare of clients, and the development of supervisees' professional identity and self-care.

Supervisee Professional Growth

The supervisory relationship is focused on supporting supervisee growth to prepare the supervisee for competent independent practice. This growth should be evident across multiple domains of professional functioning. The supervisor ensures that supervisees learn case conceptualization, assessment practices, strategies for direct and indirect intervention, appropriate professional role and demeanor, emotional awareness, and self-evaluation. To maximize supervisee growth, supervision must occur within the context of a strong supervisory relationship. The topic of developing effective supervisory relationships that support maximum supervisee growth will be addressed further in Chapter 3.

Feedback and Evaluation

Feedback and evaluation represent critical responsibilities of the supervisor and are ethical (APA, 2017a; NASP 2020a) and legal obligations reflected in several psychology licensing laws (e.g., Texas). This responsibility represents a central component of supervision for fostering professional growth for the supervisee and ensuring healthy and effective practices within the profession of school psychology. Effective feedback and evaluation practices must occur during the supervisory relationship for the supervisee to develop into an independent practitioner. Evaluation must be both formative and summative. Formative evaluation refers to feedback that is ongoing during the course of supervisees engaging in professional activities and that suggests actions to guide next steps in immediate professional activities. Summative evaluation summarizes overall effectiveness across multiple domains of practice at key developmental time periods of the training experience (e.g., quarterly) and generally includes written feedback across multiple domains of practice.

This summary evaluation is also shared with the university for intern and practicum students. The topic of evaluation and feedback will be addressed in greater detail in Chapter 7.

Due Process Information for Supervisees

Related in part to providing formal evaluations to supervisees, supervisors have the responsibility to provide due process policies and procedures to their supervisees. Supervisors must provide information about the process and procedures for disputing an evaluation provided by the supervisor; seeking solutions if the supervisor is not providing the level or intensity of supervision required by accrediting bodies and licensing boards (e.g., less than 2 hours a week of face-to-face supervision); and/or if personality conflicts are interfering with developing productive supervisory relationships.

Model Effective Communication, Problem-Solving, and Self-Care Strategies

Modeling, teaching by example, represents a powerful learning tool for supervisees. Supervisors can teach their supervisees much about effective practice by *thinking or problem-solving aloud* to demonstrate clinical evaluation and decision-making approaches. Modeling effective communication strategies in interactions with supervisees, children, parents, teachers, and administrators provides a practical example for supervisees to emulate. Is the supervisor dismissive when communicating with parents or teachers or do they demonstrate respect? Does the supervisor engage in impulsive or more reflective problem-solving, carefully considering options before taking action? The answers to these questions can have a significant impact on their supervisees' learning. In addition to communication and problem-solving strategies, supervisors also model self-care strategies. What do supervisees observe in terms of their supervisors' efforts to balance their personal and professional lives? How does the supervisor handle the multiple stresses associated with the role of the school psychologist?

Promote Diversity and Cultural Responsiveness and Social Justice Advocacy

Just as acquiring ethical knowledge and demonstrating ethical behavior represents a core professional competency so does developing diversity and cultural responsiveness, and advocacy for social justice (APA, 2017a; NASP, 2020a). Supervisors have the responsibility to provide their supervisees with opportunities to work with children and families as well as consultees who represent diverse backgrounds or minority characteristics. These cases give their

supervisees an opportunity to demonstrate their developing knowledge and skills in this important area of diversity and cultural responsiveness. Consistent with promoting ethical knowledge and behaviors, it is important for the supervisor to model sensitivity to and knowledge of effective strategies to use with diverse clients and consultees during the problem-solving process and to be an advocate for social justice. This latter role of social advocate is taking on even more importance in the third decade of the 21st century. These important roles will be discussed in more detail in Chapters 8 and 11.

Integrate Systemic Contexts into Intervention Planning

Many school psychologists subscribe to an ecological model (Bronfenbrenner, 1977) in conceptualizing student problems. This model includes the various social relationships and “systems” that impact child development and behavior. For school psychologists, these systems include those closest to the child and ones with whom children have the most contact. The microsystem has the greatest impact on the child and includes home and school and interactions with family, peers, and other caregivers such as teachers. The mesosystem includes interactions between the different people in the child’s microsystem. An example would be the relationship between the child’s parents and the child’s teacher. The next level, the exosystem, does not directly involve children as active participants but can impact them. For example, exosystem would include the impact on a child when a parent loses a job. The next level is the macrosystem, which includes the cultural environment in which the child lives and all other larger systems that impact the child. These systems include the economy, cultural values, and political systems. One example of how the macrosystem can impact a child occurs when a child from a military family has one of his parents deployed. The fifth and final system is the chronosystem which changes over time. This system includes the major environmental changes that impact an individual’s development over time. These include historical events (e.g., Covid-19 pandemic), significant socio-political cultural changes such as changing sexual mores, and personal major life transitions such as marriage or birth of a child.

Through the problem-solving process, supervisors assist their supervisees in appreciating these larger contexts or systems and incorporating them into intervention planning. For example, a child who is bullying other children may be impacted by the reactions of peers in the classroom or neighborhood, parents and siblings in the home, the norms or rules operating in the classroom, and the school culture as a whole. An analysis of these various systemic factors is an important part of understanding the context of the bullying behavior and then choosing appropriate multifaceted evidence-based interventions to address it. Best practices in contemporary school psychology target both individual and systemic interventions (Simon, 2016, 2020). The DEP model incorporates ecological considerations into supervision and problem-solving.

Promote Accountability/Risk Management

Supervisors have the responsibility to promote effective accountability practices that manage the legal risk for both themselves and their supervisees. Risk management refers to those practices that focus on the identification, evaluation, and treatment of problems that might injure clients, lead to the filing of an ethics complaint, or a malpractice action (Corey et al., 2021). These practices include, for example, documentation of when supervision occurred, summaries of those sessions, documentation of what activities the supervisee is engaging in, and development of a comprehensive written supervision contract that specifies supervisor and supervisee responsibilities. A more detailed discussion of developing a supervision contract and other risk management strategies is provided in Chapter 7.

Ensure Welfare of the Client

Supervisors maintain the primary responsibility for their supervisees' clients. This responsibility influences activity assignments for supervisees, intensity of case monitoring, and degree of direct involvement by the supervisor in service delivery.

Vicarious Liability

Based on the position of authority and control the supervisor has over the professional work of their supervisees, supervisors assume full responsibility for all of the professional work of their supervisees in terms of client welfare. Supervisors need to be fully aware of this responsibility since they can be held liable even when they do not have specific knowledge about the supervisees' clients. The concept of vicarious liability is discussed further in Chapter 5.

Know and Monitor All Supervisee Cases

Since supervisors are ultimately legally and ethically responsible for the welfare of their supervisees' clients, supervisors have the responsibility for monitoring all supervisees' cases in order to be fully knowledgeable about them. This monitoring is important not only to assure client welfare but also to be informed to provide feedback to supervisees regarding their strengths and areas that need to be targeted for growth.

Promote Ethical Knowledge and Behavior

A core competency at both the specialist and doctoral levels of school psychology preparation relates to acquiring knowledge of professional ethical codes and promoting ethical professional behavior (APA, 2017a; NASP, 2020a).

Although on-campus university coursework facilitates the acquisition of ethical knowledge, it is the field-based training particularly during practica and internship that provides an opportunity for supervisees to integrate and apply that knowledge and demonstrate how it is incorporated into their professional behaviors. It is the responsibility of the supervisor to provide frequent opportunities to discuss ethical dilemmas employing a systematic decision-making model as they occur in the field setting and to monitor the demonstration of ethical behavior (Jacob et al., 2022). It is also important for supervisors to recognize that they serve as influential models of ethical decision-making and behavior as they provide case supervision to their supervisees. Ethical and legal issues will be addressed in more detail in Chapter 5.

Supervise within Scope of Competence and Monitor Supervisees' Competence

Supervision competence is two-pronged and includes knowledge of effective supervisory practices and clinical expertise. When supervising cases or other professional activities of their supervisees, it is important that supervisors both monitor their own competency to supervise this particular type of case (i.e., do they have the training and/or experience with similar cases) as well as the supervisees' competency level to work with the assigned clients. It is important to monitor the supervisees' work with their cases adequately, including the progress or lack of it, to both ensure client welfare and that supervisees are only assigned tasks that they are competent to perform with supervision. If the supervisor does not possess the expertise to supervise a particular case or work activity, the supervisor has the ethical responsibility to seek supervision or transfer supervisory responsibility to someone who does.

Promote Professional Identity and Self-care

Special challenges occur when supervising interns and practicum students who are experiencing the multiple professional demands inherent in their professional roles for the first time. These challenges include added stress, performance anxiety, lack of familiarity with the various professional roles and functions required in an applied setting, and assumption of a professional adult identity for the first time. Added stress became particularly evident during the recent pandemic.

Supervisors must monitor supervisees' personal development as it affects professional practice and self-care. During the supervisory relationship, the supervisee is not just expanding professional knowledge and skills, but personal development is also simultaneously occurring. Areas of growth related to personal development can include the supervisee's increasing maturity, sense of self-efficacy, and ability to manage stress. The latter is critical, as the role of the

school psychologist can be stressful (Huebner et al., 2002). Unmanaged stress can lead to burnout and problems in professional competence. Personal development also requires that supervisees learn about personal self-care, particularly the importance of maintaining a sense of balance in one's life, which in turn enhances professional functioning. Maintaining this balance is particularly important given the stressors inherent in working as a school psychologist with its multiple tasks and clients/consultees (i.e., students, parents, faculty, and administrators). This healthy work–life balance enables school psychologists to be more effective with all those with whom they work and provides more rewards in all parts of their lives. Self-care will be discussed in more detail in Chapter 10.

Supervisee Diverse Roles and Responsibilities

A major responsibility of the supervisee is to be an active learner with shared responsibility for creating a beneficial supervisory relationship. Proactive supervisees assume responsibility to maximize their learning and contribute to effective supervisory relationships (Newman, 2020). This role can be accomplished in several ways, which are discussed below.

Proactively Seek Out Information and Opportunities

A significant behavioral marker for active learners is that they ask many questions and seek out additional opportunities for involvement. During a video or audio recording review of the supervisee's work, a supervisee assuming the role of an active learner would be observed verbalizing as much or more than the supervisor. The verbalizations would include requesting specific feedback, asking for additional resources on topics discussed, and volunteering to engage in a variety of activities to gain more experience.

Engage in Self-advocacy and Self-care

Related to proactively seeking out information and activities, active learners in supervisory relationships engage in self-advocacy and self-care. They advocate for themselves in terms of what they need from their supervisors such as more or less structure, more or less independence, or greater involvement in different types of activities. These supervisees also engage in self-care. Similar to the supervisor responsibility to monitor and teach through modeling effective self-care strategies, active learners implement these self-care strategies and use supervision as a place where they can discuss ways to promote their physical and mental health as it relates to fulfilling their professional responsibilities (Corey et al., 2021). Due to the importance of this role and responsibility, personal self-care is addressed in more detail in Chapter 10.

Hold Supervision Time Sacred, Be Punctual and Prepared

As is also true of supervisors, supervisees must communicate that their dedicated supervision time is valued. This can be communicated to the supervisor by not scheduling other activities that conflict with supervision, only canceling sessions in emergencies due to sickness or unavoidable circumstances (e.g., car breaking down), not engaging in multi-tasking during telesupervision, and being punctual in arriving to supervision. Being prepared for supervision is essential. Preparation is best accomplished by completing a supervision session planner in advance of a supervision session. This form includes the supervisees' goals for the supervision session, topics for discussion, and cases for focused review. Case and activity summary notes that specify the supervisees' current activities and projected next steps with their clients prepare the supervisee and supervisor for the upcoming session. Both of these planners will be discussed in more detail in Chapter 7.

Identify Professional Strengths and Weaknesses and Develop Goals for Supervision

As noted earlier in this chapter, one of the responsibilities of the supervisor is to empower the supervisee to develop self-reflection/monitoring skills. Self-reflection and monitoring include the ability to identify professional strengths and weaknesses. Supervisees should engage in continuing self-assessment of their strengths and weaknesses and share this information with their supervisors. The discussion of these professional skill strengths and weaknesses, including professional behaviors, should lead to the modification of existing supervisee goals and/or the development of new goals for supervision around the outcomes of this assessment. Active learners engage in continual self-assessment and do not wait for formal feedback or evaluation from their supervisors. When the supervisor provides an assessment of strengths and weaknesses, the supervisee integrates this information into future self-monitoring. Supervision sessions discuss how the supervisee's self-perceptions are consistent or inconsistent with what has been observed by the supervisor. This process contributes to the development of effective self-monitoring skills.

Work Toward Developmentally Appropriate Self-monitoring and Independence

Related to the above, active learners work toward exhibiting both developmentally appropriate self-monitoring and independence in their professional work. Supervisees articulate clearly to their supervisors how they are self-monitoring their clinical work and their needs for more or less independence.

Monitor the Internship Plan with the Supervisor

A written internship or practicum plan consists of the objectives of the training experience and activities the supervisee will engage in to reach those objectives. Often these training plans collect dust in desk drawers and are only reviewed when required, such as when the university program representative visits an internship or practicum site. Active engagement in the supervisory experience includes the supervisee understanding the importance of this written plan, keeping it up to date in terms of activities completed, discussing it frequently with the supervisor, and modifying it when appropriate.

Share All Casework with the Supervisor

As noted earlier, supervisors are responsible both legally and ethically for all of their supervisees' clinical work. Supervisees therefore also have the legal and ethical responsibility of full disclosure to their supervisors. It is especially important to communicate to supervisors that even though the particular clinical activity they might have engaged in (e.g., a counseling or assessment session) may not reflect positively on the supervisor's assessment of their level of competency, they must share all relevant information with their supervisors.

Review Assessment/Intervention Plans with Their Supervisor Prior to Implementation

Specifically related to the responsibility of sharing all casework with supervisors, supervisees are required to review their assessment/intervention plans with their supervisors prior to their implementation. The level of detail they must go into will be dependent on their developmental status with more advanced supervisees likely having to share fewer details than a less experienced supervisee. However, it is the supervisor's decision not the supervisee's to determine the level of detail necessary based on the developmental level of the supervisee and to clearly communicate expectations to the supervisee.

Obtain Supervisor's Signature When Required

Legally and ethically all relevant case documents such as psychoeducational reports, case summaries, progress notes, and other similar documents related to their clients must have both the supervisee's and the supervisor's signatures. These signatures must be obtained prior to the distribution of the document to confirm that the supervisor has reviewed it, as it is the supervisor who has the legal and ethical responsibility for all the supervisee's clinical work.

Engage in Evidence-Based Practice

The assessment and intervention plans reviewed by the supervisor should be consistent with evidence-based practice and reflect an effort by the supervisee to integrate all prior theoretical and skills training. This will allow the supervisor to obtain a more reliable assessment of the supervisee's current knowledge and skill set and result in more accurate and useful feedback and evaluation. Evidence-based practice is both a clinical and ethical responsibility.

Accept and Act Upon Supervisor's Guidance and Directives

Supervisees have the legal and ethical responsibility to accept and act upon their supervisors' directives. The supervisee can certainly disagree with a proposed plan advanced by the supervisor to implement with one or more clients, and the supervisee has the responsibility to share these concerns and discuss them openly. However, the final decision regarding the course of action with a particular client or how to proceed in a professional work activity is up to the supervisor.

Monitor Defensiveness

Since supervisee defensiveness reduces acceptance and subsequent implementation of constructive feedback and evaluation provided by the supervisor, supervisees have a responsibility to monitor their own defensiveness. If defensiveness becomes an issue, it is the responsibility of both supervisor and supervisee to bring this into the open and discuss it thoroughly, as defensiveness in the relationship can inhibit learning.

Share Difficulties and Ask for Help When Needed in a Timely Manner

It is the supervisees' responsibility to share with their supervisors any difficulties they are experiencing related to completing their work responsibilities. Rather than waiting for the problem to increase in severity, supervisees should ask their supervisors for assistance in a timely manner. Whether or not supervisees will fulfill this responsibility will be dependent in part on the strength of the supervisory relationship and the level of trust between supervisor and supervisee.

Immediately Inform the Supervisor of All Risk-of-Harm Situations

To ensure client welfare and to minimize risk of supervisor liability, supervisees have the responsibility to immediately inform their supervisor (or designated backup supervisor) of any situation where clients are at risk of doing harm to themselves or others. Supervisors have the responsibility to inform their

supervisees when they will be unavailable when their supervisees are engaging in assigned professional activities and whom the supervisee should contact when they suspect the risk-of-harm to self or others.

Provide Feedback to the Supervisor

Feedback is a reciprocal responsibility in a supervisory relationship. Although supervisors have the responsibility to provide ongoing feedback and conduct periodic evaluations of their supervisees, supervisees share a responsibility to provide feedback to their supervisor particularly around unmet supervisory needs or responsibilities not being fulfilled by their supervisors. Supervisees should share concerns with supervisors when they are uncomfortable about any aspects of their supervisory relationship or the process of supervision. The likelihood of the supervisee meeting this responsibility will depend in part on the level of trust developed in the supervisory relationship. This process of evaluation will be discussed in more detail in Chapter 7.

Complete Tasks within Required Timelines

Supervisees have the responsibility to complete all assigned tasks within designated timelines. Punctuality in completing work tasks represents an important professional behavior that needs to be developed during the training experience. If supervisees cannot complete a task within the agreed-upon timeline, they have the responsibility to inform the supervisor and negotiate a new due date.

Know and Follow All School District and University Policies

Supervisees must be aware of and follow all school district or other agency and university policies. If policies are unclear, the supervisee has the responsibility to raise questions and initiate a discussion with the supervisor. District, university, and/or other agency administrators typically expect trainees in their settings to follow all designated policies and procedures.

Uphold APA and NASP Ethical Standards

In addition to following all state and federal legal regulations relevant to the practice of school psychology in their particular setting, supervisees are expected to uphold the ethical standards of relevant professional organizations including APA and NASP. Supervisees have the responsibility to raise ethical dilemmas in supervision and collaboratively problem-solve them with their supervisors using a systematic legal-ethical decision-making model (Jacob et al., 2022). This will be discussed further in Chapter 5. Table 2.6 provides a summary of all supervisor and supervisee responsibilities while engaging in the process of supervision.

TABLE 2.6 Major Supervisor and Supervisee Responsibilities

<i>Supervisor Responsibilities</i>	<i>Supervisee Responsibilities</i>
Supervisee professional growth	Proactively seek out information and opportunities
Feedback and evaluation	Engage in self-advocacy and self-care
Provide supervisees with due process information	Hold supervision time sacred, be punctual, and be prepared
Model effective communication, problem-solving, and self-care strategies	Identify professional strengths and weaknesses and develop goals for supervision
Promote diversity and cultural responsiveness	Work toward developmentally appropriate self-monitoring and independence
Integrate systemic contexts into intervention planning	Monitor the internship plan with the supervisor
Promote accountability/risk management	Share all casework with the supervisor
Ensure welfare of the client	Review assessment/intervention plans with their supervisor prior to implementation
Vicarious liability	Obtain supervisor's signature when required
Know and monitor all supervisee cases	Engage in evidence-based practice
Promote ethical knowledge and behavior	Accept and act upon supervisor's guidance and directives
Supervise within scope of competence and monitor supervisees' competence	Monitor defensiveness
Promote professional identity and self-care	Share difficulties and ask for help when needed in a timely manner
Hold supervision time sacred, be punctual, and be prepared	Immediately inform the supervisor of all risk-of-harm situations
Provide feedback to the supervisee	Provide feedback to the supervisor
Uphold APA and NASP ethical standards	Complete tasks within required timelines
Seek feedback from the supervisee	Know and follow all school district and university policies
Always provide backup supervisors for risk-of-harm situations	Uphold APA and NASP ethical standards

Summary

While various definitions of supervision emphasize different characteristics of the role, most share in common that it represents a professional interaction focused on increasing the professional skills of the supervisee and ensuring client welfare and that supervision is evaluative and extends over time. As school psychologists are encouraged by our professional codes to seek supervision no

matter our level of experience, the seniority level of the supervisor or supervisee is not critical to the definition of supervision adopted by us for this text. Contemporary definitions of supervision in the field of school psychology include that it consists of a multimethod developmental process preparing the supervisee for eventual competent independent practice. It must address the ecological contexts for professional practice, service delivery, and the supervisory relationship itself. Supervision guides the supervisee in evidence-based practice for problem-solving addressing both individual and systemic needs. The DEP definition delineated in this chapter incorporates these dimensions.

Just as definitions are varied, so are the purposes of supervision. These purposes include supporting supervisee growth, ensuring client welfare, gatekeeping (depending on the experience level of the supervisee), remediating competency problems, empowering self-reflection/monitoring, defining professional development needs of the supervisee, and preparing for the future role as a supervisor. Supervisors and supervisees each have a number of diverse roles and responsibilities. For supervisors these roles and responsibilities include aspects of teaching, supporting, consulting, and mentoring. The responsibilities center around those related to the professional skill development of the supervisee and include: supporting supervisee professional growth; providing feedback and evaluation; modeling effective communication, problem-solving, and self-care strategies; promoting cultural and diversity responsiveness and social advocacy; appreciating the role that larger systemic contexts play in individual interventions; and demonstrating accountability/risk management. Ensuring the welfare of clients represents the second category of supervisor responsibilities and includes vicarious liability, knowing and monitoring of all cases, promoting ethical knowledge and behavior, supervising only within the scope of one's competence, and evaluating and monitoring the supervisee's competence. The last category of supervisor responsibilities includes monitoring the supervisee's personal development as it affects professional practice and promoting professional identity and self-care.

Supervisee roles and responsibilities include: being an active learner, sharing all casework with their supervisor, accepting and acting upon the supervisors' guidance and directives, monitoring their own defensiveness, sharing difficulties and asking for help when needed in a timely manner, informing their supervisor (or designated backup) of all risk-of-harm situations, providing feedback to the supervisor, completing all tasks in a timely manner, knowing and following all relevant school district and university policies, and upholding APA and NASP ethical standards. The extent to which supervision can fulfill all of these stated purposes and supervisors and supervisees can effectively assume all of their diverse roles and meet all of their responsibilities is very much dependent on having a strong supervisory relationship. We now turn our attention in Chapter 3 to the characteristics of an effective supervisory relationship.

3

CHARACTERISTICS OF EFFECTIVE SUPERVISORY RELATIONSHIPS

The supervisory relationship also referred to as the supervisory working alliance represents the core component or foundation of the supervisory process. This relationship is a major factor contributing to positive or negative outcomes of the supervisory experience for supervisees, and a positive working alliance leads to more positive client outcomes (Enlow et al., 2019).

Supervision represents a complex interpersonal relationship that is impacted by the personal attributes and professional skills of the supervisor, supervisee characteristics, the dynamics of the supervisor–supervisee relationship, and the types of supervisory processes employed by the supervisor. Who is the effective supervisor represents a critical question when considering what contributes to an effective supervisory relationship (Barnett et al., 2007). Ladany et al. (2013) studied supervisee perceptions of effective therapy supervisors in the field of counseling psychology and identified four key characteristics of effective supervisors and supervisory relationships. These characteristics included the quality of the supervisory alliance, the ability to foster inquiry and autonomy in the supervisees, the clinical expertise of the supervisor, and their ability to provide their supervisees with positive and challenging feedback. More recently and specific to school psychology, Guiney and Newman (2021) studied characteristics of 16 highly accomplished internship supervisors who were recognized as “model internship supervisors” by NASP. This designation was based on nominations made by a school psychology preparation program with supportive evaluations of supervisor effectiveness by at least two former interns and a colleague. These researchers identified a number of personal characteristics of effective school psychology intern supervisors such as being supportive, kind, caring, eager and willing to help, having a healthy work/life balance, and a sense of humility. This chapter will address these and other aspects that

contribute to an effective supervisory relationship and fulfill the purposes of supervision discussed in Chapter 2.

Supervisor Characteristics

Personal Attributes

Effective Interpersonal and Communication Skills

One of the most critical elements of effective supervisory relationships is the ability of supervisors to establish a positive connection with their supervisees (Bernard & Goodyear, 2019; Corey et al., 2021; Guiney & Newman, 2021). The outcome of a positive connection can be attributed in large part to the interpersonal and communication skills of the supervisor.

Effective supervisors possess strong interpersonal and communication skills both verbal and nonverbal. They exhibit multicultural and diversity competence reflected in their ability to work with supervisees from diverse backgrounds and developmental levels. They demonstrate well-developed active listening skills for both verbal and nonverbal communication as well as the ability to communicate trust, support, acceptance, empathy, genuineness, and honesty with the capability to provide constructive feedback in a non-judgmental manner. All these attributes and skills contribute to creation of a safe environment for learning and a strong supervisory alliance. Effective supervisors take the time to get to know their supervisees and spend time in rapport building helping the supervisee to feel comfortable in the supervisory setting and thus more willing to disclose challenges and take the risks that are an essential requirement for professional development. Even more time in rapport building is necessary if tele or remote supervision is provided such as occurred during the recent pandemic. Telesupervision will be discussed in more detail in Chapter 13. Effective supervisors are also skilled in conflict resolution both when ruptures occur in the supervisory relationship and if conflicts develop with other staff members. Effective supervisors (a) are respectful of their supervisees' input including feedback about the supervisory relationship, (b) listen carefully to their supervisees' concerns, (c) create a supportive atmosphere in which their supervisees can ask questions and express their opinions, (d) possess a sense of humility indicating they are unafraid of making mistakes and that they do not know all of the answers to questions posed by supervisees, and (e) encourage their supervisees' independence in their professional functioning (Corey et al., 2021; Guiney & Newman, 2021).

A number of interpersonal and communication skills that are deleterious to the supervisory relationship have also been identified (Corey et al., 2021; Enlow et al., 2019; Ladany et al., 2013). These characteristics include rigidity, being judgmental, not taking a developmental perspective, failure to identify supervisee strengths only focusing on weaknesses, excessively critical and failing to identify supervisee growth, lacking compassion, and arrogance.

Self-care

Self-care is defined as attending to one's own physical and psychological wellness. Underlining the importance of self-care, it is included in Principal A of APA's Ethical Code: "Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work" (2017a, p. 3). Promoting wellness through self-care is increasingly recognized as preventing professional burnout among school psychologists, stress-related illnesses, unprofessional behaviors and/or ethical violations, and promoting more effective service delivery (APA Board, 2016; Huebner et al., 2002).

There exist several occupational hazards encountered by psychologists working in any setting. Those most likely to impact school-based school psychologists include working with students and parents in distress; varied and quickly changing role demands; working in isolation as the only school psychologist in the building and/or district; frequently changing demands of the profession; multiple demands from the varied consumers of school psychological services with different "agendas" including students, parents, teachers, and administrators; and the interactions between personal stress and work demands.

The varied and quickly changing role demands became particularly evident due to the extraordinary burdens placed on school-based school psychologists during the recent pandemic which were different than those that impacted psychologists working in non-school settings. These burdens revolved around in-person versus remote instruction, pivoting from remote to hybrid service delivery, and then for many school psychologists finishing the school year back to in-person instruction. These burdens impacted all facets of the role and function of the school psychologist including assessment, intervention, and consultation.

What are some warning signs of occupational stress which supervisors should monitor? Some of these signs may include feelings of dissatisfaction with work, depression reflected in sleep or appetite disturbance, negative mood, substance abuse, anxiety, difficulty concentrating, workaholism, increased clinical errors, and chronic irritability and impatience.

Effective supervisors recognize the importance of self-care, and they model these self-care behaviors for their supervisees (Guiney & Newman, 2021; Newman, 2020). Authentic modeling by the supervisor of proper work-life balance and personal stress management prepares the supervisee to manage the long-term pressures inherent in the profession of school psychology. Several supervisory strategies follow which are based on the Developmental, Ecological, Problem-solving (DEP) supervision model and can be employed to reach the goal of preventing and reducing stress. Chapter 10 will present a further in-depth look at how to foster the development of self-care skills within the supervisory process, including specific strategies and activities appropriate for supervision within the framework of the DEP approach.

A number of supervisory strategies, based on the DEP model, can be employed to reach the goal of preventing and reducing stress. A first step involves accurate identification of the developmental level of the supervisee, assessment of the professional skills required in the task, and then employment of appropriate supervisory methods to match the supervisee's skill levels. For example, if a risk assessment of a client is necessary and the supervisee has never conducted one, the supervisor can use role-playing and/or cotherapy to conduct the risk assessment jointly rather than relying on verbal self-report after the supervisee conducted the risk assessment independently. Engaging in this activity without proper skills would likely be very stressful for the supervisee.

Second, it is important to assure a match between the demands of the training site and the skills of the prospective practicum student or intern. Supervisors should advocate for being included in the interview process to ensure selection of a potential supervisee who has the prerequisite knowledge and skills to match the demands of the training site. The authors are aware that the opportunity for the intern supervisor to interview the prospective intern does not occur in many internship settings. We encourage all intern supervisors to advocate for this need with their supervisors/administrators.

A third focus is the development and maintenance of a strong supervisory relationship. Consistent with information presented in this chapter, developing a strong supervisory relationship will help prevent or reduce the supervisee's stress. The supervisory relationship should be characterized by open communication, explicit and transparent expectations, supervisee input into the goals and progress monitoring of the supervisory experience, and encouragement for the supervisee to move outside of professional comfort zones while the supervisor still provides support or a professional safety net.

A final focus involves navigating institutional stresses. As will be discussed in more detail in Chapter 8 (Ecological component of the DEP model), schools are complex organizations. As such they pose challenges for those with less experience to navigate. An important supervisory practice to prevent or reduce supervisee stress would be to openly discuss these challenges and provide strategies to address them. Letting your supervisee know it is appropriate at times to say "no" to taking on additional responsibilities and facilitating cooperation and collaboration with other professionals in the school can go far in preventing or reducing stress. This focus prepares the supervisee to have the ability to cope with institutional barriers and constraints that inevitably impact and add stress to professional practice.

Motivated and Committed to Training and the Development and Advancement of the Profession

Effective practicum and internship supervisors are strongly committed to training the next generation of psychologists (Guiney, 2019; Guiney & Newman, 2021). They view supervision as a way to give back to their field and "touch the

future” of their profession, and they communicate this value to their supervisees. Those who supervise or mentor early career school psychologists or others who are later in their careers are also committed to advancing best practices in the field. Supervision represents one of the primary mechanisms to advance our specialty of school psychology and the field of education (Harvey & Struzziero, 2008; NASP 2020a). Supervisors demonstrate this commitment to supervision to individual supervisees by their commitment to and execution of best supervisory practices, routine solicitation of feedback regarding supervision effectiveness, and explicit incorporation of training in supervision competencies into the supervision experience.

Unrelenting Focus on the Good of Children and Their Families

Effective supervisors have a strong commitment to meeting the needs of their clients and families and are described as passionate by their supervisees. This is evident in how supervisors interact with their clients and how they approach their role as a supervisor. This attitude is communicated clearly to supervisees both by how supervisors communicate about their supervisees’ clients and their close attention to monitoring supervised activities and interventions.

Professional Skills

Knowledgeable and Possessing Effective Clinical Skills

Effective supervisors possess a strong knowledge base and effective clinical skills in all of the domains of school psychology practice (NASP, 2020a), and this is considered an important factor that impacts the supervisory relationship (Bernard & Goodyear, 2019; Guiney & Newman, 2021; Holloway, 2016; Ladany et al., 2013). However, as noted above, well-developed clinical skills and knowledge of evidence-based practices will not in itself create a productive supervisory experience for the supervisee. Much like an ineffective consultant who may be skilled in consultative processes but lacks a knowledge base related to an issue brought up by the consultee, a clinical supervisor cannot provide valid supervision in areas beyond personal expertise.

Sufficient Experience Base

In addition to a strong knowledge base and effective clinical skills, an effective supervisor must have sufficient experience to draw upon when engaging in supervision (Guiney & Newman, 2021; Ladany et al., 2013). The nature of the setting in which the supervision is occurring presents an important contextual factor that impacts what occurs in supervision including the supervisory relationship (Holloway, 2016). Consider the situation in which supervision is

provided to an intern in a building in which there is significant staff conflict over how to handle the management of children exhibiting challenging behaviors. This conflict will impact the school climate, which in turn affects staff, students, and families and the supervisee's ability to provide direct and indirect interventions to these clients and consultees. The supervisor's experience with dealing with these types of building climate issues and their impact on a range of student problems would be an important factor in providing effective supervision.

The supervisor's experience in dealing with a wide range of student issues will also impact the nature of supervision and the supervisory relationship. The amount and types of experiences the supervisor can draw upon can have a significant impact on the effectiveness of supervision provided. As further evidence of the importance of experience to an effective supervisory relationship, professional organizations and professional licensing boards require a certain level of licensed experience to qualify as an internship supervisor (see Table 1.1 in Chapter 1 for specific requirements).

Effective Problem-Solver

Effective supervisors are skilled in problem-solving. They appreciate the value of a systematic problem-solving model in their own school psychology practice, and it is the *modus operandi* of the way they conduct supervision. Systematic problem-solving refers to addressing the four stages of problem identification, problem analysis, plan implementation, and plan evaluation (Cates et al., 2011; Newman & Rosenfield, 2019). Effective problem-solving can be applied to all problems encountered by the school psychologist. Since problem-solving is the core activity of professional practice, supervisors must be skilled in problem-solving, able to apply those skills to the supervisee's cases, and capable of teaching methods that the supervisee can apply to eventual independent practice. It is so critical to effective practice in school psychology that it represents a key component of the DEP model that is discussed in more depth in Chapter 9.

Strong Metacognitive Skills

Related to excellent problem-solving skills, effective supervisors exhibit strong metacognitive skills. These are higher-order thinking skills that help them plan, organize, and monitor problem-solving activities. This means they are able to use prior knowledge for planning how to address particular tasks, such as developing an assessment plan for a child or designing an intervention, for engaging in the necessary steps to complete tasks, for evaluating results, and, if necessary, for modifying approaches. Effective supervisors not only are able to utilize these metacognitive skills in their own practice but can model them by verbalizing them for their supervisees.

What follows is an example of the supervisor using metacognitive skills for prospective planning with the supervisor thinking aloud about how to plan a particular assessment. A supervisee early in the internship is discussing a student who is being considered for special education eligibility and is preparing for the Domain Meeting at which decisions will be made as to what additional assessments need to be conducted. The supervisor begins “thinking aloud” to model necessary questions to raise at the meeting. These questions include: “What are the particular referral questions that need to be answered by this assessment?” “What areas (e.g., academic achievement, cognitive, social-emotional) are related to these questions?” “What data utilizing the RIOT matrix (R = Review, I = Interview, O = Observation, and T = Test (Hosp, 2008; Intervention Central, 2021)) are currently available?” “What specific assessment approaches might be utilized to fill in any gaps in the data necessary to answer the referral questions?”

This second example involves the supervisor utilizing metacognitive strategies for a retrospective analysis of what occurred in a parent interpretive conference the supervisor and supervisee conducted together. The purpose of this conference was to discuss the results of the recent comprehensive assessment the intern had conducted with their 5th grade student. The parents participating in this conference were divorced but still both actively involved in raising their child. The supervisor “thinks aloud” about what she was processing during the conference when the father (the noncustodial parent) became disengaged because the mother spent a great deal of time criticizing the father. The supervisor shares with the supervisee that she noted the father had become very quiet and his body language suggested disengagement and escalating annoyance (looking away and arms crossed by his chest). She then redirected the conversation by asking the father specific questions about his interactions with his son and how these interactions reflect the positive relationship they have established with each other. Only after this positive redirection does she ask him to identify specific concerning behaviors. The supervisor then asks the mother to do the same.

Perceives Complexity but Is Able to Suggest Concrete Paths of Action

Dealing with complex situations involving consulting with school staff and dealing with challenging student issues is the norm for school psychology supervisors. Typically, much information is available for analysis, and effective supervisors are able to perceive the complexity of the data available yet still make practical recommendations. They can “see the forest for the trees.” Effective supervisors can model for their supervisees the ability to analyze a significant amount of complex data gathered from multiple sources and methods as inputs into their case conceptualizations and then develop specific intervention plans or approaches to address student or staff issues being discussed in supervision

(Simon et al., 2014). As was true with modeling problem-solving and effective metacognitive strategies, effective supervisors verbally model this skill for their supervisees. Effective supervision teaches the supervisee to address both individual and systemic factors impacting problems and to take effective action even when there are substantial barriers to success.

Integrates Theory and Research into Practice

Effective supervisors integrate current theory and research of evidence-based practices into their supervision. Effective supervision includes efforts to integrate current theories of human behavior into case conceptualizations and in the eventual selection of intervention or prevention strategies. Supervisors, by modeling this approach to decision-making, also challenge their supervisees to do the same as they become more independent in their clinical practice. Effective supervisors also utilize evidence-based assessment, intervention, prevention, and consultation strategies in their own clinical work. A focus on linking assessment findings with evidence-based interventions and encouraging supervisees to verbalize these links as they apply to their clinical work is a characteristic of effective supervision.

Engages in Ongoing Professional Learning

To remain effective as a supervisor, it is necessary to routinely participate in professional development activities that ensure that professional skills continuously improve and reflect contemporary best practice. This commitment to continuing education applies to enhancement of skills for supervision as well. A supervisor's commitment to continuing professional development models the importance of this practice for supervisees. Professional development regarding supervision competencies communicates to supervisees the importance placed on supervisory responsibilities. Both APA (2017, Standard 2.03) and NASP (2020a, Standard II.I. 3) ethical standards require that psychologists engage in continuing professional development. APA and NASP ethical principles and standards are discussed in more detail in Chapter 5.

Process Skills

Engages in Effective Supervisory Process

Effective supervisors engage in effective teaching methods to facilitate the learning process for supervisee professional development rather than merely providing directives or telling the supervisee what to do (Enlow et al., 2019; Guiney & Newman, 2021). These supervisors use supervisory strategies such as the Socratic strategy of inquiry and discussion in dialogue between the

supervisor and supervisee. This method is based on asking and answering questions to stimulate critical thinking and to illuminate different approaches to clinical practice (Bernard & Goodyear, 2019; Calvert et al., 2017). The Socratic method challenges and guides the supervisee to assess and evaluate data and options for problem-solving. It parallels the cognitive-behavioral therapy strategy that encourages self-discovery and critical analysis skills (Friedberg & McClure, 2015).

These supervisors also use scaffolding which refers to a variety of instructional techniques such as questioning, verbal or live modeling, or systematic rubrics or templates to organize data analysis and intervention planning. All these supervisory strategies have as their goal to move the supervisees to progressively greater understanding and, ultimately, to greater independence. The goal of scaffolding is to provide sufficient structures and supports for the supervisee to learn new ways of interpreting data or implementing a particular intervention or consultation approach. Scaffolding matches supervisory supports to the supervisee's developmental learning curve and current competencies. Without scaffolding supports, the foundation for learning complex skill sets would not occur. Matching supervisory methods to emerging supervisee competencies will be addressed in detail in Chapter 7 on the Developmental component of the DEP model.

Another example of effective supervisory process involves encouraging dialogue between the supervisor and supervisee about the supervisory relationship by routinely requesting feedback from the supervisee. We have identified this previously as an important interpersonal or communication skill and value that is to be communicated by an effective supervisor to the supervisee. Routine processing of the supervisory relationship models a variety of clinical skills that are taught in supervision including progress monitoring, reciprocal feedback with clients, and attention to the interpersonal dynamics that influence collaborative problem-solving. It also fosters the development of self-monitoring skills in the supervisee. The next chapter will examine this approach in greater detail.

Other effective supervisory processes such as communicating clear expectations through contracting, taking a developmental approach to supervision, and various structures for accountability such as the completion of a supervision planning document by the supervisee and supervision notes by the supervisor will be discussed in more depth in Chapter 7. These processes add more structure at the early stages of the supervisory relationship.

Flexible and Available

Effective supervisors communicate the importance of the supervision hour holding supervision times “sacred” by not scheduling other meetings that conflict with these supervision sessions nor allowing interruptions such as responding

to texts, emails, or answering phone calls during the supervision session. These interruptions can damage the working alliance in supervision. To communicate the sacredness of the supervision hour to others, including their supervisees, supervisors can hang a sign on their door such as “In Supervision—Please do not disturb except in an emergency.”

Effective supervisors are also flexible if a supervision meeting needs to be rescheduled and are also available for additional supervision if requested by the supervisee. Reflecting these processes, supervisees are told that if an emergency situation occurs or the supervisor or supervisee is ill necessitating the canceling of a supervision session, all sessions will be rescheduled at a mutually convenient day and time unless both agree that it is not necessary to meet that week. It is important for supervisors to explicitly communicate both verbally and nonverbally to their supervisees these values related to the sacredness of the supervision hour and procedures for rescheduling and requesting additional supervision. This will be discussed in further detail in Chapter 7, which includes a discussion of the components of the written supervision contract.

Sets High Goals

Effective supervisors set high goals for themselves and their supervisees. However, they are also explicit in communicating these goals to their supervisees and hold themselves to the same high standards as their supervisees. For example, supervisors model effective professional behaviors for their supervisees such as completing tasks within the required timelines and engaging in respectful communication with children, parents, and school staff. Self-assessment and progress monitoring of goals represent important professional skills for school psychologists, and supervisors provide their supervisees with multiple opportunities throughout their supervision to set professional goals and then self-assess their progress toward those goals (Guiney & Newman, 2021; Harvey & Struzziero, 2008; Holloway, 2016). During these goal setting and progress monitoring activities, supervisors communicate their high expectations for their supervisee. They also provide their assessment of their supervisees' progress toward their goals with subsequent discussion focused on comparing the supervisees' self-assessments with their supervisors' perceptions of their progress.

Respect for Boundaries

Effective supervisors respect boundaries in supervision (Barnett et al., 2007). Supervisors need to possess the personal and professional maturity to manage multiple roles and responsibilities as these might negatively impact a supervisory relationship. Multiple relationships occur in supervision when a supervisor is engaged in several professional roles and at least one more role in addition to

supervisor, either professional or nonprofessional, with the supervisee (Corey et al., 2021). These multiple roles might involve a university-based clinical supervisor who is also the supervisee's thesis or dissertation chair or their graduate assistantship supervisor. Another example is a supervisor who develops a friendship or social relationship with the supervisee. If a supervisor also became the supervisee's therapist, role confusion and a boundary issue would occur resulting in a compromising dual relationship. While it is impossible to avoid all multiple relationships in supervision, it is the supervisors' responsibility to respect these boundaries and determine the advantages and disadvantages of each of the multiple roles and how each might impact their objectivity and judgment related to their trainees. The supervisor–supervisee relationship is a hierarchical one with a power differential. Because supervisors have a responsibility to evaluate their supervisees and in the case of preservice school psychologists to serve as gatekeepers for the profession, multiple relationships can become problematic. It is virtually unavoidable to not engage in multiple relationships with licensed peers who are seeking supervision hours for licensure or certification (Corey et al., 2021). The ethical dilemmas that can arise in the context of multiple relationships will be covered in detail in Chapter 5.

Manages Organizational Demands and Advocates for Their Supervisees

There exist many demands on the time of both the supervisor and the supervisee in the typical school or other practice setting. There are assessments to complete, teacher and parent consultations to conduct, reports to write, and a variety of meetings to attend from Individualized Education Plan and 504 meetings to manifest determinations. Supervisors with effective organizational skills enable their supervisees, depending on their developmental level, to organize these tasks and be successful by protecting them from too many simultaneous demands limiting their effectiveness. Effective supervisors advocate for their supervisees by protecting them from inappropriate requests to ensure that they gain access to experiences critical for their training.

For example, early in the internship, the building administrator asks the supervisee to serve in the role of a one-on-one personal classroom aide for a student who is particularly disruptive in order to control the student's behavior. This would represent an inappropriate request, and the effective supervisor would discuss with the building principal that serving as the classroom personal aide would interfere with the intern's training experience, which needs to be broad.

In a building in which the supervisor does not provide any counseling services, but his intern requires this training experience, the effective supervisor could negotiate with the building social worker for the intern to access referred students to provide these counseling services and arrange for

appropriate supervision. This would be an example of the supervisor facilitating access to needed training experiences. As supervisees move toward greater independent professional functioning, they are encouraged to employ their own organizational skills to effectively manage the multiple demands of the setting.

Fosters Movement from Dependency to Competent and Mature Independent Functioning

Effective supervisors facilitate their supervisees transitioning from more dependent to independent functioning. Supervisors at the practicum and internship levels typically engage in the learning sequence of “I (supervisor) do, we do (supervisor and supervisee), and you do (supervisee)” (see Figure 3.1). The practicum and internship experience typically begins with observing the supervisor complete a variety of professional tasks, then transitioning to completing tasks collaboratively, and then moving into more independent functioning first with isolated professional tasks and then with all of the tasks associated with the role and function of the school psychologist (Newman, 2020). Historically,

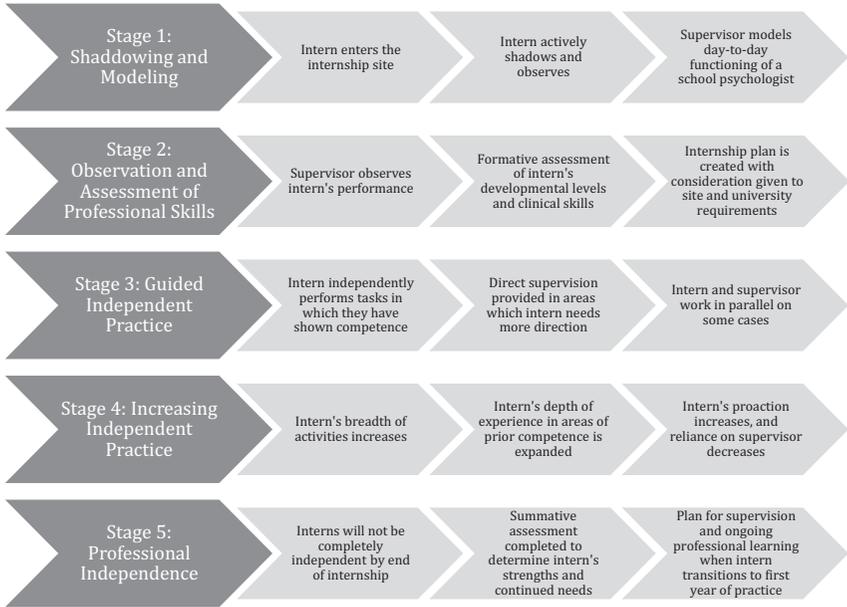


FIGURE 3.1 I Do, We Do, You Do.
Source: Newman, D.S. (2020). The school psychology internship: A guide for interns and supervisors. Routledge. Adapted with permission.

this represents the basis of the developmental models of supervision (Loganbill et al., 1982; McNeill & Stoltenberg, 2016), which are briefly described in Chapter 6. The developmental nature of effective supervision also represents one of the three pillars of the DEP school psychology supervision model, which is the focus of Chapter 7.

Delegates Responsibility and Trusts Their Supervisees

Effective supervisors are able to delegate responsibility trusting their supervisees to engage in problem-solving. However, they also closely monitor their supervisees' clinical work and engage them in systematic problem-solving as a component of effective supervisory process. Effective supervisors view training as a developmental progression toward the final goal of competency for independent practice. Thus, while a supervisor always closely monitors a supervisee's involvement in assessments of risk-for-harm to self or others, it is essential that by the end of supervision the supervisee has the opportunity to individually conduct this critical assessment. In this case, supervision presages the consultation that is routinely required in risk assessment.

Teaches Case Conceptualization and Problem-Solving

Effective supervisors teach an explicit process of case conceptualization directly linked to problem-solving (e.g., Cates et al., 2011; Simon, 2016). Case conceptualization represents a major goal or supervision task and therefore needs to be explicitly taught and monitored with feedback provided to supervisees related to their progress in developing this skill (Holloway, 2016).

Encourages Emotional Awareness and Self-evaluation

Two of the major outcomes of effective supervision are the development in the supervisee of emotional awareness and the ability to engage in self-evaluation (Holloway, 2016). Emotional awareness refers to the supervisees' awareness of their own feelings, thoughts, and subsequent actions that occur during their work with students, parents, or teacher/administrative consultees. It is important to recognize one's own emotions and the personal history that can trigger those emotions when engaging in counseling. If one is not aware of these emotions, they can interfere with the supervisee's objectivity while engaging in these professional activities.

Supervisees must also be aware of their emotions as they relate to their work with clients, the supervisory relationship, and what occurs in supervision. For example, a supervisee's self-awareness that she is getting frustrated with an oppositional adolescent in counseling assists her in avoiding potentially counterproductive responses. Similarly, a supervisee who is aware of a tendency

to hypersensitivity to critical feedback can inform the supervisor and ask her supervisor to help her prevent it from interfering with her ability to take in constructive recommendations. Finally, emotional awareness can help a supervisee who may have had some difficult relationships with authority figures openly discuss differences of opinion with her supervisor in the context of their hierarchical relationship.

The development of self-evaluation skills refers to the supervisees' ability to assess their own effectiveness in working with clients or supervisees in order to determine if their approach needs to be modified. Further, as a primary ethical responsibility, supervisees need to self-evaluate their own skill levels in an effort to recognize the limits of their competence to handle particular issues and when they need to seek supervision. As the supervisee develops this ability to self-evaluate their own skills, they are supervising themselves and, in a sense, we are "giving supervision away." Thus, goals of supervision include both awareness of potential influences on professional activity from personal history and personality factors and the sound judgment to seek consultation when cases are beyond experience or competency.

In a study conducted by the NASP Graduate Education Workgroup on characteristics of effective school psychology intern supervisors (Harvey et al., 2014), supervisors and supervisees rated the following supervisor characteristics as most important: respectful of the supervisee's input, feedback, and ideas; listens when a supervisee has a concern; provides a supportive setting in which the supervisee can ask questions and express their opinions; and encourages the supervisee to develop their own ideas. These characteristics of effective supervisors were consistent with those identified in the study of NASP Model Intern Supervisors by Guiney and Newman (2021) discussed earlier. The characteristics that were rated in the Harvey et al. 2014 study as least important by the supervisor and the supervisee included being prompt in reviewing reports and providing feedback; raises challenging questions to facilitate additional conversation and problem analysis; and helps the supervisee to define and achieve specific concrete goals during the training experience. The study also addressed the mismatches between the self-ratings of the supervisor and the supervisees' ratings. These mismatches included: the developmental needs of the intern not matched by the supervisor; supervisor and supervisee differences in terms of desired supervision structure, time allocation, theoretical orientation, or reliance on empirically based decisions; disclosures made during supervision sessions not kept private by the supervisor; and the supervisee with multiple supervisors receiving conflicting expectations. The DEP model discussed in depth in Chapters 6–9 addresses these mismatches by focusing on evidence-based practice, structural processes and requirements within supervision, and close attention to developmental considerations of the supervisee. Table 3.1 summarizes the attributes and skills of effective supervisors.

TABLE 3.1 Personal Attributes Plus Professional and Process Skills of an Effective Supervisor*Personal Attributes*

- Flexible and available
- Motivated and committed to training and the development and advancement of the profession
- Unrelenting focus on the good of children and their families
- Self-care
- Respects boundaries

Professional and Process Skills

- Effective interpersonal and communication skills
- Sufficient experience base
- Knowledgeable and possessing effective clinical skills
- Integrates theory and research into practice
- Effective problem-solver
- Strong metacognitive skills
- Teaches case conceptualization and systematic evidence-based problem-solving
- Engages in effective supervisory process
- Perceives complexity but can suggest concrete paths of action
- Sets high goals
- Encourages emotional awareness and self-evaluation
- Fosters movement from dependency to competent and mature independent functioning
- Delegates responsibility and trusts their supervisees
- Manages organizational demands and advocates for their supervisees
- Engages in ongoing professional learning

Supervisee Characteristics

Since reciprocity within the supervisory relationship is critical to its effectiveness, it is important to note what supervisors have identified as characteristics of an effective supervisee (Corey et al., 2021; Harvey & Struzziero, 2008; Newman, 2020). The essential characteristics highlighted below are also based on our conversations with experienced supervisors with the Illinois School Psychology Internship Consortium and with those supervisors enrolled in our supervision training workshops and minicourses. In fact, these characteristics are such an important aspect of forming an effective supervisory relationship that at our universities a module in the introductory seminar in school psychology focuses on this topic of characteristics of effective supervisees. Most entering school psychology students have not had any experience with clinical supervision and are unaware of these characteristics and behaviors and how they will impact the development of a positive supervisory relationship as noted in Chapter 2. When supervisors share with supervisees their personal experiences of what supervisee behaviors have contributed to successful supervisory

relationships, they are in effect teaching them how to be effective learners in this field experience.

These supervisee characteristics include allowing oneself to be a “learner” and a willingness to acknowledge fears, self-doubts, or anxieties by discussing them with their supervisor. Other characteristics include: supervisees recognizing their legal and ethical responsibility to share all information about a client with their supervisors; coming to supervision prepared; demonstrating timeliness in the completion of tasks; keeping their supervisors informed of their progress in task completion; providing feedback to supervisors about the supervisory process including sharing what is going well (what I like and find beneficial in supervision), what is not going well with specific suggestions on how to improve supervisory process; taking an idea and “runs with it”; taking the initiative by embracing opportunities to get involved in different activities and views every opportunity as a learning experience; asking “why” questions and understanding there are no “stupid questions”; realizing there is no perfect solution; being eager to receive feedback, curious, and energetic; recognizing that the supervisor is not the only one with the answer and being willing to share their impressions; being reflective and willing to identify their own strengths and weaknesses; engaging in a collaborative manner in identifying the needs of the community and working with their supervisors on meeting them; exhibiting a good sense of humor; expressing clearly what they need from supervision; and teaching their supervisors by sharing new and innovative ideas related to case conceptualization and intervention development. A summary of characteristics of effective supervisees is presented in Table 3.2.

TABLE 3.2 Characteristics of Effective Supervisees

-
- Allows oneself to be a “learner”
 - Demonstrates willingness to acknowledge fears, self-doubts, or anxieties
 - Recognizes their legal and ethical responsibility to share all information about a client with their supervisors
 - Prepares for supervision
 - Informs supervisors of their progress with task completion
 - Completes tasks on time
 - Takes ideas and “runs with them”
 - Takes initiative
 - Curious and energetic
 - Asks “why” questions and recognizes there are no “stupid questions”
 - Realizes there are no perfect solutions
 - Shows eagerness to receive feedback and seeks it out
 - Expresses clearly what they need from supervision
 - Provides feedback to supervisors about supervision
 - Recognizes that the supervisor is not the only one with the answer
 - Shares their impressions willingly
 - Reflective

- Willing to identify their own strengths and weaknesses
 - Engages in a collaborative manner when identifying the needs of the community
 - Displays a sense of humor
 - Teaches their supervisors by sharing new and innovative ideas
-

Summary: The DEP Perspective

Based on our review of the effective supervision literature coupled with our own experiences as university-based and field-based school psychology supervisors, we have identified the following list of essential characteristics of an effective supervisory relationship. In many respects the supervisory relationship is parallel to the concept of a therapeutic alliance with strong attachment. In combination these characteristics contribute to effective and purposeful supervision practices. Each of these characteristics is integrated into the DEP model so that supervisors can consistently apply best supervision practices:

1. The supervisor possesses interpersonal and clinical skills for engagement, empathy, encouragement, and support.
2. The supervisor establishes a professional relationship that is rooted in trust, focused on learning, and serves as a platform or base for professional growth in areas of inexperience or relative weakness.
3. An effective supervisory relationship is characterized by a structure with flexibility. There exists a clear delineation of roles and expectations within a written contract as well as specific structures, protocols, and tools for organization of supervisory practice and sacred scheduled supervision times with additional flexible capacity for “as needed” supervision. These structures include multimethod supervision, supervision session planners, essential documentation and recordkeeping, and protocols for crisis response and backup supervision. These structures and essential supports will be discussed in more detail in Chapter 7.
4. The supervisor possesses strong clinical skills guided by up-to-date evidence-based practices for problem-solving.
5. The supervisor links theory, research, and practice and communicates this integration to the supervisee.
6. The supervisor is an effective problem-solver who fosters the supervisee’s growth in problem-solving and teaches effective case conceptualization.
7. The supervisor possesses a developmental perspective focused on supervisee growth to competent independence.
8. The supervisor possesses competency in understanding and responding to the complex interactions between individuals and systems and teaches the supervisee how to integrate individual and systemic issues into assessment, intervention planning, and consultation.
9. The supervisor exhibits diversity and multicultural responsiveness.

10. The supervisor possesses system change agent skills addressing interactions among individual, familial, school, and community systems, demonstrating the ability to model and teach social justice advocacy skills.
11. Supervision processes include: clear mutual goal setting; provision of effective and routine formative and summative feedback; encouragement of supervisee self-discovery and engagement in problem-solving (i.e., the supervisor is not just the “answer person”); a focus on supervisee growth toward independent competence, challenging the supervisee to grow and engage in new activities and trusting in supervisee engagement in new professional practice while remaining supportive; maintenance of supervisory support; incorporation of an ecological perspective and sensitivity; and competency in understanding and responding to the complex interactions between individuals and systems.
12. As an effective supervisory relationship is based on the interaction between supervisor and supervisee, there are also supervisee characteristics that contribute to a positive relationship. These include personal attributes and behaviors of the supervisees such as emotional awareness and capacity for self-evaluation, enthusiasm and initiative, professional work behaviors such as timeliness of completing tasks and fulfilling responsibilities, and commitment to keeping their supervisors informed of their progress. It is important for supervisors (at the university and/or in the field) to educate their supervisees about these attributes and professional work behaviors.
13. Continuing professional development related to supervision, including didactic training and collegial consultation through metasupervision, is important for the development of supervisory competencies for school psychologists. This training and additional support through collegial consultation will advance the quality of the practice of supervision by enhancing purposeful supervision and fostering self-reflection and self-monitoring of supervisory practice. These continuing professional development activities will also serve to build a network of support for supervisors. The topic of building networks for collegial support is addressed in more detail in Chapter 14.

SUPERVISOR REFLECTION ACTIVITY: CHARACTERISTICS OF EFFECTIVE SUPERVISORS

Consider the characteristics of your most effective supervisors. Compare and contrast these characteristics with those described in this chapter. How would you describe your most productive and least productive supervisory relationships, and how do characteristics of each compare with what was discussed in the chapter? Ten years from now how will your supervisees describe you as a supervisor and the nature of their supervisory relationship with you?

SUPERVISORY PROCESS ACTIVITY: EXPECTATIONS FOR SUPERVISION

Engage in a discussion with your supervisee or if in a supervision class role-play with one of your classmates playing the supervisee. Discuss your supervisee's outlook on supervision. What does the supervisory relationship mean to your supervisee? What does your supervisee want or expect from you as the supervisor? What does your supervisee expect to contribute to supervision? What are your supervisee's expectations or goals related to the supervision they will be receiving? What are your supervisee's previous experiences with supervision? What was positive and what would your supervisee change?

4

PROCESSING SUPERVISORY RELATIONSHIPS

Previous chapters have emphasized the critical importance of the supervisory relationship as the foundation for an effective supervisory experience for both the supervisee and the supervisor. In an effort to ensure a satisfying and productive supervisory relationship, it is important for both the supervisor and supervisee to continually reflect on the nature of their relationship and the various supervisory processes that contribute to building a strong supervisory relationship. This chapter will review these various processes and provide practical strategies to allow the supervisor and supervisee to process or review their relationship leading to any corrective actions should that be necessary.

Transparent Structure and Routine Process

A positive supervisory relationship is facilitated by clear expectations for both the supervisor and the supervisee. These expectations include: frequency of supervision sessions; time and location; rescheduling missed supervision sessions; roles and responsibilities of both parties including the supervisee's role in preparing for supervision and who will determine the agenda and be expected to lead the discussion; the issue of vicarious liability and its implications for what is discussed in supervision; supervisory methods; and the methods, frequency, and timeline for evaluation. It is the evaluation role of the supervisor that generates the most anxiety for supervisees; therefore, both parties must be clear about how the evaluation will be completed. Developing a written contract and then implementing it with integrity is the most efficient and effective way to be transparent in terms of communicating the structure, routine procedures, and expectations to the supervisee. Discussion related to the contract also begins the all-important process of establishing trust between the supervisor and

supervisee. The development and execution of written supervision contracts will be covered in detail in Chapter 7 and include sample contracts.

Routine Direct Review and Discussion of Supervisory Relationship

Due to the importance of the supervisory relationship for a productive supervision experience for both the supervisee and supervisor, it is important to frequently discuss the relationship. As trust develops in the relationship, the expectation should be established that processing the relationship will become a routine part of supervision sessions. This processing would include identifying what is going well in the relationship and what can be improved. The extent that the supervisee can be truthful in sharing perceptions of the effectiveness of the supervisory relationship provides an index of the degree of trust that has been established. The authors in their roles as supervisors recall having supervisees provide honest constructive feedback related to the supervisory relationship that led to improvements and the strengthening of the relationship. For example, supervisees have commented on the need for more feedback, more opportunities to present their ideas prior to the supervisor providing comments, and more modeling demonstrations of particular skills by the supervisor. During these sessions the supervisees also had an opportunity to comment on what they thought was going well in supervision. The extent to which we as supervisors listened to this feedback and acted upon it was directly related to increases in trust and strengthening of the supervisory relationship.

Establishing a Foundation for Feedback and Evaluation

Routine processing of the dynamics of the supervisory relationship establishes a foundation for productive dialogue regarding feedback and evaluation from the supervisor, a central function of supervision. These discussions build trust and encourage a climate in supervision sessions that is focused on self-reflection and improvement. From the onset of the supervisory relationship, the supervisor provides frequent formative feedback regarding strengths and weaknesses, areas requiring additional focus, specific suggestions for improvement, and the quality of participation in the supervision process. Routine formative feedback and processing of the supervisory relationship ensure that supervisees will never be surprised by summative evaluation comments; and similarly, supervisors will not learn about supervisee concerns too late in the training cycle to make changes.

Addressing Blind Spots and Transference Issues

One of the roles of supervisors is the identification of professional “blind spots” of supervisees. Self-awareness regarding the potential impact of interpersonal

style, personal issues, and biases is essential for psychologists to minimize any interference in judgment, attribution, or responses in work with clients. The monitoring and addressing of any transference or countertransference or issues that may occur in the supervisory relationship is an important aspect of this role as well. These concepts have been extensively studied in relation to supervision of psychotherapy (Bernard & Goodyear, 2019; Corey et al., 2021; Falender & Shafranske, 2021; Harvey & Struzziero, 2008). These concepts involve the supervisee unknowingly responding in one setting as though the supervisee were relating to a different individual in a different setting. This can apply to the supervisee's reactions to their clients or to their supervisor. Unresolved issues supervisees experience in other relationships can inadvertently contaminate relationships with clients or supervisors and interfere with sound clinical judgment. These responses can occur in work with clients in therapy or consultation or within the supervisory relationship. Drawing these issues to the attention of the supervisee increases self-awareness and fosters self-monitoring.

Transference is a psychodynamic therapy term that refers to a client's unconscious transferring of feelings, attitudes, and behaviors from reactions to significant others in their lives to their therapists. Typically, these are more distorted, exaggerated, irrational, or unrealistic reactions (Harvey & Struzziero, 2008); for example, a client can transfer negative feelings they have toward their parent to the school psychologist.

Countertransference can occur when a psychologist unintentionally responds to a client based on their own unresolved interpersonal or emotional issues. For example, countertransference occurs when a school psychologist unknowingly transfers negative feelings toward an ex-husband or wife onto an administrator who reminds the school psychologist of their spouse. Countertransference can also occur in supervision when the supervisee transfers feelings, attitudes, and behavioral patterns from other significant relationships to the supervisor. In supervision, it is common for supervisees to begin to idealize their supervisors due to the assistance and emotional support they receive from them and their own lack of self-confidence in their professional skills. However, it is also possible for unresolved authority issues to emerge as part of the supervisory relationship due to the supervisor's authority role related to evaluation and gatekeeping. For example, a supervisee who has problems with authority figures like their own father might react to the authority of a male supervisor by resisting his feedback as they would resist advice from their father.

Transference and countertransference can also occur on the part of the supervisor toward the supervisee. Unresolved personal issues and problem areas of supervisors can be triggered when interacting with their supervisees. Schools can be stressful environments. At times, the intense role demands of school psychologists can be overwhelming. Supervisors may inadvertently transfer their frustrations with others in their personal or professional lives to their supervisees. Sometimes supervisors can become unrealistically impatient with the progress of

supervisees toward independent functioning when workloads peak or problem situations requiring more intense supervision emerge. Supervisors may also react to supervisees based on their own experiences when they were intern or practicum supervisees. For example, they might unintentionally ascribe to supervisees difficulties they had with certain clinical activities, performance anxiety issues, or frustrations with completing a dissertation while centered on a field training experience. Supervisors' self-monitoring and healthy emotional awareness assist them in avoiding inappropriate emotional reactions to their supervisees during stressful periods and when personal issues may interfere with effective supervision. Consultation with a colleague can also be helpful to gain increased objectivity.

Some specific areas supervisors should monitor in terms of reactions to their supervisees include: maintenance of realistic expectations; avoidance of unwarranted rescuing responses that foster dependency (e.g., allowing supervisees to experience challenges and struggles in problem-solving activities); comparisons to prior supervisees; the need to have all the answers; favoritism within a supervisee cohort; and parental responses to supervisees who may be of similar age to the supervisor's own children or have a disability similar to their own child or sibling.

When supervisors recognize that their own personal issues may be interfering with supervision, they carry an ethical responsibility to seek out their own supervision, consultation, or personal therapy to address these concerns (Corey et al., 2021). Typically, it is supervisors who should seek consultation with a colleague rather than sharing the countertransference issues with their supervisees, which can be overwhelming to them as their energy is focused on developing competency as a school psychologist. However, depending on the nature and impact of the countertransference and after consulting with a colleague, it may be appropriate to share it with the supervisee and explore some aspects of the supervisor's reactions to help the supervisee understand the supervisor's interactions with them. The developmental level of the supervisee should be a factor in considering whether or not to share countertransference issues with a supervisee with it being contraindicated with less experienced supervisees (Borders & Brown, 2005).

The cognitions, affect, and behaviors associated with transference and countertransference in supervision typically manifest themselves early in supervision although it may take a longer time for the supervisor to recognize them. Productive processing of these issues can strengthen the supervisor-supervisee relationship and help the supervisee establish better relationships with clients and consultees.

The most frequent domain for examining limitations in emotional awareness and the interference of personal reactions or issues lies within the supervisees' work with clients. It is important not to cross a boundary that would turn supervision into therapy; however, it is equally critical for supervisees to learn self-monitoring skills to improve dispassionate clinical judgment and avoid letting personal beliefs, attitudes, behaviors, or issues interfere with professional work. For example, when working with an angry student who may

be projecting their anger at a teacher or parent upon the supervisee during a crisis intervention, the supervisee must be careful to avoid re-enacting the counterproductive responses of these other adults. In another example, it is a natural tendency of novice supervisees to assume too much responsibility for the success of their clients and to risk enabling or overprotective responses (i.e., protecting them from the natural disciplinary consequences earned by student actions). Feedback in supervision addresses these interpersonal dynamics and promotes supervisee self-awareness for the benefit of their clients.

Discussing observations related to transference and countertransference can help supervisees gain important insights into their work as school psychologists. Rather than perceive them as negatively impacting clinical work or supervision, supervisors might think of them as potentially useful tools that signal areas that need to be addressed. At times, they may indicate deficient clinical skills to be addressed with targeted training; while at other times these issues may need to be addressed in personal counseling outside the supervisory relationship. Attending to these issues must be done carefully and judiciously keeping in mind the welfare of clients and the growth of the supervisee. While noting the importance of monitoring these issues in supervision, Corey et al. (2021) cautioned against an overly intense focus on transference issues. However, examination of these interpersonal dynamics does provide a mirror to understand ways that these feelings impact supervisees' work with clients in counseling or how the supervisee's unresolved personal issues may negatively impact the supervisory relationship. Enhancing supervisees' self-awareness fosters development of their own sense of competence and their ability to solve problems.

How can discussions of these processes be initiated? Corey et al. (2021) provided some examples of questions or statements that can be used to explore transference and countertransference issues in the supervisory relationship. These questions include:

- What similarities do you see between our supervisory work and the relationship you share with your client?
- We have talked about your wanting my approval as a supervisor. It appears to me that you are hesitant to challenge your client lest she not approve of you.
- Think aloud for a bit about what purpose your client's resistance might be serving.
- You appear to be having a very strong emotional response to your client; where and with whom else in your life might you experience this emotion? (p. 78)

The other psychodynamic term sometimes introduced into discussions about processing the supervisory relationship is called parallel process. This term suggests that sometimes the dynamics that occur between a supervisee and their therapy clients can occur in a mirrored fashion in the supervisory relationship (e.g., a supervisee frustrated by a student in counseling who repeatedly discounts therapeutic perspectives and suggestions re-enacts this process in

supervision by rejecting or finding fault with all the supervisor's suggestions for managing the client's resistance). However, empirical support for this concept is questionable (Watkins, 2017).

Processing Cognitive and Emotional Reactivity

Especially in pre-service and early career professional development, field-based supervision can be experienced by the supervisee as a high-stakes relationship. Success in training and recognition of competent skill sets by the supervisor are critical to establishing a confident professional identity. Cognitive and emotional reactions are to be expected in any intense interpersonal relationship, and this certainly applies to the supervisory relationship. All important interpersonal relationships require monitoring and processing to maintain their relevance for meeting needs and achieving goals. A goal of supervision is to assist the supervisee in growing in self-awareness and the capacity to self-monitor cognitive and emotional reactivity in all professional work. This is necessary to avoid the interference of personal stressors, issues, or biases in clinical practice. Processing cognitive and emotional reactivity within the supervisory relationship strengthens the supervisory alliance and, in turn, improves the supervisee's capacity for self-monitoring while working with clients.

Closure and Termination

Processing the supervisory relationship is particularly important when the termination of supervision approaches. It is important to review personal and professional growth, evaluate readiness for independent practice, share thoughts and feelings about the meaning of the relationship, and discuss a vision of any future professional relationship, which may include a redefinition of interpersonal expectations and boundaries. The process for healthy closure in relationships with clients and within the supervisory relationship is discussed at length in Chapter 7 in the context of the Developmental component of DEP.

Processing as Preparation for Supervisory Role

Examination of the process of supervision and the key elements of supervisory practice help prepare supervisees for their eventual role as supervisors. It is important for supervisors to both model competent supervisory practice and explicitly discuss the process of supervision. Receiving effective supervision is the first step toward preparation for the eventual role of becoming a supervisor. For supervisors who adopt the DEP supervision model articulated in this text, the authors have created an instrument to assess the strength of the supervisory relationship and the integrity of implementation of the various behavioral markers that characterize each component of the DEP supervision model.

The DEP Self-reflection and Supervisor Feedback Survey (DEP-SSFS) is intended to be completed by both the supervisor and the supervisee at various stages of the supervisory relationship. This instrument provides a mechanism to structure feedback from the supervisee regarding the supervisory relationship and practices within the DEP framework and self-reflection on the part of the supervisor. This instrument will be discussed in detail in Chapter 14 after a full description of the DEP model. It can be found in Appendix 4A.

Summary: Processing the Supervisory Relationship

Processing of the supervisory relationship is of critical importance in ensuring an effective and satisfying supervision experience for both the supervisee and supervisor. Early in the supervisory relationship, it is important for the supervisor to develop a transparent and routine process for supervision. This transparency begins with a written contract. Supervisors are encouraged to routinely review and discuss the dynamics of the supervisory relationship. This can include reviewing the benefits of supervision in order to identify any areas of concern or possible ruptures in the relationship followed by discussing corrective measures. These discussions contribute to establishing a foundation for the central role of reciprocal feedback in the supervisory relationship. Any supervisee blind spots or transference issues can negatively impact supervisees' client relationships as well as the supervisory relationship itself. Directly addressing these issues fosters the development of supervisee self-awareness and ensures that personal issues do not interfere with clinical work. Supervisors and supervisees should also periodically review the process of supervision so that the supervisee learns skills related to competent supervision. The DEP-SSFS provides a mechanism for supervisors to self-reflect and monitor the quality of their relationships with their supervisees and the fidelity of their implementation of the DEP supervision model. The instrument is designed to be completed by both supervisors and their supervisees and then discussed.

SUPERVISORY PROCESS ACTIVITY: PROCESSING THE SUPERVISORY RELATIONSHIP

Consider ending each supervision session with a request for feedback from your supervisee. This feedback can be structured to include the following:

- (a) On a 1–5 scale rate how effective were we in meeting your needs/accomplishing what you had hoped to accomplish in this supervision session?
- (b) How can we work more effectively together to earn a rating of 5? and
- (c) How can we strengthen our supervisory relationship?

Appendix 4: The DEP Supervisor Self-reflection and Supervisor Feedback Form (DEP-SSFS)

The Supervisory Relationship: Interpersonal Process

The professional literature has identified the main characteristics of an effective supervisor and supervisory relationship and the supervisory process that fosters a positive relationship.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree

My supervisor:

1. ____ Spends time in rapport building to establish a personal foundation for our relationship
2. ____ Is empathetic
3. ____ Is genuine/non-judgmental
4. ____ Is respectful toward me
5. ____ Creates a safe learning environment
6. ____ Is flexible
7. ____ Is accessible
8. ____ Sets high goals
9. ____ Notes and integrates my strengths into supervision
10. ____ Is open to feedback
11. ____ Maintains professional boundaries
12. ____ Demonstrates awareness of what else is occurring in my life and supports self-care
13. ____ Only addresses personal issues that are relevant to clinical and professional development and does so in a respectful and emotionally supportive manner
14. ____ Appropriately utilizes self-disclosure during supervision
15. ____ Is attuned to diversity issues in the supervisory relationship, open, supportive, and respectful in acknowledging the potential impact of differences
16. ____ Models respect and professionalism toward me and others
17. ____ Advocates for my needs
18. ____ Maintains regular “protected” time for supervision
19. ____ Specifies how to handle requests for additional supervision
20. ____ If I had more than one supervisor, my primary supervisor communicates with other supervisors for purposes of evaluation, monitoring my progress, and managing workload

Developmental Domain

Supervision requires attention to the developmental stages of intern growth, providing as much structure as necessary, assessing training goals and needs, providing effective formative feedback and summative evaluation, deploying multiple methods of supervision, and guiding the supervisee toward independent practice.

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Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply

My Supervisor:

21. ____ Employs a Socratic approach consistent with my developmental level (does not just tell me the answers)
22. ____ Clearly defined roles, responsibilities, and expectations at the outset of supervision through utilization of a written contract and/or focused discussion of the nature of our supervisory relationship.
 - a (indicate if a written contract was utilized as part of your supervisory relationship: *yes or no*)
23. ____ Requires and models appropriate planning for supervision including advance agenda planning
 - a (indicate if the *"Intern's Supervision Planner"* was utilized: *yes or no*)
24. ____ Requires and models appropriate planning for psychological consultation, problem-solving, and intervention activities including review and recommendations prior to engaging in these activities.
 - a (indicate if *"Intern's Client/Activity Planner"* was utilized: *yes or no*)
25. ____ Models and requires appropriate documentation of professional activities
 - a (indicate if a planning form is used to prepare for activities, i.e., *"Intern's Client/Activity Session Planner"*: *yes or no*)
 - b (indicate if a form is used for documenting activities, i.e., *"Intern's Client Summary/Progress Notes"*: *yes or no*)
26. ____ Engages me in a developmental assessment of my entry skill levels across Internship Plan domains, delineating areas where I have some mastery and where I need additional experience and closer supervision
27. ____ Engages me in goal setting and identification of my perspective of needs for training and supervision
28. ____ Provides fair, understandable, and timely formative feedback throughout the internship recognizing my competencies and suggesting areas of growth and improvement
29. ____ Provides formal comprehensive summative feedback as required by the internship consortium, university, or site
30. ____ Provides summative feedback that is unsurprising (all issues of concern were previously noted in ongoing formative feedback)
31. ____ Notes both strengths and areas requiring further development during feedback and evaluation
32. ____ Provides a balance of dependence and independence appropriate to the various stages of the internship

33. ____ Uses multiple supervision methods during supervision (indicate methods utilized below)
- a Modeling and Demonstration: *yes or no*
 - b Intern self-report: *yes or no*
 - c Co-therapy and case consultation: *yes or no*
 - d Live observation: *yes or no*
 - e Video recording: *yes or no*
 - f Audio recording: *yes or no*
 - g Coaching: *yes or no*
 - h Deliberate practice

Ecological Domain

Supervision requires attention to ecological, systemic, multicultural, and diversity elements of professional practice. It is impossible to understand individual students, classrooms, or school communities without understanding their interaction with larger environments.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply

My Supervisor:

- 34. ____ Oriented me to the school culture and, as appropriate, to the representative ethnic cultures present in the school community
- 35. ____ Provides sufficient opportunities for training and involvement in “universal” interventions such as PBIS, Social Emotional Learning Curriculum, and/or psychoeducational activities to promote healthy psychological development across the school community (Tier 1)
- 36. ____ Provides sufficient opportunities for training and involvement in parent conferencing and consultation and/or parent training programs
- 37. ____ Provides sufficient training and opportunities for teacher consultation centered around classroom management
- 38. ____ Engages me in case conceptualization, problem-solving, and intervention planning that addresses both individual and contextual factors (i.e., family, peer, classroom, school, cultural, community...)
- 39. ____ Fosters my acquisition of evidence-based academic and mental health intervention strategies that are “multi-tiered” (Tiers 2 & 3) and “multi-systemic”
- 40. ____ Provides sufficient training and involvement appropriate for an intern (or my experience level) in program development and leadership skills
- 41. ____ Specifically addresses and provides sufficient training in multicultural and diversity competency
- 42. ____ Addresses multicultural and diversity contextual factors as part of problem-solving

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43. ____ Teaches me how to manage dysfunctional elements of the system and protects my intern status (focus on training not less expensive employee)

Problem-solving Domain

Problem-solving is the core activity of school psychology. It is rooted in data-based decision making that links assessment to intervention, addresses both individual and contextual factors, applies empirically supported intervention strategies, monitors outcomes to revise strategies as necessary, and fosters reasonable innovation to treat complex problems while continuing to monitor intervention effectiveness. Supervision activity centers on these activities and strives to teach the intern effective case conceptualization and intervention strategies to apply to the full range of psychological issues.

Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree, (DNA) Does not Apply

My Supervisor:

44. ____ Engages effectively in collaborative problem-solving
45. ____ Uses a systematic approach to problem-solving (problem identification, problem analysis, etc.)
46. ____ Thinks out loud (shares their internal process while engaged in problem-solving)
47. ____ Encourages emotional awareness: encourages me to think more about how I'm feeling and how that impacts my client
48. ____ Specifically addresses multicultural and diversity contextual factors as part of problem-solving
49. ____ Teaches me a framework for systematic case conceptualization that addresses both individual and contextual factors
50. ____ Provides opportunities for me to be involved across multiple tiers of service delivery (preventive/universal, targeted, and intensive)
51. ____ Develops my skills in data-based decision making across intervention domains
52. ____ Develops my skills in linking assessment to intervention
53. ____ Perceives complexity but is still able to suggest or direct concrete paths of action
54. ____ Supports consistent use of evidence-based practices
55. ____ Develops my skills in facilitating and measuring intervention integrity
56. ____ Assists me in integrating theory and research into practice
57. ____ Directs me to appropriate resources

Additional comments:

5

ETHICAL AND LEGAL ISSUES IN SUPERVISION

Although most trainees as part of their on-campus didactic training are exposed to legal mandates and the ethical principles related to the practice of school psychology, it is during their field-based training and subsequent professional practice that they have the opportunity to integrate and apply this knowledge. Teaching and modeling ethical and legal psychological practice represent a core task of supervision. Supervision itself also presents unique ethical challenges to both supervisees and supervisors and is susceptible to ethical infractions (Jacob et al., 2022). Ethical decision-making in supervision can often be more complex than clinical decision-making (Storm et al., 2001). There exist a number of frequently encountered legal-ethical issues in the practice of clinical supervision. This chapter explores the relevant legal mandates and ethical principles impacting supervision, provides suggestions for addressing this core task with supervisees, and presents some of the common ethical dilemmas clinical supervisors may face in the process of working with their supervisees.

The Relationship between Ethics and Law

Ethics and law represent related but distinct concepts. Professional organizations strive to define ethical or moral principles for professional activity. These ethical principles represent standards of behavior and those behaviors that deserve punishment. Disregard of ethical standards can lead to sanctions or even removal from professional organizations.

Legal and statutory regulations provide guidelines for practice designed to ensure eligibility for services and the protection of consumers of services. Disregard of legal requirements can result in legal consequences such as fines or even prison terms.

In general, ethical and legal guidelines align. However, at times issues might arise when there is conflict among principles of ethics, law, and personal belief. This may be more likely to occur for supervisees who are just beginning to internalize professional practice standards. These challenging circumstances must be addressed under supervision. However, before these challenging cases can be addressed, it is necessary to provide full coverage of ethical and legal responsibilities within the profession, which are an essential focus of supervision. Near the end of this chapter, case examples will cover a number of these complex and challenging dilemmas.

School psychology is striving to define its practice within a social justice framework (Shriberg et al., 2021) which not only requires ethical practice but professional advocacy on behalf of those in need of services or disenfranchised from full social participation. At times this requires advocacy to change regulatory or district procedures. For example, if a school district is not providing appropriate services for English Language Learners and a large majority of these students are failing and dropping out of school, a social justice framework requiring professional advocacy would indicate that the school psychology supervisor and supervisee should advocate for these services with the administration of the school district. This topic is covered in more detail in Chapter 11 on social justice advocacy.

Legal and Ethical Codes of School Psychology Related Organizations

Standards for legal and ethical practice emerge from professional organizations and from legal and regulatory entities. We will summarize the relevant ethical codes and discuss in more depth those standards that pertain specifically to supervision. For a more detailed discussion of legal–ethical principles that impact the practice of school psychology the reader is referred to Jacob et al. (2022) text on ethics and law for school psychologists.

Ethical codes are based on core moral principles that are accepted obligations unless they compete in a particular situation with an equal or stronger obligation (Bersoff & Koepl, 1993). These moral principles include Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for Autonomy (APA, 2017a). A definition for each follows with an example. Beneficence refers to contributing to the welfare of others and maximizing benefits over risks. Examples would include the ethical requirement of competence. Nonmaleficence is the moral principle that above all one should do no harm. Again, the ethical requirement of competence addresses this moral principle. Loyalty and keeping our promises are reflected in the moral principle of fidelity. Fidelity and responsibility are reflected in the ethical requirements related to not abandoning our supervisees. For example, when a supervisor facilitates the development of a remediation plan when a supervisee’s skill deficits or professional

TABLE 5.1 APA Moral Principles

<i>Moral Principle</i>	<i>Definition</i>	<i>Supervision Example</i>
Beneficence and Nonmaleficence	Contributing to the welfare of others and maximizing benefits over risks and do no harm	Ensuring Supervisor competence and placing emphasis on client welfare
Fidelity and Responsibility	Loyalty and keeping promises	Developing a remediation for a supervisee and then following through with commitments specified in the plan
Integrity	Honesty in all professional relationships	Supervisor fully disclosing to the supervisee their responsibilities for evaluation of the supervisee and what the evaluation will be based upon; informing the client that the supervisee is being supervised and the name of the supervisor
Justice	Fairness and the ideal distribution of risks and benefits	Specifying due process procedures for a supervisee
Respect for Autonomy	Respecting the right of individuals to make their own choices	Informed consent of the supervisee to engage in supervision with the supervisor

Adapted from: American Psychological Association (2017). *Ethical principles of psychologists and code of conduct including 2010 Amendments*. Retrieved from <http://www.apa.org/ethics/code/>

behavior problems are observed, both fidelity and responsibility are demonstrated. Integrity refers to honesty in the professional supervisory relationship and would be reflected in the ethical standard related to fully disclosing to the supervisee the responsibilities of the supervisor for evaluation of the supervisee including the gatekeeping function. Justice refers to fairness and the ideal distribution of risks and benefits and would be reflected in the ethical requirement related to specifying due process procedures for a supervisee. Respect for autonomy refers to respecting the right of individuals to make their own choices and would be reflected in ethical requirements related to informed consent of the supervisee to engage in supervision with the supervisor. Table 5.1 summarizes the moral principles of the APA ethical principles and codes of conduct.

National Association of School Psychologists

The NASP *Principles for Professional Ethics* (2020a) includes four overarching principles. The first is Respect for the Dignity of Persons that includes subsections on self-determination and autonomy, privacy and confidentiality, and

fairness. The second principle is Professional Competence and Responsibility and includes subsections on competence and responsibility. Honesty and Integrity in Professional Relationships and Responsibility to Schools, Families, Communities, the Profession, and Society represent the third and fourth overarching principles.

The NASP guidelines specifically related to supervision include Standard II.2.4, which states that when supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees. In addition to being an ethical standard, this responsibility refers to the legal concept of *vicarious liability*. Supervisors may be held liable for the work of their supervisees under the doctrine of *Respondeat Superior* (Jacob et al., 2022). This legal doctrine holds that a supervisor who is in a position of authority or control over a supervisee may be held legally liable for damages caused by the supervisee. It is important to recognize that this liability can be found whether or not the supervisor did anything inappropriate and also extends to an employer–employee relationship.

NASP Standard IV.4.2 states that school psychologists who supervise practicum students and interns are responsible for all the professional practices of their supervisees. This refers to the same legal principle of vicarious liability noted above. The standard goes on to state that supervisors ensure that practicum students and interns are adequately supervised as outlined in the NASP *Graduate Preparation Standards for School Psychologists* (NASP, 2020a). Interns and graduate students are identified as such, and the supervising school psychologist cosigns their work. Acceptance of membership into NASP commits the supervising psychologist to adhere to these principles. State licensing boards that regulate school-based practice are typically state boards of education and often use NASP ethical standards for determining violations.

American Psychological Association

As noted earlier and summarized in Table 5.1, the *APA Ethical Principles of Psychologists and Code of Conduct* (2017a) delineated five guiding moral principles for ethical practice including Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People's Rights and Dignity. In the *Ethical Principles of Psychologists*, the American Psychological Association (APA, 2017a) included several statements relevant to supervision. These include requirements for assessing supervisee performance and providing the supervisee with information about this process at the beginning of supervision; not requiring supervisees to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, nor relationships with parents, peers, and spouses or significant others; and the prohibition of engaging in sexual relationships with those with whom they have or likely have evaluative authority.

Acceptance of membership in the APA commits the supervising psychologist to adhere to these principles. In addition, these principles may take on the force of law when they are incorporated into licensing laws for independent practice of psychologists. This occurs in many states when licensing boards apply these ethical standards when adjudicating complaints by the public.

Other sources of guidance related to ethical professional behavior include other organizations concerned with training and supervision such as the Association of State and Provincial Psychology Boards (ASPPB, 2019). Because of their aspirational nature, these guidelines lack the enforcement power of the ethical principles.

The APA *Guidelines for Clinical Supervision in Health Service Psychology* (2015a) addresses the Domain of Ethics, Legal, and Regulatory Considerations and more extensively comments on training for ethical practice. These guidelines include that supervisors are responsible for acculturating supervisees into the ethical practice of the profession. The primary obligation of the supervisor is the welfare of the client. The gatekeeping role of the supervisor for entry or continuance in the profession is an essential role for the protection of present and potential future clients, for the good of the profession, and for the welfare of the supervisee. The guidelines for supervision specify that parameters of supervision should be clearly outlined in a written supervision contract (see Chapter 7). Documentation of supervisee progress toward competency and professional development is also required. These supervision guidelines also include that supervisors must engage in professional development for supervisor competencies. The requirement of continuing professional development is also an ethical consideration for practicing within one's competence.

Other Related Professional Organizations

The American Counseling Association Code of Ethics (ACA, 2014) addressed supervisory ethics in the section: *Supervision, Training, and Teaching*. These ethical standards include standards similar to APA and NASP but go farther to include requirements for training the supervisor in supervision methods and techniques and to complete required continuing education activities related to supervision. The standards also address the role of multiculturalism and diversity in the supervisory relationship.

There exist differences in levels of specificity among the attempts of the various professional organizations to address ethics in relationship to supervision. As there is increased focus on the practice of supervision, increased attention to the role of the supervisor in modeling and fostering ethical practice for supervisees is being delineated. Ethical practice is defined as a critical competency within the movement to define professional competencies for training and supervision.

Association of State and Provincial Psychology Boards (ASPPB)

Although not a professional organization per se but rather comprised of member state and provincial boards of psychology with the goal of promoting excellence in regulation and advancing public protection in psychology, the ASPPB (2019) has published *Supervision Guidelines for Education and Training Leading to Licensure as a General Applied Psychologist*. The first edition of these guidelines was published in 1998, and they are intended to assist state and provincial psychology boards in developing their own supervision requirements consistent with “best practice.” The Guidelines are also meant to offer guidance regarding appropriate expectations and responsibilities within the supervisory relationship.

One of the five areas addressed in this document includes Ethics of Supervision. This ethics section draws upon the ASPPB (2018) *Code of Conduct*, the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (APA, 2017a), the *Canadian Code of Ethics for Psychologists* of the Canadian Psychological Association (CPA, 2017), the American Psychological Association *Guidelines for Clinical Supervision in Health Service Psychology* (APA, 2015a), and the CPA (2009/2017) *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration*.

The CPA *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration* was recently revised in 2017 as was the CPA *Code of Ethics for Psychologists*. These revisions further addressed ethics related to supervision and included the following ethical standards:

- Design supervision to contribute to the fair distribution of benefits to individuals and groups (e.g., couples, families, organizations, communities, peoples), so that those who are vulnerable or might be disadvantaged are not unfairly excluded (p. 13).
- Take care not to infringe, in research, teaching, supervision, or service activities, on the personally, developmentally, or culturally defined private space of individuals or groups unless clear permission is granted to do so (p. 16).
- Take immediate steps to obtain consultation or supervision, or to refer a primary client to a colleague or other appropriate professional, whichever is more likely to result in providing the primary client with competent service, if it becomes apparent that a primary client’s issues or problems are beyond the supervisor’s competence (p. 20).
- Keep up-to-date with a broad range of relevant knowledge, research methods, techniques, and technologies, and their impact on individuals and groups through the reading of relevant literature, peer consultation, and continuing education activities, in order that practice, teaching, supervision, and research activities will benefit and not harm others (p. 20).

- Seek appropriate help and/or discontinue scientific, teaching, supervision, or practice activity for an appropriate period of time, if a physical or psychological condition reduces the ability to benefit and not harm others (p. 20).
- Facilitate the professional and scientific development of employees, supervisees, students, and trainees by ensuring that they understand the values and ethical prescriptions of the discipline, as well as the competencies needed for their areas of activity, and by providing or arranging for adequate working conditions, timely evaluations, and constructive supervision, consultation, and experience opportunities (pp. 21–22).
- Evaluate how their own experiences, attitudes, culture, beliefs, values, individual differences, specific training, external pressures, personal needs, and historical, economic, and political context might influence their activities and thinking, integrating this awareness into their attempts to be as objective and unbiased as possible in their research, service, teaching, supervision, employment, evaluation, adjudication, editorial, and peer review activities (p. 27).

The development of these regulations in supervision is particularly dependent on the ethical principles of respect, beneficence (welfare of the client as the highest priority), integrity, competence in both psychological practice and supervision, informed consent, confidentiality, multiple relationships, and ethical issues around the use of technology (ASPPB, 2019). Further, special attention to the ethical code sections relating to education and training (APA, Section 7, 2017; CPA, 2017) and cultural diversity (APA, Principle E, 2017a) is important. As the supervisor's highest duty is protection of the public, ethical dilemmas may arise in which the supervisor is required to balance this duty with supervisee development, supervisory alliance, evaluative processes, and gatekeeping for the profession (Bernard & Goodyear, 2019; Falender & Shafranske, 2021; Kinscherff & Kennedy, 2020). Although supervisors need to balance the goals of client welfare and supervisee learning, the welfare of the client remains primary. The utilization of interns or practicum students must be focused on learning and not misused to merely address staffing shortages.

As the ASPPB provides one of the more detailed treatments of ethical standards related to supervision drawing upon a variety of ethical codes, we now turn our attention to the Ethics of Supervision section of these guidelines. The specific areas addressed by the ASPPB (2019) are confidentiality including limits of confidentiality, informed consent, competence, evaluation, multiple relationships, and technology.

Confidentiality

Confidentiality represents a key domain to be addressed within supervisory practice. Confidentiality includes limits of confidentiality regarding abuse and risk-of-harm to self and others and the duty to warn and protect. The Tarasoff

(*Tarasoff v. Regents of California*, 1974, 1976) decisions and follow-up state-level interpretations require that psychologists provide warnings to parties who might be threatened by one's client. In *Tarasoff* the supervisor was found to have vicarious liability for the lack of appropriate practice by the supervisee when the supervisee did not inform the individual who was the target of a threat of intended harm. The supervisee's client subsequently murdered this third party. State laws should be consulted as they do differ in terms of when confidentiality should be broken and when third parties who are threatened with harm need to be warned and protected.

Also related to confidentiality, the special circumstances and recommended protocols for explaining confidentiality to clients who are minors need to be addressed. A minor generally has no legal right to confidentiality independent of their parents. However, a transparent discussion with the child and parents about the limits of confidentiality needs to occur. In a counseling situation, children require an explanation at their level that what they discuss with the school psychologist will be confidential. Confidential in this situation means that the school psychologist will not tell the child's parents what the child shares during counseling unless the child indicates they intend to hurt themselves or someone else at which time the school psychologist will need to inform their parents or others to protect them. Further, the school psychologist should share with the child that there may be other issues unrelated to harm to self or others or abuse that may need to be shared with the parents. However, if the psychologist believes one or more of these issues (beyond harm to self or others or abuse) needs to be shared with the parents, the child will also be informed prior to the discussion with the parents. It should be noted that the limits of confidentiality will also be different when the main purpose of the school psychologist working with the child is to conduct a psychoeducational assessment in a school setting as compared to what occurs in a counseling situation. When conducting a psychoeducational assessment, the school psychologist may explain to the minor that the results of the assessment will be shared with both the child (with the extent of detail depending on the child's age) and the child's parents and teachers; but nothing specific the child shares with the school psychologist will be repeated, only general impressions, unless what the child shares indicates the child is a danger to themselves or others. Examples can be provided to clarify these limits to confidentiality. For example, if the child indicates that they do not like a particular teacher, the school psychologist would not share that specific information with the child's teacher but would share general impressions about the child's attitudes toward school. Attention must also be paid to both school and mental health codes related to confidentiality as they may differ in requirements. For example, in some states the mental health code allows any minor 12 years of age or older to request and receive counseling services on an outpatient basis for up to five sessions without the consent of the parents, while the Family Rights and Privacy Act of 1974 (FERPA; 20 U.S.C. 1232g;

34 C.F.R. Part 99) states that until a student reaches the age of 18, the parents have a right to give or deny consent.

Also, as part of a written contract, supervisors have an ethical responsibility to discuss the limits of confidentiality related to personal disclosures and evaluation. Supervisees should be informed who will have access to these personal disclosures and their performance evaluations such as their faculty members in their graduate training program, other clinical supervisors and/or program faculty, administrative supervisors in the practice setting, and state licensing boards. Supervisees should also be informed about what types of records will be created regarding what occurs in the supervisory sessions and procedures for storing and destroying these records. Related to limits of confidentiality, the supervisees' clients must also be informed of their trainee status, the name of their supervisor, and that the supervisor is responsible for all of the clinical services the supervisee provides and has access to all client records.

ASPBB ethical guidelines for supervision also include obtaining informed consent from the supervisee. This has a narrower interpretation than obtaining informed consent from clients for clinical services. This interpretation is based on training and accreditation standards, school, agency, or other practice setting requirements, and state laws governing the practice of psychology. In addition, through the written contract (see Chapter 7), the supervisee should be informed of supervisor expectations related to supervisee responsibilities, requirements for supervision, and the parameters of supervision of which the supervisee must be informed and provide consent.

Competence

Competence *both* in providing the clinical services provided by the supervisee *and* in the provision of supervision is required. Supervisors must also demonstrate competence in modeling the highest level of ethical practice, which should be incorporated into supervisory practice. This ethical practice includes multiple foci such as ethical practice for the benefit of the client. The welfare of the client is paramount as is the use of evidence-based practices on behalf of the client. Practicing within one's competency also includes the supervisor knowing when to seek consultation and incorporating collegial consultation into one's practice routine.

Essential ethical competence for supervisors also includes appropriately assigning clients based on supervisee competency and client needs. Consistent monitoring of their supervisees' progress and professional development is also required. Related to the latter, supervisors should have the professional competencies to effectively provide an assessment of supervisees' competencies and the skill to provide effective feedback based on a supervisory review of supervisees' clients' progress. This assessment of supervisee competence provides ongoing data to guide the supervisors' assignment of clients to the supervisees as well as gauging the intensity of supervision required.

Evaluation

As noted in previous chapters, evaluation is a necessary role of the supervisor; and providing feedback is a critical task of supervision. However, psychologists experience challenges in providing constructive feedback to supervisees (Cruise, 2018; Simon et al., 2021). For example, supervisors may wait too long to begin providing feedback, struggle with giving critical feedback, or not include sufficient behavioral descriptors. However, training in supervision improves the process of providing this critical feedback to supervisees (Milne et al., 2011). Related to evaluation, due process must be available and clearly delineated for supervisees. Feedback and evaluation must be honest, appropriately administered, and timely. Systems must be in place to ensure that supervisees can address concerns about the supervisory relationship, training experience, and character or conclusions of evaluations with external resources. The written contract, discussed in Chapter 7, should reference due process procedures and the schedule and responsibilities of the supervisor for feedback and evaluation. The topic of providing effective feedback and evaluation to supervisees is addressed in more depth in Chapters 7 and 12.

Multiple Relationships

Some multiple relationships are unavoidable and should be evaluated on the degree to which they can impair the objectivity of the supervisor. Due to the power differential between supervisor and supervisee and the supervisor's responsibility for evaluation including gatekeeping, multiple relationships in supervision need to be carefully considered. Multiple roles in supervisory relationships (e.g., dissertation supervisor and practicum supervisor) must be focused on establishing mature professional relationships and be consistent with the developmental status of the supervisee.

Supervision teaches appropriate management of multiple relationships with clients and with educational colleagues who are consultees. Supervisors should directly discuss and then monitor multiple relationships between themselves and supervisees. Supervisory relationships are primarily defined as professional relationships, have a power differential, are evaluative, and are focused on the professional growth of supervisees but are not therapy relationships. Although school staff periodically engage in social activities, supervisors should cautiously approach individual social relationships with supervisees. Sexual intimacies between supervisors and supervisees are *never* appropriate.

Due to the power differential, supervisees may not be able to refuse to participate in a multiple relationship or withdraw from the supervisory relationship. The ASPPB (2018) ethical code related to supervision specifies a number of problem-solving frameworks to conduct a risk/benefit analysis of the particular multiple relationships that might be entered into by the supervisor or supervisee (Burian & Slimp, 2000; Gottlieb et al., 2007).

Technology

Unique ethical issues and challenges are raised related to providing supervision using telecommunication technologies. The ASPPB in collaboration with the APA, and the APA Insurance Trust formed a joint task force and developed specific ethical principles addressing the practice of telepsychology (APA, 2013). Drawing upon these guidelines, the ASPPB (2019) also developed ethical principles related to offering supervision using telecommunication methods. These ethical guidelines include requiring the supervisor to be knowledgeable of the limits and risks to confidentiality and that the supervisor needs to be informed about the security of the connection or any electronic breaches. Other ethical standards include: (a) confirming the identity of the supervisee and the identity and age of the client and securing parent or guardian permission if necessary; (b) being aware that nonverbal communication and emotional reactivity of the client may be impacted by communication mode; (c) establishing emergency provisions since the supervisor would not be readily accessible to intervene in risk-of-harm or similar situations; (d) communicating the limits of confidentiality in the use of electronic methods such as video recording including delineation of who has access to the recordings, where they are stored, and when they will be destroyed; and (e) explicitly discussing with the client and/or parent/guardians of a minor child the use of technology for supervision, the precautions taken for security of information, and the required consents.

During the recent pandemic the use of telesupervision increased dramatically. Professional association accrediting bodies such as APA and NASP waived their “in-person” supervision requirements and gave permission for graduate programs and internships to pivot to the use of telesupervision. Graduate programs also developed telesupervision policies such as the one included in Appendix 5A from the school psychology program at the University of Maryland.

The supervisor also needs to review with the supervisee the ethics of using social networks and online communication including “friending” of clients and the supervisor on Facebook or other social media. It is important to instruct supervisees that it is inappropriate to post anything on social media related to their clients whether or not their identities are masked. Specific safeguards must be delineated regarding all use of electronic communication with clients or their families such as email or voicemail. A confidentiality and electronic communication access policy was developed by one school psychology program that can serve as an example. It addresses many of the electronic communication ethical issues discussed above and is reprinted in Appendix 5A.

Despite these ethical requirements discussed above, studies have found that over 50%–75% of supervisees reported that their supervisors did not follow at least one ethical guideline (Hansell, 2017; Ladany et al., 1999; Wall, 2009). Reported ethical lapses centered around the following areas: (a) standards of competency in providing supervision such as performance evaluation, (b)

inadequate monitoring of the supervisee's activities including insufficient direct observation of clinical work and monitoring of client progress, (c) not defining limits of confidentiality in supervision issues, (d) crossing session boundaries, (e) disrespectful behavior, (f) insufficient attention to supervisee development and well-being, and (g) absence of a written contract. Ethical concerns are exacerbated by the power differential inherent in the supervisory relationship.

Diversity Responsiveness, Social Justice Advocacy, and Anti-racism

Although diversity responsiveness, social justice advocacy, and anti-racism will be covered in more depth in Chapters 8 and 11, these also represent ethical responsibilities. More specifically, Principle I of the NASP Principles for Professional Ethics is titled, "Respecting the Dignity of Rights of All Persons." Guiding Principle I.3 requires school psychologists in both words and actions, to promote fairness and social justice. Further the NASP ethical code opposes school psychologists from engaging in discriminatory actions and policies (Standard I.3.1). Further, school psychologists are ethically bound to "correct school practices that are unjustly discriminatory" (Standard I.3.2).

According to Principle D of the APA Ethics Code "Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists." Principle E: Respect for People's Rights and Dignity states that "Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination." Section 3, Human Relations, states that in their work activities psychologists do not engage in unfair discrimination based on any type of human diversity (3.01 Unfair Discrimination).

School psychology organizations including NASP, APA Division 16, American Board of School Psychology, Trainers of School Psychologists and the Council of Directors of School Psychology Programs have endorsed a variety of anti-racism, diversity responsiveness, and social justice advocacy position statements. Examples can be found at the Trainers of School Psychologists (<https://tsp.wildapricot.org/Race-&-Diversity>) and NASP websites (<https://nasponline.org>).

Federal and State Laws Impacting the Practice of School Psychology

A detailed discussion of federal laws such as the Individuals with Disabilities Improvement Act of 2004 (IDEA, Pub. L No. 108-446, 34 C.R.R. Part 300), the Family Educational Rights and Privacy Act of 1974 (FERPA, 20 U.S.C. 1232g; 34 C.F.R. Part 99), Section 504 of the Rehabilitation Act of 1973 (Pub.

L No. 93–112, 29 U.S.C.794. 34 C.R.R. 100), and relevant state laws and regulatory codes for special education and mental health services and school records impacting the practice of school psychology is beyond the scope of this chapter. For a more thorough discussion of these laws, we refer the reader to Jacob et al.'s (2022) text on ethics and law for school psychologists. However, a discussion of their implications for supervision follows.

An essential supervisory responsibility is to assist supervisees in understanding and adhering to legal requirements related to the practice of school psychology. Supervisors must thoroughly understand legal requirements impacting their practice and adhere to them as they serve as powerful models.

Legal principles influencing professional practice directly bear on supervisory practice. A fundamental legal concept is *Standard of Care* that refers to what the typical school psychologist would do faced with a particular set of professional circumstances and decisions with similar resources. Standard of Care relates directly to definitions of best practice both in terms of service delivery to clients and the practice of supervision and training. There are several sources that would be consulted to determine the standard of care in the practice of school psychology. These would include but are not limited to the NASP Practice Model (2020a), NASP *Best Practices Guidelines for School Psychology Intern Field Supervision and Mentoring* (2014c), NASP *Standards for Graduate Preparation of School Psychologists* (2020a), and APA *Guidelines for Clinical Supervision in Health Service Psychology* (2015a) discussed previously. Standard of Care requires the application of evidence-based practice and thus evolves over time, and the supervisor must continue to be current in empirically supported practices. Supervisors should model and teach the responsibility to stay professionally current including professional development in supervisory practice.

When this standard is observed, there should be a reduction of the tension that can emerge when a supervisee has been exposed to state-of-the-art practice in graduate training; but it is less evident in the practices of a training site. Supervision is responsible for implementation of appropriate standard of care activities. It falls within the supervisor's responsibility to integrate theory, research, and practice and ensure best practice by the supervisee (see Chapter 2). Engaging in advocacy and pursuing system change represents an ethical responsibility when a school district is not fully supporting contemporary best practice. It is unclear if an administrator of school psychological services when supervising certified staff can be adjudicated for ethical or legal violations of one of their staff (Monahan, 2018).

Moral principles underlying the establishment of standard of care have a direct relationship with ethical principles articulated in the APA Ethical Code (Corey et al., 2021).

These principles were referenced earlier and include: *Autonomy* or promoting self-determination and the freedom of clients to choose their own direction; *Beneficence* or promoting the good of others; *Justice* which involves fostering

fairness or a means of providing equal treatment to all people; *Fidelity* which refers to making honest and realistic promises and honoring commitments to those served; *Veracity* involves truthfulness and honesty with clients; and *Self-care*. Taking care of ourselves is essential so that we are capable of executing an appropriate standard of care for clients. Supervisors must model self-care and support its development in supervisees. The issue of self-care for supervisors and supervisees is addressed in more depth in Chapter 10.

The legal concept of *liability* results primarily from not following appropriate professional Standards of Care. Examples would include how crisis intervention is handled for a student at risk for suicide or utilization of an appropriate evidence-based assessment protocol. Key legal principles affecting supervisory liability are *Direct* and *Vicarious Liability*. Direct liability for a supervisor can arise from improper actions or negligence in suggesting a particular approach for a supervisee to use with a client. A supervisor can be negligent by not properly executing supervisory responsibilities such as inadequate monitoring of the supervisee's activities, repetitive failure to convene supervisory sessions, or assignment of clients inappropriate for the training level of supervisee. Vicarious liability was discussed earlier in this chapter.

Risk Management

Risk management refers to the “practice of focusing on the identification, evaluation, and treatment of problems that may injure clients, lead to filing of an ethics complaint, or a malpractice action” (Corey et al., 2021, p. 182). Our previous discussion of direct and vicarious liability suggests that there are risks in taking on the role of a supervisor but that its benefits and satisfaction outweigh these risks. Building safeguards into the supervisory process minimizes risks and helps to prevent any ethics complaints or legal actions. These safeguards include several previously discussed: (a) developing a comprehensive supervision contract that is signed by both the supervisee and supervisor at initial stage of training relationship (see Chapter 7); (b) balancing intern training needs and responsibility for child welfare; (c) insisting on supervisee transparency in self-disclosures related to professional activities, particularly related to challenges, questions, and problems; (d) the supervisor and supervisee practicing within their level of competence and seeking supervision and consultation when necessary; (e) being consistently available for the supervisee with professional backup specified when unavailable; (f) maintaining appropriate confidentiality standards, which can be particularly challenging in a school setting when working closely with classroom teachers and school administrators; (g) being accountable and engaging in appropriate and responsible recordkeeping, including documenting assessment activities, intervention plans, recommendations, and supervision sessions which are discussed further in Chapter 7; (h) providing close oversight of the supervisee's activities; (i) maintaining

an outcome focus regarding client and supervisee growth and development; (j) employing multiple methods of supervision as self-report alone is no longer acceptable (these multiple methods of supervision are discussed in more depth in Chapter 7); (k) implementing a feedback and evaluation plan that is timely and transparent; (l) soliciting feedback from your supervisee regarding their experience of supervisory process and its benefits and shortcomings; (m) conducting scheduled reviews of progress on the internship plan and/or agreed upon goals for the supervisory experience; and (n) appraising administrators (and, when required, legal authorities) of student risk-for-harm to self or others.

As a note of caution, legal advice for risk management must be monitored in terms of its implications for the welfare of the client (Simon, 2016). Educational lawyers will sometimes prescribe risk management strategies designed to protect school district liability that might not be in the best interests of children or may not match psychological best practice. Examples would be the common practice of excluding students from school who express suicidal ideation when in fact that exclusion may increase their risk for self-harm or suspending students out of school for substance abuse infractions when this increases not only their risk for continued abuse but may increase the risk for classmates. In another example, financial pressures on special education departments may cause some districts to compromise eligibility standards to reduce special education costs.

Teaching a Systematic Approach for Ethical and Legal Decision-making

There exist a number of legal-ethical decision-making models including those developed by Corey et al. (2015), Jacob et al. (2022), and Remley and Herlihy (2019). Building upon a model proposed by Corey et al. (2015) and our knowledge and experience supervising interns and practicum students in both university and field settings, we find the following 8-step decision-making helpful with our supervisees:

1. Define potential ethical or legal issues in the problem situation.
2. Research ethical and legal guidelines from professional organizations and federal and local regulations.
3. Consult with colleagues (if necessary, with school district or university legal counsel).
4. Consider the rights, responsibilities, and welfare of all affected parties including the supervisee and supervisor.
5. Employ common sense, mindful of the overriding responsibility toward client welfare and avoidance of harm.
6. Propose multiple courses of action and evaluate their impact on the welfare of the client and their ethical and legal consequences.

7. Make a decision and implement an action plan using common sense.
8. Monitor and evaluate outcome and implications of decision and action plan and use these data to decide if further action is necessary and to guide future decision-making.

Murky Waters: Unique Challenges and Complications

Ethical principles, legal requirements, and personal beliefs are related but may at times be in conflict or at the very least difficult to reconcile. For example, personal beliefs of supervisees regarding issues such as sexual orientation, abortion, and women's roles and rights may conflict with the profession's standards or legal safeguards. When this occurs, supervision must directly address these conflicts, teach the supervisee how to monitor potential interference of personal beliefs with intervention work, ensure that the profession's ethical guidelines are safeguarded and followed, decide when a supervisee should remove themselves from a specific case, and transparently evaluate whether the supervisee has developed sufficient diversity and multicultural competency required for entrance into the profession demonstrated by not permitting personal beliefs to interfere with service provision.

Cases Presenting Ethical Dilemmas

What follows are a series of ethical dilemmas related to supervision. For three cases, we go through our proposed 8-step legal-ethical decision-making model. For the remaining dilemmas in Appendix 5B, we encourage you alone or as a joint activity with your supervisee to use the information from this chapter together with the cited ethical codes to apply the legal-ethical decision-making model to each scenario.

Issues Related to Confidentiality

A. Angela, a high school sophomore, receives psychological counseling services in school as designated in her IEP. Dan, a school psychologist intern, is assigned to provide this therapeutic service. Angela has a history of depression, which has been judged to significantly interfere with her academic progress. When depressed she shuts down academically, demonstrates minimal work production, becomes socially withdrawn, and even sometimes shows deteriorating self-care skills. In the course of a counseling session, she tells Dan that she has something critical to disclose but wants him to promise again and in advance that he will keep it confidential. Dan assures her that her disclosures are confidential. She proceeds to tell Dan that she has an eating disorder that she does not believe anyone is aware of because she has hidden her symptoms so well. Dan is alarmed at the severity of her symptoms. He presents this case to you in supervision the next day. How do you respond and how do you think Dan should respond?

Authors' Analysis

1. *Define potential ethical or legal issues in the problem situation.*

The central issue in this case involves the limits of confidentiality, which is both a legal and ethical requirement. Dan did not discuss the limits of confidentiality as he told Angela everything she shares with him during their counseling sessions is confidential. Dan is concerned that Angela's eating disorder poses a danger to her health.

2. *Research ethical and legal guidelines from professional organizations and federal and local regulations.*

Ethics codes of both NASP (Principle 1.2) and APA (Section 4) address confidentiality and that there are limits to confidentiality. The legal principles/restrictions related to confidentiality and its limits are reflected in FERPA (as this counseling is occurring in the school setting) as well as relevant state education or mental health codes (e.g., Illinois School Code and Illinois Mental Health Code). Although Angela has some rights to confidentiality, they are limited when she indicates she is engaging in behaviors that pose a danger to herself or others (i.e., her eating disorder). As Angela is a high school sophomore and likely a minor, her parents also have a legal right to information about her treatment consistent with FERPA and relevant state and mental health codes.

3. *Consult with colleagues (if necessary, with school district or university legal counsel).*

In this case, Dan is consulting with his intern supervisor who maintains vicarious liability for all of Dan's clinical work including his counseling with Angela. The supervisor might also want to consult with the school nurse if there are questions specifically about the impact of the eating disorder on Angela's overall health.

4. *Consider the rights, responsibilities, and welfare of all affected parties including the supervisee and supervisor.*

The supervisor assumes vicarious liability for the therapeutic work Dan is doing with Angela. Dan has the responsibility to explain to Angela the limits of confidentiality in their counseling relationship and to share information that suggests that Angela is engaging in behaviors (i.e., associated with the eating disorder) that can pose a risk to her health or safety.

5. *Employ common sense, mindful of the overriding responsibility toward client welfare and avoidance of harm.*

With an overriding responsibility to assure client welfare, it is important to determine to what degree Angela's eating disorder represents a "risk-of-harm" and balance this with the potential negative impact of disclosing this information to the parents on the counseling relationship.

6. *Propose multiple courses of action and evaluate their impact on the welfare of the client and their ethical and legal consequences.*

- a Dan can do nothing which could cause harm to Angela and also lead to Dan's supervisor being legally liable if it is determined that the standard of care is that Angela's eating disorder would be considered a danger to her health and her parents should have been told so they could seek treatment for their daughter. As telling her parents about her eating disorder represents a salient issue for Angela, Dan sharing this information with them may damage his relationship with Angela and/or cause her to decide to terminate counseling. It is clear that Angela's social-emotional health and academic functioning require counseling services and breaking confidentiality may serve as a barrier to her receiving the services she needs to address these needs.
- b During the next counseling session, Dan can revisit the issue of confidentiality apologizing to her for his lack of clarity and this time include the limits of confidentiality. More specifically, Dan can describe to Angela which information disclosed during the session would be confidential and what types of information would be disclosed to parents or guardians and perhaps teachers. These limits to confidentiality would include when Angela shares anything that could pose a danger to herself or others. Information would also be shared with appropriate staff such as the state's child protection agency if Angela was being abused or neglected by any caregivers including parents or teachers consistent with the state's child abuse and neglect laws.

Related to the above, depending on the severity of the eating disorder and subsequent consultation with the school nurse, the degree to which Angela's eating disorder represents "risk-of-harm" can be determined. However, this determination represents the judgment of Dan and his supervisor. It is important for the supervisor to direct Dan to initiate ways to guide Angela to understanding that the involvement of her parents in this issue is necessary. If not in immediate danger, it would be best if Dan can work with Angela to disclose her eating disorder to her parents as treatment will be dependent on the parents being involved (see c. below).

After addressing the risk-of-harm and abuse situations, Dan can also share with Angela that there may be other issues that arise that in his judgment might warrant some form of communication with her parents or teachers, but that these would be discussed with Angela prior to disclosure. If this should occur, it would be Dan's responsibility to help Angela understand the benefits of such disclosure and guide her to participate fully in the disclosure to facilitate treatment outcomes. Dan can also share with Angela that an additional option would be for him to update the parents and/or teachers every few weeks on Angela's general progress in counseling without providing

- specific details of what Angela discussed. He would share with Angela the general comments he is sharing with her parents and/or teachers.
- c If her eating disorder is more severe and represents a “risk-of-harm” to Angela, she must be referred for a medical evaluation and/or outside agencies specializing in the treatment of eating disorders to be sure her needs are addressed by competent professionals. School-based treatment of the depression with Dan can continue with consistent collaboration with external service providers.
7. *Make a decision and implement an action plan using common sense.*
 - a In consultation with his supervisor, Dan should share with Angela and her parents the limits to confidentiality explaining why this is important to ensure Angela’s welfare. If Dan is not comfortable explaining this to Angela and meeting with the parents and Angela together, he can role-play communication in these meetings with his supervisor. If the supervisor remains concerned about Dan’s ability to conduct these sessions independently, they would join as a cotherapist. It is also important for Angela and her parents to understand that all information shared with Dan, due to his status as an intern, is also shared with you as his intern supervisor due to vicarious liability and the supervisor’s responsibility to ensure Angela’s welfare.
 - b Dan should obtain more detailed information about Angela’s eating disorder including a complete description of symptoms and associated behaviors. Consultation with the school nurse may be helpful in determining if her eating behaviors represent a significant risk of self-harm. In addition, if the eating disorder is more severe, resources must also be provided to Angela and her parents to treat the eating disorder.
 8. *Monitor and evaluate outcome and implications of decision and action plan and use these data to decide if further action is necessary and to guide future decision-making.*

It would be important for Dan’s supervisor to monitor this case very closely to determine the degree of risk-of-harm presented by her eating disorder and her depressive symptoms and when it will be necessary to inform the parents.

Supervisory Issues and Strategies

Initially, you can re-summarize the appropriate actions your supervisee took including praising Dan for sharing Angela’s symptoms and recognizing that this may be a “risk-of-harm” situation that would require breaking confidentiality to assure client welfare. The fact that Angela shared this very personal and significant information with Dan also reflects the strength of their therapeutic

relationship and his developing counseling skills. Dan should also be praised for recognizing what the implications of breaking confidentiality may be for his client as well as bringing these issues to your attention in supervision. You would also want to assess Dan's awareness of confidentiality and its limits in terms of both ethical and legal requirements. Depending on the results of your assessment, you would want to review appropriate procedures regarding confidentiality and the limits of confidentiality which should occur at the initiation of treatment. The next issue is to help Dan recover from his error of failing to discuss the limits of confidentiality with Angela at the start of counseling with a focus on what is for the good of the client. You can also role-play with Dan how he might address this issue with Angela and then bring her parents into the discussion. If in your judgment as supervisor, Dan is not ready to respond to this situation competently, you can sit in on the sessions with Angela and then with her parents as a cotherapist.

Issues Related to Consent, Confidentiality, and Provision of Therapeutic Services to Minors

B. Lynn is seeing your intern, Bob, in a high school counseling support group for students whose parents have recently gone through a divorce. Lynn finds the group to be very helpful. She comes to Bob's office after school with a friend of hers, Sandy, who wants some help from Bob too. Sandy describes intense conflicts between her parents and a hostile relationship between herself and her parents as well. She goes on to describe horrible outbursts at home that have resulted in police responses due to concerns for domestic violence. Sandy asks to meet with Bob to receive support and figure out how to survive the family conflict, but she does not want her parents to know she is receiving counseling at school. Bob asks you if he can provide services for Sandy without telling her parents and if so under what terms and conditions. How do you respond to Bob? What courses of action do you advise him to take? What are Sandy's rights for counseling and what are the limits to her confidentiality regarding this requested therapeutic relationship?

Authors' Analysis

1. *Define potential ethical or legal issues in the problem situation.*
The issues presented in this case include consent to provide counseling without parent permission, limits to confidentiality, and provision of therapeutic services to minors.
2. *Research ethical and legal guidelines from professional organizations and federal and local regulations.*
NASP Ethical Standard I.1.2 indicates that parental consent is a pre-requisite for ongoing individual or group counseling. Standard 1.1.3 also

indicates that in instances of self-referral without parental consent, the school psychologist is allowed to conduct “one or several meetings” with the student to assess the need for counseling services as well as to determine the student’s degree of risk for harm.

Relevant specifically for Illinois but used here as an example, 405 ILCS 5/et. seq section 3-501 of the *Illinois Mental Health and Developmental Disability Act* indicates that psychologists or social workers can legally conduct five counseling sessions with children ages 12–17 prior to obtaining parental consent. This principle has also been adopted by the Illinois State Board of Education (ISBE, 2007). It is important for supervisors to know the legal considerations required in their state.

Ethics codes of both NASP (Principle 1.2) and APA (Section 4) address confidentiality and that there are limits of confidentiality which must be discussed with clients at the start of any professional relationship between the school psychologist and the client. The legal principles/restrictions related to confidentiality and its limits are reflected in FERPA (as this counseling is occurring in the school setting) as well as relevant state education or mental health codes (e.g., Illinois School Code and Illinois Mental Health Code). The state’s child abuse and neglect act should also be consulted. In Illinois, domestic violence is included in the definition of abuse and neglect; and Bob is a mandated reporter. Bob is therefore required to break confidentiality when provided with information such as Sandy shares which includes repeated exposure to interpersonal violence in the home.

3. *Consult with colleagues (if necessary, with school district or university legal counsel).*

Bob is consulting with his intern supervisor.

4. *Consider the rights, responsibilities, and welfare of all affected parties including the supervisee and supervisor.*

There may be risk-of-harm based on the level of interpersonal violence in Sandy’s home, so it will be important to follow up on this issue since Bob and his supervisor are mandated reporters. Failure to assess this may cause possible harm to Sandy and liability for Bob’s supervisor. Placing this example in our state of Illinois, counseling may not be provided for more than five sessions without parent consent and the focus should be on understanding the needs of the student. If Bob provides more than five sessions, he (and his supervisor due to vicarious liability) can be found in violation of several legal regulations and ethical principles.

5. *Employ common sense, mindful of the overriding responsibility toward client welfare and avoidance of harm.*

The overriding responsibility would be to assess degree of risk of Sandy’s home situation and to keep her safe. It is also critical to Sandy’s welfare to assist her and other family members to reduce and manage more effectively the level of interpersonal hostility in the home.

6. *Propose multiple courses of action and evaluate their impact on the welfare of the client and their ethical and legal consequences.*
 - a Bob and his supervisor may decide that this case is more appropriate for an outside agency and refer Sandy to a community resource. However, Sandy has already disclosed information to Bob and sought him out through her friend Lynn. Sandy may not accept this referral and could continue to be at risk-of-harm in her current home environment. After more information is obtained, a decision can be made whether or not an outside referral would be more appropriate than working with Sandy in the school setting or whether a combination would be beneficial. Maintaining a counseling relationship with Sandy with consent to collaborate with a therapist outside of school makes it more likely that continued participation in treatment could be monitored.
 - b Bob could meet with Sandy for up to five sessions prior to obtaining parental consent. Through these meetings, Bob could determine the risk-of-harm her current home situation presents. In addition, Bob would utilize active listening skills to build a supportive relationship as rapidly as possible to facilitate trust with the goal of getting parental involvement and beginning to assist Sandy and family members to problem-solve family issues more effectively.
7. *Make a decision and implement an action plan using common sense.*

Meet with Sandy for up to five sessions to assess the degree of risk of harm in her current home situation and to facilitate her talking with her parents to gain parent permission for counseling (if it is determined school-based counseling is more appropriate than an outside resource) or to refer Sandy and her parents to an outside resource with consent to share information and permission to periodically check in with Sandy at school for ongoing support.
8. *Monitor and evaluate outcome and implications of decision and action plan and use these data to decide if further action is necessary and to guide future decision-making.*

It will be critical to determine if a report needs to be made to child protective services. It will also be important to monitor the effectiveness of Bob's discussion with Sandy related to obtaining parent consent.

Supervisory Issues and Strategies

- a Discuss with your supervisee issues related to his understanding of consent, confidentiality, and limits to confidentiality drawing upon relevant APA, NASP, and Illinois (since Bob is practicing in an Illinois school) laws and regulations including those related to child abuse and neglect and being a mandated reporter. Through discussion and role-playing, you can assess Bob's ability to explain confidentiality, limits to confidentiality, and his

responsibilities as a mandated reporter to Sandy and her parents as well as his comfort with the steps required if a report to child protective services is necessary.

- b As you are suggesting that Bob meet with Sandy for up to five sessions during this time, you would work with Bob on therapeutic strategies to facilitate Sandy becoming comfortable well before the five-session limit with obtaining parental consent and involving her parents in the treatment process. This could be accomplished through role-playing, close case monitoring, and discussion in supervision.
- c During Bob's meetings with Sandy, he will need to assess her level of safety and the services she may require. Bob will need to assess the risk-of-harm of her current living situation, and he may need both instruction and modeling of approaches to conduct this assessment.

Issues related to Professional Boundaries

C. Raymond, your school psychology intern, is working with a student service organization as an associate sponsor because he supports its cause; and you and he thought it would be a good way to observe a different element of the school population. Raymond discusses his role in this student group in supervision periodically. He keeps bringing up Rachel, a high school senior and one of the student group's members, in conversation, with a frequency that makes you begin to wonder if he might be at risk for some boundary issues or might even be sexually attracted to her. How, if at all, do you respond to this intuition? Would you respond differently if Raymond initiated a conversation about his discovering that he is sexually attracted to Rachel? In general, how do supervisors counsel trainees regarding admission of sexual attraction to clients? When does it cross a boundary that requires termination of the trainee's working relationship with that student?

Authors' Analysis

1. *Define potential ethical or legal issues in the problem situation.*
Raymond's possible boundary violations can lead to possible exploitation of the client or negatively impact the client in terms of clinical decision-making.
2. *Research ethical and legal guidelines from professional organizations and federal and local regulations.*
APA Code of Conduct 3.02 prohibits psychologists from engaging in any type of physical, verbal, or nonverbal conduct that is sexual in any way and that could be offensive, unwanted, or abusive. NASP Standard III.4.3 prohibits the exploitation of clients, supervisees, and graduate students and forbids any sexual harassment of children, parents, or other individuals for whom the school psychologist has authority over. NASP Principle IV.3

states that school psychologists are responsible for the monitoring of their own and others' conduct in the school.

3. *Consult with colleagues (if necessary, with school district or university legal counsel).*
The intern supervisor may consult with colleagues if necessary.
4. *Consider the rights, responsibilities, and welfare of all affected parties including the supervisee and supervisor.*

If Raymond does have feelings about Rachel that risk boundary issues, the potential exists for behaviors to emerge that would risk the welfare of the client (i.e., sexual harassment). Any inappropriate behaviors that might occur can also lead to reportable ethical and legal transgressions committed by the supervisee for which both the supervisee and supervisor would be responsible. Inappropriate feelings can also negatively impact the school psychologist's judgment including clinical decision-making although the feelings in and of themselves are not a reportable offense.

5. *Employ common sense, mindful of the overriding responsibility toward client welfare and avoidance of harm.*

Although you (as the supervisor) do not have any direct evidence that there has been any inappropriate contact between the intern, Raymond, and Rachel, the client, it is certainly appropriate to be concerned, and you are bound to investigate and explore this issue further.

6. *Propose multiple courses of action and evaluate their impact on the welfare of the client and their ethical and legal consequences.*
 - a You could ignore the situation and not bring anything up. This could jeopardize client welfare and lead to your vicarious liability.
 - b You could share your concerns with your intern, Raymond, and make efforts to prevent any transgressions caused by Raymond acting on his feelings. These feelings can also impact clinical decision-making. By addressing these issues with Raymond, you would protect client welfare that is your first responsibility. This would also represent important learning for your intern.

7. *Make a decision and implement an action plan using common sense.*

As a supervisor you should discuss this issue with Raymond. During a regularly scheduled supervision session, the supervisor would ask about the group and how it is going. Then the supervisor would listen carefully to see if Raymond brings up Rachel and, if so, would share the concerns and also add that the supervisor has also observed this frequent mentioning of this one student during previous supervision sessions. The supervisor can begin by complimenting Raymond on his commitment to the group. The supervisor would ask directly about Raymond's feelings about Rachel. If he denied any sexual feelings toward the student, the supervisor would still share his interpretation that the frequency of his mentioning her raises concerns about the risk of impropriety or compromised clinical judgment. The supervisor stresses how important it is for Raymond to be mindful

of his feelings and subsequent behaviors and how these feelings can also impact his clinical decision-making related to this student.

8. *Monitor and evaluate outcome and implications of decision and action plan and use these data to decide if further action is necessary and to guide future decision-making.*

It would be important to carefully monitor Raymond's behavior with Rachel and to continue to discuss how his feelings may be impacting his clinical decision-making.

Supervisory Issues and Strategies

It is the responsibility of the supervisor to point out professional "blind spots" of the supervisee. If Raymond is unaware that he is enamored with Rachel or has any sexual feelings toward her, then the first supervisory task is providing your data for raising a concern and helping him explore it. If in fact Raymond cannot manage these feelings, he needs to remove himself from contact with the student. In the absence of wrongful behavior, it might stop here with additional attention to be paid to monitoring future relationships with close supervision and any personal issues that might interfere with Raymond's ability to practice and manage boundaries appropriately. As part of this discussion, it is also important for the supervisor to discuss the difference between thoughts, feelings, and behaviors. It is inappropriate behavior that can lead to reportable ethical transgressions. There is a difference between finding someone sexually attractive and taking inappropriate actions. If Raymond denies any feelings of attraction toward the student, the supervisor might still increase his self-awareness and prompt more self-monitoring by reiterating the basis for raising the concern and by reflecting on the potential impact of his verbalizations on decision-making. There is an opportunity here for Raymond to increase his sensitivity to his own reactions to clients and learn how to monitor their potential impact.

Summary

Teaching ethical and legal psychological practice represents a core task of supervision. Supervision itself presents unique ethical challenges as supervisors balance supervisee development, client welfare, and risk management. Ethical and legal considerations in complex school cases can present significant decision-making challenges but are excellent opportunities for learning ethical practice. Ethics codes of professional organizations and risk management strategies must be applied within a systematic decision-making model that considers the rights, responsibilities, and welfare of *all* affected parties including the supervisee and supervisor. This chapter applied an 8-step ethical decision-making model to diverse case examples delineating supervisory issues and strategies. While ethical principles, legal requirements, and personal beliefs are related, at times they may be in conflict or difficult to reconcile presenting unique challenges to supervision. Ethical practice places the welfare of clients at the core of psychological service delivery.

Appendix 5A: Sample Telesupervision Policy

University of Maryland School Psychology Program Policy on Telesupervision During Extenuating Circumstances

Telesupervision is defined by the American Psychological Association (APA) as “clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee.” APA requires programs using telesupervision to have a formal policy in place and limits its use to no more than 50% of total supervision at practicum sites. Telesupervision is not permitted during the first intervention practicum experience. On internship, telesupervision may not account for more than 50% of individual supervision (1 of 2 hours weekly) or for more than 50% of the total weekly supervision hours (2 or 4 hours weekly).

During extenuating circumstances, such as a public health crisis causing campus/school closures and quarantining, APA’s Commission on Accreditation “recognizes that expansion of these methods temporarily during this unprecedented time may be necessary” and that “flexibility in the use of these distance practices as part of a program’s plan... is appropriate” (email communication 3/11/20).

The University of Maryland’s School Psychology Program typically requires face-to-face supervision with minimal telesupervision on an as-needed basis. During extenuating circumstances like the COVID-19 pandemic (March 2020), the following telesupervision guidelines will be implemented. The rationale is that greater flexibility in the use of telesupervision will allow students to continue their clinical activities and minimize disruptions to learning.

1. Telesupervision may be utilized in addition to, or as a replacement for, face-to-face supervision for practicum courses, fieldwork, and internship. Course instructors can determine the amount of telesupervision permitted for each course when this policy is in place. Institutional guidelines and public health advisories should be taken into account when determining whether to hold face-to-face supervision. Safety and health will be prioritized during decision-making.
2. Students at all levels of training (pre-practicum through interns) can request telesupervision instead of face-to-face supervision. Supervisors should be flexible in allowing telesupervision, even when face-to-face supervision is offered, and not require students to disclose personal health-related information in these instances.
3. When using telesupervision, supervisors should continue to use best practices in supervision, taking care to develop/maintain the supervisory relationship. Plans for supervision during crisis/urgent situations should be developed as needed.

4. When using telesupervision, students should engage in similar professional behaviors expected for face-to-face supervision (e.g., timeliness, sending materials ahead of time, responding to feedback), as well as additional preparations such as testing technology tools in advance.
5. In situations where multiple supervisors oversee student activities (e.g., University supervisor and field-based supervisor), supervisors should discuss telesupervision plans and professional responsibility for cases.
6. To protect confidentiality of client information, telesupervision should occur through secure, approved formats such as Zoom. Materials shared should be password protected and uploaded to secure, approved sites such as Box. Supervisors and course instructors are encouraged to provide additional guidelines for information sharing. Supervisors and students are responsible for using a private location and secure internet connection when engaging in telesupervision and sharing relevant materials.
7. Supervisors and students are encouraged to exercise patience while telesupervision logistics are worked out and everyone learns new technological tools.

It is hoped that the program's telesupervision policy will benefit all during this challenging time. Students, supervisors, and course instructors should contact the program director with questions related to the implementation of these guidelines.

NOTE: additional sample social media policies can be found in school psychology program handbooks (e.g., Ball State University pages 192-196 <https://www.bsu.edu/-/media/www/departamentalcontent/edpsych/pdfs/2021-2022-fall-school-psychology-doctoral-handbook.pdf?sc_lang=en&hash=E536AC64268012F6DB76A8DF1E9F41FF22962095>

Appendix 5B: Ethics Case Examples

- D Mary, SP Intern, is assigned to teach anger management skills to Charlie. Charlie is known as an angry and temperamental 7th grader. He has a history of suspension for fighting in school and arrests for a variety of delinquency issues in the community. He appears to be at the entry point of street gang involvement. Charlie hotly describes the conflict he is experiencing with Nate after a public verbal confrontation in the school cafeteria that same afternoon. Despite strenuous attempts from Mary to calm his emotional intensity and to correct his “thinking errors,” Charlie vows that he will confront Nate in the park tonight armed with a knife. Frustrated with Mary’s attempts to suggest alternative courses of action, he bolts from her office. Mary immediately seeks out you, her supervisor, to discuss how to follow up with this situation.

- E SP Intern, Bertha, is a close friend of the sister of the mother of a child, Alex, who is struggling in school known to exhibit serious behavioral problems. Bertha has attended events with Alex's mother and has even babysat Alex on one occasion. When Alex is placed on the agenda for a problem-solving team agenda, Bertha asks you, her supervisor if she can be included. Bertha feels that her "inside information" and "rapport with the parent" will really assist the problem-solving process. How do you respond to Bertha's request?
- F Steve, SP Intern, discovers that Teresa, a high school student he is evaluating relating to concerns about crippling anxiety, is distraught because she has had a consensual sexual encounter with another female student and is having second thoughts about her actions and is confused regarding her sexual orientation. Steve tries to support Teresa as she experiences overwhelming anxiety but is simultaneously struggling with his strong religious belief that lesbian relationships are sinful. Conflicted and confused, Steve puts his concerns on the agenda for his next supervision session with you. How do you respond?
- G Your intern, Phil, has an extensive Facebook page. He has begun to "friend" students at his internship site and communicate with them through social media. While he describes it as "fun and another way to build rapport with students," he does note that he had one student share a suggestive photo of another student with him. His response was to simply "unfriend" this student. What concerns do you have with Phil's establishing social media links with students? As you respond to him, delineate reasonable guidelines regarding this issue for school psychologists.
- H You have been working for a Special Education Cooperative for many years but primarily with an elementary aged developmentally disabled population. Due to staff cuts, you are now also assigned to work one a day a week in the high school ED program. Your intern, Karen, mirrors your professional rotation in her activities. She is working with a high school senior who is exhibiting symptoms of a complicated "borderline personality disorder" including engaging in frequent self-abusive "cutting" behaviors. The student frequently talks of suicide, hides her wounds, and is prone to histrionic behaviors. Karen is feeling overwhelmed by the case and is looking to you for advice. What steps must you take to ensure that both your intern's and the student's needs are met?
- I Elvis, your SP intern, carries a counseling caseload of 10 students as part of his training assignment. He has access to tickets to the circus and is making plans to choose two of the students to take by himself to enjoy the circus as a reward for good progress. What do you say to him when he discusses this planned activity?
- J Stan, your SP intern, goes to observe one of the students he is working with at a football team practice after school. He witnesses one of the coaches

(a legendary winner in the community) belittle his student including using a “homosexual putdown.” He asks you in your supervisory session how he should respond. (Also address response if instead he witnessed the coach hit the student in anger for messing up a play.)

- K Socializing with trainees: The literature provides a variety of viewpoints regarding “social boundary issues” between a supervisor and supervisee. Summarize the different considerations that should be given to the following circumstances: (a) group of staff members going out drinking after work; (b) going out to lunch with supervisee; (c) going with a group of staff members to a dinner and play on the weekend; (d) going with just the trainee to a dinner and play over the weekend; (e) going with your spouse and your intern to a dinner and play over the weekend. Feel free to add other gradations.
- L You have been part of a tight knit team of school psychologists in the district who like and support each other (sometimes socializing after school). You have just been promoted to Chairperson of the district’s special services department. Now you will be responsible for evaluating your friends and colleagues. How do you go about establishing boundaries and preparing for your function as an evaluator? If one of the psychologists is your spouse, how does that differ, if at all, from the other relationships?



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PART 2

The Developmental, Ecological, Problem-solving (DEP) Model



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6

INTRODUCTION TO THE DEVELOPMENTAL, ECOLOGICAL, PROBLEM-SOLVING (DEP) MODEL

Supervision Models as Essential Guideposts

Effective supervision is anchored in a theoretically sound and practical model of supervision. It is important to have a coherent framework to conceptualize, organize, and execute supervisory tasks linking theory, research, and practice. A supervision model provides an organizational framework to guide practice and ensures that supervision will be purposeful, reflective, comprehensively address all professional skill sets, and focused on training outcomes. In the absence of a model, the supervisor lacks a template for defining the goals, processes, and methods of supervision. Lacking a big picture road map, the supervision journey meanders along trails without a clear destination and no way of determining progress. In this case, supervision is reduced to clinical instinct and often centers solely on problem-solving related to individual cases.

NASP's (2018) and APA's (2015a) call for training in supervisory skills does not delineate a specific model for supervision but emphasizes the necessity of a strategic organization for supervision that is purposeful, goal-oriented, systematic, and transparent. The competency initiative and the NASP Practice Model (2020a) point toward outcomes for training. A supervision model delineates the process, curriculum, and methods for achieving those outcomes. A model outlines supervisor and supervisee roles and tasks, the content and process of their interactions in supervision, and the interface with the contexts within which supervision occurs. The context is multidimensional including the training setting, the university or employment requirements for supervision, and the evolving professional consensus on best practice. An effective supervision model is guided by current formulations of best practice and, to the extent possible, empirically informed. Within school psychology,

the overarching emphasis on data-based decision-making, evidence-informed problem-solving, and outcome monitoring must be applied to the supervisory process. These central activities apply to work with clients, the development and evaluation of supervisee skills and development, and the application of supervision practices. A supervision model provides an integrative framework for the content and process of supervision.

Similar to other domains of professional practice, supervision requires a blend of art and science. There is no session-by-session manual for supervision, and individual client or consultee needs and supervisee characteristics require flexible application of proven methods. However, a core supervision model provides essential principles, values, and activities to guide practice. An effective model provides a sufficient framework for defining best practice implementation across multiple supervisors, supervisees, and settings.

Models of Supervision from Clinical and Counseling Psychology

Psychotherapy-Based Models

As noted in the introduction to this text, early models for clinical supervision originated within clinical and counseling psychology specialties and focused on the application of specific approaches to psychotherapy (e.g., person-centered/humanistic (Farber, 2010; Lambers, 2007), psychodynamic (Sarnat, 2010), behavioral/cognitive-behavioral (Reiser & Milne, 2012), solution-focused (Hsu, 2009), and so forth). Limitations to this approach are readily apparent (Bernard & Goodyear, 2019). A supervisee's training was orientation-specific with limited exposure to other approaches. As psychology's focus on evidence-based practice emerged with an attempt to define "what works for whom under what circumstances," singular orientations were not always capable of addressing the diversity of client needs in a comprehensive fashion. Focusing supervision with a psychotherapeutic model increased risks that the boundaries between supervision and therapy for supervisees could be blurred. As clinical psychology activities diversify particularly with increased collaboration with other professionals in integrated healthcare, therapy-specific models of supervision may lack sufficient scope to guide practice. While therapeutic interventions have an important role in school psychology practice, psychotherapeutic models could not address the multiple diverse roles within this specialty nor within evolving clinical and counseling practice.

Developmental Models

Developmental models of supervision emerged as an alternative approach (Loganbill et al., 1982; McNeill & Stoltenberg, 2016; Stoltenberg & McNeill, 2010). Drawing from theories of learning, cognitive, and social development,

this approach centered on the development of professional identity and skills of the supervisee. Stoltenberg and associates' Integrated Developmental Model has had a significant impact on the conceptualization of supervision (McNeill & Stoltenberg, 2016; Stoltenberg & McNeill, 2010; Stoltenberg et al., 1998). Similar to stage theory in cognitive development, the Integrated Developmental Model outlines stages of supervisee development from novice to advanced beginner to competent to proficient to expert. As supervisees grow in skills and professionalism, they grow in awareness, motivation, and autonomy. Over time, performance improves; self-efficacy grows; the ability to respond to complex challenges is enhanced; capacity develops to not only apply technical skills with precision but to take into account multiple contextual and systemic factors; and, eventually, competent independent practice is demonstrated.

The Integrated Developmental Model matches supervisory strategies and supports to the supervisee's developmental level. At novice stages, supervisors provide more structure, modeling, and direction. As competency grows, supervisees function more independently; and supervisors assume more of a consultant role. It is noteworthy that this developmental model describes professional development and supervision from early training through advanced professional practice. Rønnestad and Skovholt (2003) take this a step further and proposed a lifespan developmental model focusing on the career-long development of therapists. The developmental perspective on supervision has much to offer to conceptualization of supervision and is consistent with school psychology's call for the availability of clinical supervision for all levels of training and credentialed practice (NASP, 2018). Focused on supervisee development, a potential limitation of developmental models lies in their relatively limited focus on the content of professional tasks and minimal attention to cultural and other forms of diversity and systemic factors. Additionally, it is important to specifically build into supervision models attention to ecological factors, the systemic and cultural factors that influence both supervisees' and their clients' development. Within school psychology practice, this requires incorporation of a focus on diversity and multicultural responsiveness, system change, and social justice advocacy skills.

The Discrimination Model

The discrimination model (DM) of supervision, originally proposed by Bernard (1979) is an eclectic model that conceptualizes the supervisor's task as discriminating what the focus of supervisee skill development is at a given moment of supervision and then matching the supervisory role or approach to this assessment. DM focuses on three categories of supervisee skills: intervention, conceptualization, and personalization (Bernard & Goodyear, 2019). Centered on the development of counseling competency, supervisory attention may address observable intervention skills, conceptualization of the

underlying processes or patterns occurring within a counseling session, and the contribution and integration of personal style into practice. Within DM, the supervisor intentionally adopts different roles or postures to match the supervisee's needs. Supervisors differentiate their approach to the supervisee as a teacher, counselor, or consultant depending upon the ability of the supervisee in the essential skill categories. Bernard and Goodyear (2019) describe DM as a process-oriented model of supervision that is flexible and capable of addressing the shifting dynamics within supervisory sessions. DM's attention to matching skill focus and supervisory roles is congruent with a developmental perspective. While not focused on a specific therapeutic orientation, it remains focused on professional competency in counseling. Advocating for technical eclecticism in the selection of supervisory methods to employ within each chosen role, DM does not specify required supervisory strategies to address the interaction of supervisee skill needs and supervisory roles. This makes it more difficult to define implementation integrity of the DM approach.

Systems Approach to Supervision

Holloway's (1995, 2016) Systems Approach to Supervision (SAS) incorporated the importance of context in understanding the supervisory process. She emphasized the complexity of the supervisory process and the dynamic interaction among what she refers to as functions, tasks, and system requirements. Holloway details seven dimensions within SAS with the character and process of the supervisory relationship at its core. The second dimension centers on the tasks of supervision: counseling skills, case conceptualization, professional role, emotional awareness, and self-evaluation. The third dimension delineates the function(s) of supervision: monitoring/evaluating, instructing/advising, modeling, consulting, and supporting/sharing. Holloway describes tasks as the *What* of supervision. These are skills and attitudes supervision strives to advance. Functions represent the *How* of supervision. The supervisor attempts to match supervisory functions to the tasks being addressed. For example, the supportive function may be applied to discussions of the supervisee's emotional reactions to the client and the client's self-disclosures. In this case the supervisor empathetically assists the supervisee in enhancing and monitoring self-awareness so that personal reactions and feelings do not interfere with the therapeutic relationship. On the other hand, the instructing function would be appropriate to address specific interviewing strategies for evaluation of a client's risk-for-harm to self or others.

However, as the supervisor strives to match functions to tasks in the context of the supervisory relationship, Holloway highlighted the necessity of understanding the influence of contextual factors which form the other four dimensions of SAS. In addition to the supervisor, the trainee, and the client, the institutional context influences the process of supervision. Context can include

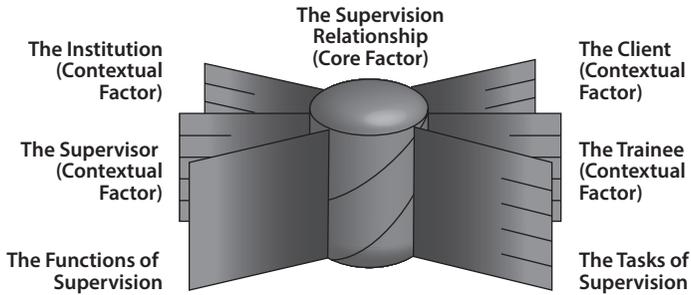


FIGURE 6.1 A Systems Approach to Supervision: Seven Dimensions.

Source: From Holloway, E.L. (1995). *Clinical supervision: A systems approach*. Sage. Copyright 1995 by Sage Publications. Reprinted with permission.

personal histories, cultural backgrounds, the professional experience and theoretical orientation of the supervisor and supervisee, organizational structures, institutional goals, and characteristics of the work setting. Figure 6.1 provides Holloway's representation of the dynamic influences that reciprocally influence the supervisory process with the interpersonal supervisory relationship at its core. This image captures the complexity of the supervisory process while still attempting to match supervisor actions to supervisee needs. The major contribution of SAS is the incorporation of contextual and systemic factors in understanding the process of supervision. These systemic variables interact with each other and impact the character of the supervisory relationship as a whole. Systemic factors influence interactions and the selection of tasks and functions within an individual supervision session.

Although Holloway was focused on the development of counseling skills, her approach can readily be adapted to other professional skills. Her conceptualization proves to be a good fit with contemporary school psychology's focus on simultaneously addressing individual and systemic factors (Simon, 2016, 2020). The critical importance of the character of the supervisory relationship was described in Chapter 3. Chapter 8's description of the Ecological component of the Developmental, Ecological, Problem-solving (DEP) model extends SAS's recognition of the importance of contextual factors within the practice of school psychology and within the supervisory relationship. Like the models described above, SAS focuses on supervision of psychotherapy.

Competency-Based Supervision Approach

As described in the first chapter, professional psychology has embraced a competency-based approach to training and evaluation (Kaslow, 2004). Competency-based education has an outcome focus that begins by identifying what the demonstration of competent practice should look like, thus training

goals are criterion-referenced. Then preparation in graduate school and in field-based supervision defines the learning process and steps for skill acquisition to demonstrate specific competencies. Competency benchmarks (Fouad et al., 2009) and assessment toolkits (Kaslow et al., 2009) were developed to guide training and evaluation. The learning process is similar to behavioral skills training. This process involves breaking the development of professional skills into definable discrete elements which can be intentionally taught; practiced; shaped through observation, feedback, and reflection; and reliably evaluated. A variety of supervisory processes and methods can be employed while maintaining a focus on achieving targeted and measurable levels of competency.

Falender and Shafranske (2021) developed a competency-based approach to supervision that strives to identify the specific *knowledge, skills, and attitudes* that define each specific competency. For example, learning competent assessment skills for autism spectrum disorder requires the acquisition of a body of *knowledge* about the condition and the tools and process for assessment. Assessment *skills* involve appropriate selection and then fluid and reliable administration of a wide range of diagnostic tools and the *interpersonal skills* to engage the student effectively in the assessment process. *Attitudes* reflect the values and ethics embedded in competent professional practice. Falender and Shafranske (2021) described a learning cycle within supervision with the following elements: (a) Performance (the supervisee's engagement in psychological practice), (b) Observation by the supervisor, (c) Reflection by supervisor and supervisee of the observation, (d) Feedback/Evaluation from the supervisor accompanied by supervisee self-assessment, and (e) Planning what to do in next performance with identification of additional instruction or learning activities to foster skill development.

APA's profession-wide competencies are intended to apply to all specialties of health service psychology including school psychology (APA, 2011, 2012), and they are targeted in APA's guidelines for clinical supervision (2015a). However, the domains and benchmarks do not yet fully address the complex and diverse roles required in school psychology practice. Nevertheless, the competency-based approach is incorporated within the DEP framework, and we place specific attention on defining behaviors indicative of competent supervisory practices.

Supervision for Diverse Psychologist Roles

The broad scope of professional responsibilities and activities within school psychology and the unique setting of the school context require a multidimensional and integrative supervision model. The diversity and complexity of contemporary practice challenges university preparation and clinical supervision at practicum-, specialist-, and doctoral-level training. Licensed school psychologists are often required to extend their work to new target populations (e.g., shifting assignment from a general education population and work with students with higher incidence disabilities, such as specific learning disabilities,

to specific specialized programming for children with autism). Veteran professionals may assume responsibility for domains of practice that were not addressed in their own graduate training (e.g., implementation of school-wide social-emotional learning curriculum). Chapter 15 will discuss in detail the need for clinical supervision and mentoring of early career and veteran school psychologists.

Fortunately, there are some common skill sets and professional requirements across the diverse practice domains that can help to define an appropriate school psychology supervision model. The diverse roles and activities all require strong interpersonal skills, assessment and intervention practices that are linked and data-driven, psychoeducational skills for instruction in social and coping skills, therapeutic skills for mental health interventions, implementation of evidence-based practice in all academic and social-emotional-behavioral practice domains, a commitment to integrated individual and systemic interventions, and the utilization of structured problem-solving methods. The problem-solving process that links data-based assessment with evidence-based intervention resides at the core of contemporary school psychology practice and permeates all these activities (NASP, 2020a; Tilly, 2008). Empirically supported problem-solving and wellness/prevention activities are not limited by a specific intervention orientation or approach to counseling and psychotherapy. Rather than defining a one-size-fits-all approach to intervention, a collaborative problem-solving process is defined that utilizes a wide range of empirically supported strategies differentiated to address diverse problems and the uniqueness of individuals and systems. Problem-solving requires an analysis of specific presenting concerns that can be linked to empirically supported intervention strategies. However, recognizing that problems may vary in severity, present with unique and complex configurations, and be resistant to standard solutions, problem-solving may require the introduction of innovative or novel strategies; but these modifications originate from whatever empirical base is available and are systematically monitored and adjusted by ongoing data collection (Forman et al., 2013; Kratochwill & Shernoff, 2004; Simon, 2016).

This scope and complexity of practice necessitates quality supervision while illustrating the challenges inherent in the supervisory role. Supervisors need to demonstrate broad professional competencies, be capable of helping supervisees resolve case-specific problems, and teach individual- and systems-level approaches to collaborative problem-solving that can be applied systematically and independently to circumstances the supervisee will face in the future.

A Supervision Model for School Psychology: The Developmental, Ecological, Problem-solving (DEP) Model

We believe it is necessary to develop a model of supervision that is specific to the specialty of school psychology. We propose a model that is consistent with

the diverse professional requirements of school psychology practice, applicable to the school context, and appropriate for specialist and doctoral training as well as career life span clinical supervision and professional development. It takes elements from clinical and counseling supervision models and integrates them with supervision strategies specific to school psychology. While it is certainly necessary to expand well beyond psychotherapeutic models of supervision, their focus on intervention competence and fidelity, and monitoring the influence of the supervisee's self-awareness and personal reactions within the intervention process remain appropriate. Supervision must assist the supervisee in understanding and managing personal blind spots, potential transference, countertransference, and the influence of any cognitive or emotional reactivity that might interfere with competent practice. However, counseling is only one role among many for school psychologists, and intervention fidelity is monitored in terms of evidence-based strategies rather than fidelity to a singular intervention orientation. Although developed for school psychology, the multifaceted DEP framework is applicable to other specialties that practice within the school setting. This approach applies to school social work and counseling, and DEP informs supervision practices for other community-based specialists who work with youth and families and collaborate with schools. The DEP approach contributes to the general body of supervision literature for educational and mental health practitioners. Clinical psychologists who have participated in the authors' DEP training workshops have asserted its applicability to supervision in clinic and independent practice settings.

Developmental models contribute significantly to our perspective on school psychology supervision. The developmental perspective mirrors the field's understanding of effective teaching and learning for school-age children and for professional development of educators as well as parents. Developmental schemas match supervisory strategies to the experience and competence level of supervisees. This approach's differentiation of stages of initial training and lifelong professional development is applicable to the progression from practicum to internship to early and late career and from specialist to doctoral levels of field-based training. This is consistent with NASP's (2018) call for supervision at all levels of practice and all career stages and APA's (2017a) ethical requirements for lifelong learning in the context of an evolving body of professional knowledge.

Holloway's (1995, 2016) SAS approach incorporates contextual and systemic variables into supervisory practice. This systemic perspective complements school psychology's focus on system's change and ecologically sensitive interventions. The SAS model strongly influences our DEP conceptualization; however, the number of systems relevant to problem-solving within a school environment is even more expansive than accounted for in the SAS conceptualization.

The DEP model incorporates developmental and systemic perspectives into supervisory practice and integrates them into the primary problem-solving role that is central to school psychology practice. A comprehensive yet flexible framework is required to integrate individual and contextual factors impacting the clients of supervisees and the professional training and career development of supervisees themselves.

The three principal components of the DEP model make distinct contributions but must be effectively integrated to implement quality supervisory practice. The *Developmental* component assesses supervisee competencies, needs, and goals and provides essential structure to supervision. This domain attends to the required supports appropriate for the developmental level of the supervisee that are necessary to ensure client welfare and promote supervisee growth. Supervisory methods are matched to the problem-solving requirements of individual activities and the relative competencies of the supervisee in the skill sets required for intervention in each circumstance. Formative feedback and summative evaluation are central supervisory activities for guiding supervisee development in professional skills and identity. Evaluation data monitors developmental progress toward independent practice and in the case of preservice training is essential to the gatekeeping process for licensing and credentialing. Critical tasks related to accountability, recordkeeping, and risk management are addressed early in the developmental process. Ethical and legal considerations are infused throughout supervision but the nuances inherent in complex cases are more readily addressed at later stages of development. Similarly, across all practice activities, the developmental perspective guides the supervisee to integrate isolated skills into comprehensive yet flexible intervention strategies that can account for the complex variables inherent in challenging problem-solving scenarios. As the supervisee progresses in competence the role of the supervisor adapts to foster increased independence and self-monitoring.

The *Ecological* component incorporates examination of the multiple systems that impact any problem-solving challenge or program development. It is impossible to truly understand and intervene with an individual student without taking into account the environmental influences of the family, the classroom, peers, culture, and other systemic variables (Bronfenbrenner, 1979; Sheridan & Gutkin, 2000; Simon, 2016, 2020). Training in diversity and multicultural responsiveness is focused within the ecological domain and addressed within the supervisory relationship and all intervention planning. Particularly germane to school psychology but also critical to other psychological specialties, the ecological perspective requires integrated intervention plans that simultaneously address both individual and contextual factors (Forman et al., 2013; Simon, 2016, 2020). School psychologists involve parents, teachers, and administrators in problem-solving and strive to alter behavior management and emotional supports within each critical life context of the child. Evidence-based intervention protocols for serious mental health issues for children and adolescents

routinely require multisystemic interventions (Simon, 2016, 2020). It is this ecological framework that has contributed to the emerging emphasis on system change and wellness-oriented social-emotional learning curriculums within school psychology (NASP, 2020a; Tilly, 2008). The challenge within supervisory practice is to draw the supervisee's attention to both individual and systemic concerns and view all problem scenarios within their environmental contexts. Systemic issues require supervision to specifically address system change and social justice advocacy roles and skills.

The *Problem-solving* component within DEP focuses on the core activity of school psychology. Supervision teaches systematic case conceptualization (Simon, 2016) and effective processes for collaborative problem-solving (Cates et al., 2011; Pluymert, 2014). Data-based decision-making that links assessment to intervention to progress monitoring is utilized to address individual, classroom, school, and family issues. Sensitivity to ecological factors requires problem-solving efforts to address both individual and systemic issues. The application of multitiered systems of support teaches the supervisee system-wide approaches to prevention and remediation and is a significant focus in school psychology supervision. Commitment to scientific practice models requires the application of evidence-based intervention protocols. Given the unique challenges present in diverse school environments, a major task of clinical supervision is to assist the supervisee in flexibly adapting the evidence-based intervention to individual circumstances while maintaining core implementation integrity. With this focus, the problem-solving domain focuses on the critical task of integrating theory and research into real-world practice. Particularly within practicum and internship training this is a core supervisory activity.

These three components of the DEP model each require specific attention in supervision. However, they must be integrated into a comprehensive approach to preservice training and professional development. Effective problem-solving must incorporate developmental and ecological considerations into intervention planning. Supervisors are responsible for routinely integrating developmental, ecological, and problem-solving into the fabric of all supervisory activities. Integration of these three components is required for all assessment, intervention, and consultation planning and represents a cornerstone of DEP supervision practice.

Summary and Preview

Supervision models are essential guideposts for conceptualizing and implementing effective supervisory practices. Clinical and counseling psychology models of supervision have contributed to the foundation of supervisory practice but are insufficient for the diverse professional requirements and unique school setting of school psychology practice. A school psychology-specific model of

supervision is required. We have created the DEP model to address the unique requirements of supervisory practice within school psychology (Simon et al., 2014). The next three chapters will present each component in significant detail. We will delineate the theory and assumptions that are the foundation of each component. However, the focus will remain on practical application of the model to daily supervisory practice. Specific supervisory activities will be highlighted. Behavioral markers that indicate fidelity of application of the DEP model will be delineated. The integration of each component into a theoretically comprehensive model that guides practical application will be supported by numerous case examples.

The DEP model will be delineated primarily in relation to specialist-level and predoctoral internship supervision, the capstone professional training experiences in school psychology. However, DEP applies to practicum, internship, early career, and mid and late career supervision as well. Chapter 15 will apply DEP to supervision of licensed professional psychologists.

7

THE DEVELOPMENTAL COMPONENT

Structuring and Supporting the Development of Professional Competencies

*with Daniel S. Newman**

Introduction: The Developmental Perspective

As noted in the introduction to the Developmental, Ecological, Problem-solving (DEP) model in the prior chapter, a developmental perspective helps us understand a supervisee's evolving needs, status, and progression during training and the coinciding roles and methods of the supervisor required to support development in professional skills, attitudes, and identity. Building upon the work of Stoltenberg and his associates (McNeill & Stoltenberg, 2016; Stoltenberg & McNeill, 2010), we extend the developmental perspective to preservice training and professional development within school psychology. In the process we identify specific supervisory practices, including evaluation and feedback strategies, that provide the essential conditions for the supervisee's development and the selection of approaches and methods that match current competencies and foster growth toward independent practice. We will use internship supervision as an example to lay out the principles and methods of the DEP model, but the framework applies to professional development at all levels of professional practice.

Variable Development

Supervisee development does not need to be viewed in discrete stages nor routinely evaluated across the totality of skill development. Interns come to their capstone preservice field experience with a variety of skills and different emphases in their graduate preparation. They may have significant experience and solid foundational skills in some areas of practice but limited exposure or

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competencies in others. Development and professional growth may occur unevenly as well. The developmental process of supervision is designed to initiate training at the functioning levels in each competency domain assessed at the start of the internship. Consistent with the practice of establishing competency benchmarks (APA, 2012; Fouad et al., 2009), supervisory approaches systematically prepare supervisees for overall readiness to enter professional practice at the conclusion of their internship year.

Supervision Structure and Supports to Match Intern Development

At the onset of the internship, the supervisor must provide significant structure to organize all aspects of the training experience. Expectations, goals, roles, methods, and supports are delineated in a written supervision contract and thoroughly discussed in supervision sessions. The supervisor provides a structured approach for entry into the school setting, assumption of a professional-in-training role, and the supervisory relationship. At the beginning of a training experience, there can be considerable dependence on the supervisor for direction and support; but as the internship progresses, there is a gradual phased progression toward eventual independent functioning. The goal is to achieve competencies for effective entry into professional practice.

Structure promotes learning and accountability. The process begins with a discussion of roles, responsibilities, procedures, and supports required during the field experience and within the supervisory relationship. The supervisor engages the supervisee in an assessment of entry-level skills across all NASP practice domains (NASP, 2020a) and for doctoral students across all APA competency domains. An internship plan is outlined that recognizes that professional skill sets will be unevenly developed. Together, the supervisor and supervisee define training needs, set goals, and delineate field activities and supervisory supports that will eventually guide the intern toward professional entry skill levels in all essential school psychology practice domains.

Since different stages of development require different levels of support and guidance, supervision must utilize multiple methods tailored to the competency of the intern for specific professional activities. In areas with limited experience, the supervisor may need to teach and model skills; while in areas in which the intern demonstrates emerging competencies, the supervisor may serve as more of a coach or consultant and overseer. Throughout training, supervision does not merely rely on intern self-report but involves co-intervention and observation coupled with formative feedback.

Feedback and Evaluation as Tools for Development

The professional development of the intern is guided by frequent and direct performance feedback from the supervisor. Routine formative feedback shapes

the intervention and consultation activities of the supervisee and ensures that best practices are applied for the welfare of all clients. Scheduled summative evaluation enables the supervisor and supervisee to assess the big picture and overall progress of the supervisee across professional practice domains. These comprehensive evaluations monitor progress including assessing whether the intern is functioning at an appropriate developmental level of competency given the stage of the training year. In preservice training, evaluation is critical to the gatekeeping function of supervision. Extensive treatment of effective feedback and evaluation will occur later in this chapter.

Developmental Continuums

It is possible to visualize the multidimensional continuums that describe the developmental progression of supervisees across a training cycle. These continuums describe development across a broad range of behaviors, performance dimensions, training and supervisory tasks, and professional roles. The developmental perspective recognizes that professional skills can be assessed on a continuum; and that while a competency benchmark may be achieved, skills are constantly evolving and being refined.

During progression from early to late stages of internship, supervisory actions progress from highly directive to less directive. As the year unfolds, the intern gradually takes more initiative and executes interventions and consultations with less step-by-step direction and increased freedom and trust to design and adapt strategies. While still requiring supervisor approval, in the latter part of the training year, the intern may begin to independently recognize and define needs of clients, classrooms, or the school system and propose interventions and new program development. Increasingly recognized by school staff as a competent practitioner, the intern may also be sought out for consultation, problem-solving, or participation in new program initiatives. As this developmental evolution occurs, the intern continues to engage in assigned and circumscribed duties but begins to increase initiative and function less as a trainee and closer to an independent professional.

The corollary development in the supervisory relationship is from significant dependence to increasingly independent functioning. With the encouragement of the supervisor the intern seeks out a broader support network. The intern has been taught to recognize limitations and seek consultation from other experts and identify a wide range of support resources. This development can be fostered by the supervisor's establishment of collaborative supervision relationships that are often task-, case-, or setting-specific but enable the supervisee to learn from other professionals.

The character and content of supervision sessions changes over time as well. Early supervision sessions may be task-specific and focused on an isolated skill, method, intervention, or assessment instrument. Over time the content

of sessions gradually shifts focus to the selection and integration of skills and multifaceted intervention strategies. The supervisor becomes less didactic or prescriptive and more consultative, guiding the supervisee in a Socratic fashion toward case conceptualization and subsequent intervention. Similarly, there is a progression from a singular focus on individual clients to a more comprehensive understanding of environmental influences and the role of systemic factors. As supervisees' assessment skills mature, they begin to understand the big picture that includes the dynamic interaction among individual, familial, peer, school, and community variables (Bronfenbrenner, 1977; Simon, 2016, 2020). At this stage of development, the supervisor guides the intern toward intervention plans that simultaneously address individual and systemic factors. It is not until advanced stages of development when foundational skills are more naturally and automatically applied that the supervisee can effectively assess the need for and execute plans for system change. In essence, it is necessary to be able to clearly see the forest *and* the trees to successfully contribute to the nuances required for the development of multitiered models of service delivery that address individual and systemic concerns and challenges.

Over time as the professional competency of the supervisee matures, the agenda for supervision sessions becomes less supervisor-driven and increasingly the responsibility of the intern. Supervision methods evolve toward less reliance on direct observation or co-therapy/consultation and more trust in intern self-report and independent clinical practice. Explicit feedback from the supervisor continues, but increased emphasis is placed on self-reflection and self-monitoring. Expert supervision avoids prematurely shifting the supervisee-supervisor relationship to the status of a colleague; but the central role of the supervisor gradually shifts from teacher to mentor to consultant as the intern's competency grows.

The developmental progression during internship training culminates in a supervisory relationship that approaches the status of a junior colleague supported by a senior consultant. A successful supervisory relationship deepens the intern's respect for the supervisor. However, the intern achieves a healthy recognition of the limitations as well as the strengths of the supervisor's personal and professional skills. This less idealized view gives confidence to the supervisee that professional competency is attainable and requires neither special charisma nor perfection. At the same time the maturing supervisee recognizes the continued need for supervision beyond the internship, collegial consultation, and lifelong professional development. While the character of clinical supervision for licensed psychologists may modify this dynamic, supervision is always geared toward development and recognition of independent competence continuously supported by professional colleagues.

Since supervision is a defined professional competency (APA, 2015a; ASPPB, 2019; Falender et al., 2004; NASP, 2018), the beginning development of supervisory skills is a goal targeted in the latter stages of the internship and

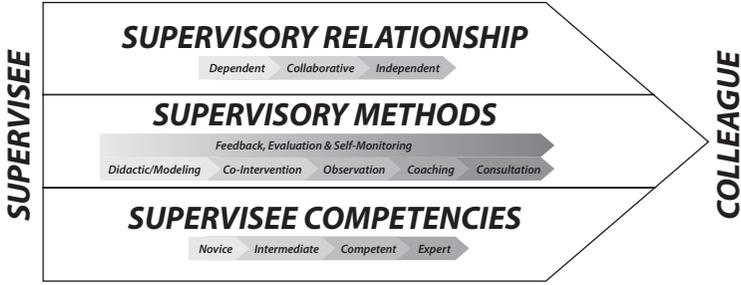


FIGURE 7.1 The Developmental Progression within Supervision.

may be an explicit focus in professional development of licensed psychologists (Simon et al., 2019). This is a specific expectation for doctoral-level interns. In early phases of supervision this goal is addressed not only through modeling by the supervisor but by clearly defining transparent expectations, processes, and methods of supervision. Routine processing of the supervisory relationship including reciprocal feedback about the effectiveness of the supervisory relationship introduces the supervisee to examination of effective supervisory processes. It is at later stages of development that the intern may be provided opportunities to supervise under close metasupervision. Interns may supervise a practicum student, a teacher’s implementation of a social–emotional learning curriculum, paraprofessionals, or staff implementing other activities that are solidly within the intern’s competency range.

In summary, the developmental process within supervision assesses the supervisees’ skill levels and training needs, sets goals, plans activities, matches supervisory methods to developmental status, provides feedback and evaluates progress, and proceeds to systematically prepare interns across required competency domains to establish and certify readiness to enter independent professional practice by the end of the training cycle. Figure 7.1 summarizes the key developmental progressions that occur during a successful supervision experience.

Key Supervisory Elements within the Developmental Domain

The remaining sections of this chapter will delineate the key elements of supervision that are required in the Developmental component of DEP. The Developmental perspective permeates all aspects of the supervisory relationship and process. To facilitate a systematic and comprehensive understanding of the supervisory tasks embedded in the Developmental component, the chapter is divided into six sections concluding with a delineation of specific behavior markers to guide supervisory practice. We will begin with an examination of the supervision contract which sets the ground rules and establishes the structure of the supervisory relationship. The specific organizational strategies to

support training will be outlined including preparation tools for supervision sessions, requirements and methods for monitoring and documenting supervisees' activities and the content of supervision, and processes for risk management. Then coordination with collaborating supervisors will be addressed to ensure consistency and purposeful integration of supervisory activities. The assessment and goal-setting process will be delineated. Feedback and evaluation within supervision will be discussed in detail. The application of multiple methods of supervision will be examined. Finally, closure for the supervisory relationship and transition planning for the next steps in professional development will be covered.

Section A: Essential Structures: Supervision Contract, Recordkeeping, and Risk Management

Supervision Contract

As previously noted, the Developmental component of the DEP supervision model includes the assumption that the supervisee will require more structure and support earlier in the supervisory relationship. One vehicle to provide this needed structure is for supervisors to provide supervisees with a written contract. This section will describe the advantages and the necessary components of a written supervision contract.

A supervision contract represents a written agreement between school psychology supervisors and their supervisees that specifies the parameters of the relationship. A contract is critical to the development of an effective supervisory relationship (Osborn & Davis, 1996; Simon & Swerdlik, 2017b; Simon et al., 2021).

A written contract is also necessary according to supervision guidelines promulgated by the Association of State and Provincial Psychology Boards (ASPPB, 2019), the American Psychological Association *Guidelines for Clinical Supervision in Health Service Psychology* (APA, 2015a), and by some state boards of psychology such as Texas (Texas Board of Examiners of Psychologists, 2015).

Advantages of the Written Contract

The contract provides a blueprint of what is to occur in supervision. It increases transparency and decreases the mystery of the process by specifying ground rules and guidelines for both the supervisor and the supervisee as well as defining supervision and its goals.

It was noted earlier that feelings of anxiety on the part of the supervisor and supervisee are common at the initiation of a supervisory relationship. In particular, anxiety is generated around the evaluative and gatekeeping functions of supervision. As noted in earlier chapters, evaluation of the supervisee is a

critical role of the supervisor and a core function of the supervisory process. Structure tends to mitigate anxiety; and the contract provides this degree of structure for both parties. More specifically, the contract provides predictability in terms of when and how evaluation and feedback will be provided and communicates that evaluation and feedback is the norm and an expected part of any supervisory relationship. The contract also allows for negotiation of roles and expectations providing the supervisee some control, which also lessens anxiety. For example, supervisors can ask their supervisees if there are any parts of the contract with which they are uncomfortable and how these sections might be modified. The structure provided by the written contract allows for a more purposeful channeling of the energy of both parties minimizing anxiety.

We have also noted earlier that the supervisory relationship is critical to effective supervision. A contract produces an open discussion of what makes for an effective supervisory relationship. It specifies responsibilities regarding communication and support that are building blocks for an effective relationship. For example, the contract requires that the supervisees will inform their supervisors of any difficulties they are having in the areas of delivering clinical services to clients; and in turn the supervisor commits to both a defined supervision schedule and flexible availability as needed. These and other terms of the contract help to establish the trust that is essential to an effective supervisory relationship.

Having a written contract increases the probability that supervisees will act in accordance with expectations. For example, a contract will outline the supervisees' ethical responsibility to share all information about their clients with their supervisors. Often failure of the supervisee to meet these types of expectations occurs because of a lack of understanding rather than willful ignoring of the responsibility. Contracts clarify these expectations in writing.

A written contract also promotes trust by communicating clear expectations and reducing ambiguity. Supervisees come to trust the supervisor because they are sharing what is expected of the supervisee. Sharing these expectations also communicates that the supervisor wants their supervisees to be successful; and sharing the information contributes to this success.

A supervision contract promotes shared responsibility. The contract should include not only expectations for the supervisee but also for the supervisor. This communicates to supervisees that they share with the supervisor responsibility for developing a productive supervisory relationship.

A written contract represents an important risk management tool for the supervisor. Not only does the contract minimize the chances of the supervisee experiencing difficulties by not meeting their supervisor's expectations; but it can also provide direction when difficulties arise. Supervisors can refer back to expectations put in writing in the contract; and supervisees cannot say they were uninformed about particular clinical responsibilities.

Essential Components of a Written Contract

There exist a number of essential components of an effective written supervision contract. These will now be discussed; and sample contracts prepared for a school psychology practicum and for a school psychology internship will be shared.

Goals of Supervision Including Credentialing, Licensure, or Professional Organization Requirements

The overarching goals of supervision should be clearly specified in the contract to monitor and ensure the welfare of clients and to provide for the professional and personal growth of the supervisee. This section should also include any particular requirements articulated by a licensing board or professional organization such as the number of required hours of the practicum or internship and/or for individual face-to-face supervision.

Definition of the Roles and Expectations of both the Supervisor and Supervisee

The contract should include a clear delineation of the roles and responsibilities of both the supervisor and supervisee. For the supervisors these would include providing formative and summative evaluations of the supervisees' development of professional skills and assisting supervisees to explore and clarify thoughts and feelings which impact their practice. For the supervisees the expectations would include being prepared for both client sessions and supervision and that the supervisee will inform their supervisor of any difficulties they are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.

Sacredness of the Dedicated Supervision Hour

The contract should include the specific day/time schedule for supervision and rescheduling procedures if there is a need to cancel a session. The contract is a vehicle to communicate the supervisors' value of the importance of the supervision hour. This can be accomplished by clearly specifying that the supervisor assures a minimum of 2 hours of face-to-face supervision per week and listing the day and time of their regularly scheduled supervision sessions. It might also be noted that supervision will only be canceled in rare circumstances such as sickness and will always be made up unless it is agreeable to both the supervisor and the supervisee to cancel their supervision session that week. The supervisor can also include in the contract that these

supervision hours will be uninterrupted, and neither will be taking phone calls or texting unless an emergency arises.

Process for Requesting Additional Supervision Time

It is often very confusing to supervisees what to do if they feel they need additional supervision time. They are hesitant to ask for additional time as they may worry this may suggest inadequacy in their professional knowledge or skills. By including a section in the contract that addresses this situation, these feelings can be alleviated; and the norm will be created that this need for additional supervision will likely occur. The contract can communicate that there will be times when the supervisor will feel their discussion during the supervision hour about a particular case or situation is unfinished and the supervisor needs to request additional time with the supervisee. Alternatively, the supervisee when reviewing what was discussed in supervision realizes they are confused; and additional supervision time is needed. It is in these types of situations that it is the responsibility of either the supervisor or the supervisee to request additional supervision time; and this is perfectly normal and does not communicate any inadequacy on the part of the supervisee.

Multiple Methods to Be Used in Supervision

Later in this chapter a number of methods of supervision will be identified and discussed in detail. The written contract should include a listing of these methods to normalize their use. For example, the supervisor can indicate that live observation, audio/video recording, and role-playing will be used as methods of supervision. It can be communicated that this does not indicate any inadequacy on the part of the supervisee; but rather it is the norm and provides vehicles for the supervisor to provide feedback to the supervisee.

Clarification of the Supervisory Process

The written contract can also include a description of the supervisory process such as a brief description of the supervision model employed by the supervisor. For example, it can be noted that the clinical supervisor is an experienced person with advanced training who oversees the clinical work of the supervisee and who is responsible, with the supervisee, for the quality of the supervisee's clinical work. Clinical supervision focuses on the services the supervisee provides to clients and includes such areas as client welfare, the therapeutic relationship, assessment, diagnosis, mental health/educational interventions, prognosis, appropriate referral techniques, and advocating for the client with other agencies in the community. This is all accomplished through a set of supervisory activities that include demonstration, direct instruction and training, consultation, observation by the supervisor, and feedback and evaluation.

Legal, Ethical, and Liability Issues

It is important that legal, ethical, and liability issues be clearly stated in the written contract including the responsibilities of both the supervisor and the supervisee that result from them. For example, it is important that supervisees understand the legal concept of vicarious liability, and that their supervisor is both legally and ethically responsible for all of the clinical work of their supervisees. This leads to the supervisee having the responsibility to keep the supervisor informed of everything that is occurring with their clients. In addition, protocols for risk-of-harm situations should be clearly described in the contract. This should include that the supervisees will contact their supervisor immediately if they suspect risk-of-harm to their client or others. Furthermore, it should be clearly communicated that the supervisor will always identify backup supervisors if the supervisor cannot be contacted in these situations. Legal-ethical responsibilities related to supervisees and the requirement to only practice within the scope of professional competency are the responsibility of both the supervisor and supervisee.

Evaluation Procedures

Evaluation is the most anxiety-provoking aspect of supervision. The written contract provides an opportunity to provide more structure to the evaluation process reducing anxiety. The contract can include a preview of the process of evaluation including its purpose, when it will occur, and due process procedures for addressing problems, disagreements, and deficiencies. Including these items in the contract can normalize the process. This section can also make it clear that it is the responsibility of the supervisor to provide this feedback and conduct formative and summative evaluations; but it is also the responsibility of supervisees to request additional feedback if they feel they are not receiving enough. This also is an example of the shared responsibility that occurs in a supervisory relationship. An effective contract is characterized by reciprocity. The supervisor and supervisee bear responsibilities to each other regarding the supervisee's performance review. Additionally, the supervisor requests feedback from the supervisee regarding the supervisory process.

Tele- or Remote Supervision

If tele- or remote supervision is being provided (e.g., as it was almost exclusively during the recent pandemic), the written contract should also include a section on telesupervision. It is important at the beginning of the supervisory relationship to set up clear expectations and goals for supervision and each remote session and to address the process of telesupervision and required safeguards for protection of confidentiality. Issues to address include:

- Plan for increased availability of the supervisor
- Address unique communication issues (e.g., use of silence) and other videoconferencing etiquette (e.g., not shutting off the video during supervision, being in a private space)
- Formulate a plan to address technological problems with both supervisor and supervisee checking well in advance that their technology is operational
- Plan to protect online security, safety, and confidentiality (e.g., encrypting or password protecting transferring reports and other sensitive information). Note that the telesupervision process will be reviewed regularly (e.g., are needs being met, how could supervision be more effective).

Telesupervision will be discussed in more detail in Chapter 13.

Sample Contracts

The components of an effective supervision contract discussed above together with other suggested components can be found in the sample contracts provided in appendices for Chapter 7 at the end of this chapter. These contracts include those for individual practicum supervision (Appendix 7A), an internship supervision contract (Appendix 7B), a group metasupervision practicum contract with metasupervision (Appendix 7C) being addressed in more detail in Chapter 14, and a sample of a client informed consent/contract for teletherapy/videotherapy (Appendix 7D). As the goals and developmental levels of the supervisees are different for practicum and internship, sample contracts are provided for both practica and internship.

The essential components of the written contract are summarized in Figure 7.2.

Documentation and Recordkeeping for Effective Practice and Risk Management

Organizational Strategies and Recordkeeping Forms

Structure and organization help the supervisor maximize the benefits of the training experience. There exists a reciprocal relationship among recordkeeping, preparedness for supervision, and liability and risk management. Utilizing various systematic forms allows supervisors to focus their efforts, ensure accountability, and build in progress monitoring to support supervisee growth and effective clinical practice. The use of these forms also facilitates supervisee preparedness for supervision, sets an agenda for the supervisory process and intervention implementation, and teaches the supervisee appropriate documentation and effective risk management. These tools contribute to a systematic review of all the supervisee's casework. These forms document cases and activities, supervisee progress, essential next steps for clients and the supervisee,



FIGURE 7.2 The Supervision Contract.

and provide for the full range of observation and quality control supervisory strategies beyond case consultation. A supervision file, which should include these documents, should be kept for a minimum of 7 years (APA, 2007); but some requirements may vary from state to state.

These forms can be divided into those for which the supervisee is responsible and those for which the supervisor takes responsibility for completing. Forms the supervisee completes include the Supervision Session Planner, Supervisee Client/Activity Session Planner, and Supervisee's Client Summary/Progress Notes. The supervisor would be responsible for completing the Supervisor's Supervision Notes. These forms will be described further below and are summarized in Table 7.1.

Supervision Session Planner

The supervisee completes the Supervision Session Planner in preparation for each meeting with the supervisor. It includes sections such as what topics need to be followed up from the last supervision session, a description of the

TABLE 7.1 Supervisory Session Recording Documents

<i>Supervisee Responsibilities</i>	<i>Supervisor Responsibilities</i>
<i>Supervision Session Planner</i>	<i>Supervision Progress Notes</i>
<ul style="list-style-type: none"> • Preparation for meeting with supervisor 	<ul style="list-style-type: none"> • Documentation of supervision session <ul style="list-style-type: none"> ◦ Key session points ◦ Recommendations ◦ Follow-up agenda • Case review comments • Supervisee skill development next steps
<i>Client/Activity Session Planner</i>	
<ul style="list-style-type: none"> • Planning for intervention, consultation, and problem-solving activities 	
<i>Client Summary/Progress Notes</i>	
<ul style="list-style-type: none"> • Documentation of activities and progress reports 	<ul style="list-style-type: none"> • Review of overall progress (the “big picture” – not completed after every session)

A confidential summary file of this documentation can be kept electronically through an exchange or ledger through file sharing. Alternatively, when using paper forms, the supervisor can complete Supervision Session Notes on the reverse side of Supervision Session Planners.

activities the supervisee has been involved in since the last supervision meeting, specific cases or activities the supervisee would like to review, and questions/concerns or feedback requested of the supervisor. The supervisee would not be restricted to only these questions; but these topics systematically address key content areas for supervision sessions. Although not completed each session, the supervisee should also include a self-assessment of their progress, which would include strengths and areas of need. This form should be shared with the supervisor prior to their supervision session, which would assist the supervisor in preparing for the meeting. The Case Example below provides an example of a completed Supervision Session Planner.

CASE EXAMPLE: A COMPLETED SUPERVISION SESSION PLANNER

Supervision Session Planner
 Date: 12/2 Supervisor: DS Supervisee: MS

Last Supervisory Session Follow-Up (i.e., what was agreed upon during the last supervision session):

- Use of relaxation exercise (deep breathing) with 5th graders with social anxiety

- Use of Good Behavior Game in consultation with kindergarten teachers having classroom management problems
- Use of “one downmanship” strategy when consulting with kindergarten teacher

Activity Summary since Last Supervision (i.e., how time spent):

- Continued routine teacher consultations and counseling activities
- Initiated systems-level consultation around implementation of PBIS in Solomon Elementary School
- Researched evidence-based practice for children with school phobia
- Met with parents who are concerned about their child being bullied

Cases/Activities to Review:

- System-level consultation related to staff concerns about implementing PBIS school-wide
- Parent consultation about their child being bullied

Questions/Concerns/Feedback Requested of Supervisor:

- Strategies to work with parents and teachers of a child who is being bullied
- Planning for an upcoming progress review meeting with my university supervisor

Self-assessment of Progress:

(Not completed every time. Include strengths and areas of need)

Strengths:

- Academic assessments of students experiencing academic difficulties
- Ability to build rapport with students and staff
- Initiative
- Reliability and timeliness in completing tasks

Areas of Need:

- Counseling children with externalizing problems
- Dealing with teachers feeling too overwhelmed to introduce new classroom management strategies

Client/Activity Session Planner

Whereas the Supervision Session Planner focused on planning for the supervision session, the Client/Activity Session Planner provides an opportunity for supervisees to prepare for and share their plans with the supervisor for their next client session or other activity. This is applicable to an assessment, intervention/therapy session, group activity, or consultation. The planner includes all of the referral questions/concerns for the particular case, the specific objectives of the session with the client, the specific plan of activities to accomplish with the client such as if a particular psychological test will be administered or a particular treatment strategy employed, what the supervisee needs to do to prepare for this session such as reviewing a particular psychological test or treatment manual or reading a chapter in a textbook, and any questions/concerns they want to raise with their supervisor. As was true for the Supervision Session Planner, the supervisee would not be limited to these questions; but the form provides a process for supervisees to begin to think of questions they have for their supervisor. Similar to the Supervision Session Planner, the supervisor should also have a copy of this form in advance and can use the form to record notes during the supervision session. The supervisors notes can include recommendations made to the supervisee to review certain reference materials such as books or articles. The Case Example below provides an example of a completed Client/Activity Session Planner.

CASE EXAMPLE: A COMPLETED CLIENT/ACTIVITY SESSION PLANNER

CLIENT/ACTIVITY SESSION PLANNER

Date: 12/2 Supervisor: DS Supervisee: MS

Client initials: AH (Grade 5) Clinician: TK Date of Session/Activity: 12/7

Referral Questions/Activity Goals:

- (Referral) Significant social anxiety marked by avoidance and withdrawal with peers, reticent classroom participation, and anxiety-related physical symptoms (stomachaches, headaches)
- (Activities) Teach age-appropriate cognitive-behavioral therapy strategies for managing anxiety and increasing social engagement

Session Objectives:

- Practice pairing relaxing breaths with self-instructions for social initiation
- Role-play (relatively safe) student–teacher interactions

Plan of Activities:

- Review and practice relaxing breaths
 - Review different kinds of breathing, i.e., belly, bubble, and balloon breathing (Fristad et al., 2011)
 - Bring balloon for fun and illustration
 - Explore impact of relaxing breathing on physical tension
- Practice pairing with self-instructions by visualizing social situations and then preparing self to interact and verbalize
- Role-play various teacher interactions requiring student initiative and verbalization for interaction

Preparation Requirements:

- Review strategies for somatic management and calming physical tension (e.g., Kendall's *Coping Cat*)
- Prepare a scenario to demonstrate in role-play linking relaxing breaths, self-instruction, and initiating a social interaction

Questions/Concerns:

- Ask the supervisor for tips on how to reduce student tension with humor and playfulness yet keep role-plays authentic

Supervisee's Client Summary/Progress Notes

After each client session the supervisee should complete a summary/progress note. This document includes the supervisee's description of the session content such as topics and themes that were expressed during the session; a description of processes such as therapeutic techniques and skills training that occurred; an assessment of client progress; plans for the next session; and information the supervisee wants to bring up in supervision related to this client. The Case Example below provides an example of a completed Supervisee's Client Summary/Progress Notes form.

**CASE EXAMPLE: A COMPLETED CLIENT SUMMARY/
PROGRESS NOTES**

CLIENT SUMMARY/PROGRESS NOTES

Date: 11/19 Psychologist: DN Client: Fourth/Fifth Grade Anger Management Group

Session Content:

(Topics, themes)

- Session 3 from Larson and Lochman (2011) Anger Coping Group: Puppet Self-control Task
- The goal is to introduce the concept that thinking can help to control emotions.

Session Process:

(Therapeutic techniques, skills training)

- Reviewed progress on teacher-signed goal sheets
- Informal assessment of group problem-solving skills by having one too few puppets to choose from
- Introduce self-talk concept
- Demonstrate exercise using self-talk to maintain control during peer taunting
- Students take turns
- Review and debrief

Assessment of Progress:

- Uniform steady progress from teacher reports, except for Michael
- Students enjoyed the exercise, but Julia and Michael struggled with the self-talk task

Plans for Next Session:

- Proceed to Chapter 4: Using Self-Instruction
 - Prepare for Memory Card and Pass-the-Ball games
- Emphasize employing physical tension relief strategies while engaging in self-talk

Needs for Supervision:

- Discuss Michael's struggles and limited progress and ask for intervention ideas
- Should Michael be given an individual session before the next group meeting?

Supervisor's Supervision Notes

This last form provides a mechanism by which supervisors can monitor short- and long-term professional skills development of their supervisees. It includes a section completed by the supervisor related to a summary of content presented during the supervision session which can include follow-up items from the last session, critical case/activity reviews, supervisor-initiated agenda, feedback, concerns, and other notes related to professional development. Other sections of this form include a process summary of the supervision session including supervisee self-presentation, session dynamics, supervisory strategies employed, a summary of feedback/recommendations related to skills and intervention/activities for the intern to follow up on, and next steps/future action which might include suggestions for interventions such as homework/research, skill practice, case follow-up, or activity prescription. The final section of the Supervisor Supervision Notes includes a developmental status summary recording the supervisor's assessment of the supervisee's overall progress, key goals for improvement and professional development, and formative feedback. These notations will prove to be a particularly helpful resource when writing summative evaluations or letters of recommendation. While this final progress assessment section is typically not completed after each supervision session, it focuses the supervisor's attention on the larger picture of the supervisee's developmental progress. The Case Example below provides a completed sample of a Supervisor's Supervision Notes.

CASE EXAMPLE: A COMPLETED SUPERVISOR'S SUPERVISION NOTES

SUPERVISOR'S SUPERVISION NOTES

Date: 2/25 Supervisee: WC Supervisor: RP

1 Content Summary

(Follow-up from the last session, critical case/activity reviews, and supervisor-initiated agenda/feedback/concerns, professional development domain)

- Brief progress reviews of counseling groups and individual counseling assignments, classroom behavior management consultation with Ms. J
- The session focused on approaches to working with parents

2 Process Summary

(Supervisee presentation, session dynamics, supervisory strategies employed)

- Reviewed and processed presentation of assessment results at LK's Individualized Education Plan where parents defensively challenged the validity of testing results
- WC non-defensively described feeling overwhelmed and was self-critical about her responses to parent objections to the report findings
- After some coaching, replayed interaction within a role-play with a supervisor as a challenging emotional parent

3 Feedback/Recommendations Summary

(Skill/work feedback, intervention/activity recommendations)

- Identified the need to use more Motivational Interviewing strategies to respond empathically to parents while expressing confidence in clinical data
- Share more data graphs with parents to visually separate assessment results from the diagnostician
- Assigned sections of *Problem-solving Parent Conference in Schools* text (Simon, 2020) to discuss in the next supervision session additional strategies for engaging parents who challenge our methods or recommendations or minimize concerns regarding their child

4 Next Steps/Future Action

(Intervention homework/research, skill practice, case follow-up, activity prescription)

- Reading assignments as in #3
- Engage in more role-playing in supervision for working with parents
- Invite to participate in challenging IEP meetings and parent-teacher conferences facilitated by the supervisor

5 Developmental Status Summary

([Not completed for each entry] Overall progress, key goals for improvement/professional development, formative feedback)

- Work with kids is exceptional but needs more intense supervised opportunities for working with adults (parents and teachers)
- Given time of year, WC should be given more leadership opportunities in system-change project (co-lead by supervisor) designing supports for LGBTQ students and an opportunity to supervise a practicum student's assessment case under metasupervision

Streamlining and Managing Planning and Recordkeeping

The utilization of all of these approaches to planning and documentation is intended to ensure planful approaches to the supervisee's work and to the supervision process. These practical quality control tools can be implemented without the undue burden that is often associated with paperwork. Based on our experiences working with school psychology supervisors who have adopted use of these forms, a number of strategies appear helpful. Some supervisors prefer hard paper copies of the Supervision Session Planner and Supervisor's Supervision Notes which can be printed back-to-back on a single page for ease of recordkeeping and thus be readily completed and filed immediately after the supervision session. Some interns and supervisors are using Google Docs (or a similar document or file-sharing system) to exchange and file the intern's Supervision Session Planners and Client/Activity Session Planners; and then follow-up notes can be added by both the supervisor and supervisee. When the supervisor adds their supervision notes to these documents at the end of a session, a file is created that summarizes the supervision for required documentation and risk management responsibilities.

Blank copies in MS Word format are available for download for each of these recordkeeping forms at the website for this text: www.routledge.com/9781032150376.

SUPERVISORY PROCESS ACTIVITY: SUPERVISION CONTRACT

Review the practicum or internship contract presented in Appendices 7A and 7B. Review Section III of the sample contract related to duties and responsibilities of the supervisor and supervisee. Review and discuss this section of the contract with your supervisee or, if enrolled in a graduate class, role-play with another student playing the role of the intern or practicum student (e.g., was it helpful by providing more structure, did it increase or lessen anxiety, answer my questions).

Section B: Individualized Planning: Assessment and Goal Setting

Assessment and Goal Setting

Assessment of the supervisee's skills and professional development needs is an early task in establishing the agenda for the supervisory relationship. Consistent with other areas of school psychology practice, the supervision experience begins with an assessment of current functioning. Data are collected

from all relevant sources including the supervisee, the university program, and letters of reference. Then the assessment data are linked to a supervision plan. Throughout the supervision experience progress is monitored in comparison to the initial baseline data and the training goals established for the internship. As initial goals are met, new ones may be initiated. The online NASP Self-Assessment form can be a useful tool for assessment and goal setting; and it is an approach that can be used throughout the supervisee's career (<https://apps.nasponline.org/standards-and-certification/survey/survey_launch.aspx>).

Linking Assessment to Goal Setting: The Internship Plan

For the internship, this assessment process includes a review of graduate training, practicum, and other relevant field-based training. The capstone internship experience is designed to prepare the student for entry-level competency across all NASP practice domains (NASP, 2020a) and for doctoral internships across all APA (2011) competency benchmarks as well. Thus, the assessment should address each of these domains. These areas are commonly covered within the university or state internship plan which can serve as a partial guide for goal setting and a reference for the content of progress monitoring. Appendix 7E contains a sample internship plan from the Illinois School Psychology Internship Consortium, an APA-accredited doctoral internship program. The NASP practice domains (NASP, 2020a) summarize the principal training areas that are targets for professional preparation and are summarized in the internship plan.

Data collection for the entry-level assessment for supervision starts with intern self-report. This discussion begins broadly with the intern sharing their perspective on strengths and weaknesses, training needs, and personal goals for the internship. Then the formal internship plan is reviewed to systematically address all critical practice domains. The intern should record self-assessment across each practice area which then becomes a reference point for progress monitoring and ongoing formative evaluation.

The assessment process then moves on to a review of the professional knowledge base and skill areas which were the focus of university education and the nature of all prior field-based training. The supervisor works with the supervisee to identify any gaps in exposure to core practice areas either in terms of theoretical preparation or experience within practicum settings. Even the best graduate programs will have different points of emphasis in curriculum; and practicum experiences can be expected to provide exposure to either limited student populations or circumscribed areas of practice. For example, a supervisee may have extensive experience in the application of curriculum-based measurement to consultation regarding academic instruction but no or limited exposure to universal screening and brief progress monitoring strategies for

social–emotional functioning. Practicum experiences may have exposed the intern to work with the general population of students but not included significant experience with students on the autism spectrum. Typically, there are limited opportunities prior to the internship for experience with crisis intervention activities. It is also important to identify any special professional interests the intern has to see if they can be explored and enhanced in training, for example, working with students with mood disorders or program development for universal screening of social–emotional concerns.

The Covid-19 epidemic had a profound effect on practicum and internship field experiences. In many situations, supervisee access to direct in-person contacts with students and faculty was limited or compromised. Some critical field training exposures were not possible. Thus, the accompanying skill sets could not be practiced under supervision. It was important at the end of these internship experiences to conduct a training needs assessment that could be carried over into early career practice and arrange for appropriate supervision or mentoring. (See NASP Graduate Education Subcommittee report (Kelly et al., 2021) on *Navigating Professional Experiences in Light of the Pandemic*.)

Collaboration with University Liaisons

A second valuable source of assessment data as a foundation for supervision is the university internship liaison. Unfortunately, letters of recommendation while likely to delineate strengths, seldom shine sufficient light on training needs. The new Standard Reference Form from APPIC addresses this issue for doctoral internship candidates by specifically asking for recommendations regarding training needs and areas of improvement (APPIC, 2021a). At this time, no such standard form exists for specialist-level candidates. In our experience, an informal conversation with the university internship liaison near the start of the internship can provide a more complete picture of the intern's strengths and weaknesses and can include helpful recommendations for crafting the internship plan. Establishment of an early connection with university faculty is beneficial in many ways but is particularly important for the limited number of cases where an intern displays significant problems.

Strengths-Based Assessment

The supervisor's assessment of the intern's strengths, weaknesses, and needs should be comprehensive but with particular attention to current strengths. Every opportunity for articulating how a personal strength or competency can be a foundation for further professional development in new areas of practice can motivate the intern and reduce performance anxiety that is typically heightened in entry to a new field-based experience (Newman et al., 2017).

Systems-Focused Conceptualization and Skills

The assessment process examines professional skills and competencies for case-specific intervention and consultation activities. It also explores the supervisee's understanding of systemic issues and the tensions inherent in all school systems and other practice settings as they evolve to incorporate new conceptualizations of best practice. This focus contributes to goal setting regarding the essential competencies of program development and change agent skills. It also provides an important opportunity for discussion of the challenges of implementation of best practice approaches that may be the center of on-campus university training but might still be a work-in-progress in the context of field-based experiences.

Interpersonal Style

Observations during the intern's initial activities provide indicators that may modify self-assessment data. The interpersonal style of the intern plays a significant role in all professional practice and is readily observed early in the internship experience. It is important for supervisors to recognize that a variety of interpersonal styles besides their own can be effective for the role of school psychologist. Furthermore, some supervisees' interpersonal strengths may not be fully evident until they have attained a sufficient comfort level within the new school setting. However, interpersonal skills and characteristics are central elements within this human service field and should be assessed and examined within the context of their impact on professional practice. Most often over the course of an internship, the supervisor will be challenging the intern to display underutilized strengths with increased confidence; but sometimes modifications in interpersonal style or self-presentation may boost professional competency (e.g., an impatient and overly intense focus on change may contribute to resistance from clients or visible social anxiety and self-doubting comments that interfere with establishing connections with clients and colleagues). It remains important to maintain the distinction that supervision is not therapy for the supervisee. If there are significant interpersonal issues that require therapeutic support, these should be addressed in a separate therapeutic relationship with a different professional. This role distinction was discussed in greater detail in Chapters 2 and 3.

Performance Anxiety

It is expected that entering a new field experience would at least temporarily elevate performance anxiety. This can be explored as part of this initial assessment process. The supervisor can ask supervisees to share how they typically enter a new culture or work site. What level of performance anxiety is experienced? What strategies are applied to reduce anxiety and to gain comfort

within the setting and with new colleagues? What has been helpful in past field experiences? What anxiety is there regarding evaluation by the supervisor or informally by other faculty or practitioners? Normalizing the occurrence of initial anxiety and discussing it openly can be helpful. Additionally, it prepares the intern for another level of self-reflection and emotional awareness that will be expected throughout the supervisory relationship. Finally, identification of adaptive approaches to management of anxiety and assimilation into new settings will prepare interns for their first independent professional experiences. A variety of strategies may be helpful such as replacing negative self-talk with adaptive self-instructions, using calming breathing strategies to reduce physical tension prior to an encounter, role-playing a potential interaction in supervision, and personal sharing by the supervisor of adaptive strategies for stress management and building professional alliances. As a standard part of the initial assessment process at the onset of supervision, the examination of performance anxiety may also alert the supervisor to additional supports required for a successful launch of the internship and its supervision experience.

Learning Preferences in Supervised Field Experiences

We all have unique learning needs and preferences that apply specifically to supervised field-based experiences. It is helpful to prompt interns to self-reflect and then share how they learn best in field-based training experiences. This includes a discussion of past supervisory relationships and an exploration of what proved most helpful or unsatisfactory in the past. In turn, supervisors share what they perceive to be the key supervisee attitudes and actions that result in a successful internship experience. (See coverage of effective supervisee characteristics in Chapter 3.) Supervisors offer a description of their supervisory style, share their model of supervision, and what they believe has contributed to successful training experiences and supervisory relationships with past interns. (See *Supervisory Process Activity* in Chapter 3.) These discussions contribute to the development of a positive supervisory alliance.

Assessment Sets Tone for Supervision and for Self-monitoring

In summary, the assessment process is multifaceted. It covers current skill levels and competencies, defines needs, and sets goals. It incorporates interpersonal dimensions related to practice and the potential influence of performance anxiety. It models the overall foundational practice standard of school psychology that links assessment to intervention to outcome monitoring. The focus on self-reflection, self-assessment, and emotional awareness sets a foundation for the process of feedback and evaluation within this supervisory relationship and for the essential skills of self-monitoring that will guide all future professional development.

CASE EXAMPLE: ASSESSMENT AND GOAL SETTING

Beth engages her supervisee, Ann, in a discussion about her emerging professional skills and personal goals for supervision. Ann's self-reflection indicates that she is comfortable with Response to Intervention (RtI) approaches to academic consultation but has less experience with consultation regarding individual or classroom-wide behavior management. She did have positive experiences with supervised individual counseling cases at her practicum site, but this work did not include direct consultation or intervention work with parents or guardians. The counseling work centered on student concerns with anxiety or depression, but she did not have any cases that addressed anger management or disruptive behaviors.

Ann notes that her practicum supervisor was attempting to introduce multitiered systems of support into district practice, but that efforts were met with significant resistance. Ann is interested in collaborating with her internship supervisor on new program development; and she is excited that a pilot for universal screening for social-emotional concerns is being considered for the current school year. She would like coaching on managing barriers to new program implementation.

Beth leads Ann through a review of her university or the state-wide internship plan to systematically assess prior training and field experience and self-assessment of competencies across all core domains of school psychology practice. Together Beth and Ann discuss opportunities within this internship site that can provide supervised experience in areas that have been identified as training needs and those that are of particular the specialty interest for Ann.

Beth explores with Ann her levels of confidence and anxiety as she begins this capstone field experience. The discussion also highlights Ann's perception of her interpersonal or self-presentation and field-based learning preferences. Ann describes herself as naturally quiet and appearing introverted in new situations but gradually able to assert herself and become an active contributor even leader in work teams. This is consistent with the feedback that Beth received from her university supervisor who noted that Ann's social style is naturally introverted and can lead coworkers to initially underestimate Ann's skills. However, team members fairly quickly see her strengths and appreciate the depth of insight she brings to problem-solving tasks. Beth asks Ann to share what kind of supervisory support helped her feel comfortable in new situations more rapidly and with less anxiety. Ann highlighted the benefits she has received from supervisor modeling including advanced role-playing for new situations.

Beth and Ann summarize their mutual understanding of needs and goals and related training activities for the internship. Beth notes that this assessment process is not a one-and-done activity. Using the internship plan and their notes from this initial assessment and goal setting, they will together routinely monitor progress and adjust goals, Ann's internship activities, and Beth's supervision approaches.

SUPERVISORY PROCESS ACTIVITY: ASSESSMENT AND GOAL SETTING

Supervisory Process Activities suggested in this text can be directly implemented as part of the development of the supervisor–supervisee relationship. In the context of supervision training, activities can be enacted through role-plays with supervisors taking turns as a supervisor or a supervisee, or conducted in a graduate class with students taking turns in both roles.

Goal Setting

The supervisee shares one area of self-assessed professional strength, then one area in need of further development, and finally one personal professional growth goal for the internship year.

Learning Preferences and Field-Based Supervision

Supervisees share: “How do I learn best in a field-based training experience?” and “What do I look for in a supervisory relationship?” Supervisors share: “What are the key intern attitudes and actions that result in a successful internship experience?” and “What do I value most from an intern in a supervisory relationship?”

Section C: Core Supervisory Processes: Feedback and Evaluation

Feedback and Evaluation

Feedback and evaluation are central components of supervision for fostering professional growth and ensuring healthy and effective practices within the profession of school psychology. They are included within the Developmental component of the DEP supervision model as the frequency and nature (e.g., professional skills

which are the focus of the feedback), of the feedback and evaluation will differ dependent on the developmental level of the supervisee. Feedback and evaluation activities are critical for several aspects of supervision. Feedback is a primary teaching and coaching tool for fostering supervisee skill development. Evaluation contributes to this process but also involves the gatekeeping role that supervisors must perform for the benefit of the public and the profession. Addressing supervisory relationships, the APA (2017a) ethics code 7.06 states: “psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision...further, psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements”. Supervisors have ethical obligations to provide timely and substantive feedback to supervisees. The process, frequency, and disclosure regarding which other professionals will have access to this information (i.e., collaborating supervisors and university supervisors for internships) should be delineated in the written contract and discussed in the orientation to the supervision relationship. NASP’s (2020a) ethics code also addresses evaluation requiring school psychologists who supervise or train professionals to provide appropriate working conditions, fair and timely evaluation, constructive supervision, and continuing professional development opportunities (Standard IV.4.3). Some state licensing laws also identify evaluation as a required component of supervision (e.g., Texas, Illinois).

Addresses All Dimensions of Training and Competency

The contract for supervision must make it clear that *all* dimensions of training and areas of professional competency will be addressed by feedback and evaluation. This includes not only professional skills but professional dispositions which involve commitment, values, and ethics evident in work activities and relationships with clients and collaborating professionals. Timeliness of reports, attendance at meetings, appropriate completion of responsibilities, taking initiative, and executing a fair share of the workload on professional teams are all areas subject to feedback and evaluation. Interpersonal style and the quality of relationships with clients and colleagues is also an essential domain. Hoffman et al. (2005) surveyed counseling center supervisors and found that feedback that was relatively easier to give centered around clinical problems with clients, while more difficult feedback concerned clinical, personal, and professional issues. The authors have also surveyed school psychology intern and practicum supervisors participating in their continuing education workshops and found that the relatively easier areas for which to provide feedback to supervisees include test administration, assessment interpretation, counseling process, presentation skills/oral communication, and writing skills. The more difficult areas include interpersonal variables such as getting along with staff, boundaries with staff and clients, and personal factors such as appearance and personal hygiene.

While supervisors often find supervisee interpersonal style and the quality of relationships with clients and colleagues very challenging to address, the ability to build rapport, establish collegial relationships, and engage effectively in teams is essential for competent psychological practice. For example, supervisees may demonstrate excellent technical skills regarding assessment; but if they are consistently unable to establish rapport with students, then assessment results may prove unreliable or invalid. In this case feedback and coaching would target the interpersonal dimensions involved in assessment.

Corey et al. (2021) provided a summary of important targets for evaluation that go beyond technical skills and knowledge. These include the following: the character of relationships with staff and with clients, which in schools would include children, parents, teachers, other specialists within the school and community; diversity and cultural responsiveness; professional judgment and maturity; ethical and legal practice; recognition of limitations and when to seek consultation; and responsiveness to supervision and openness to personal development. The last characteristics are evident in the character of the supervisee's participation in the supervisory relationship. They include an acknowledgment that professional development is a continual journey. A supervisee who appropriately accepts feedback then adjusts professional practice and who seeks out collegial support, when necessary, indicates a commitment to ethical practice within personal competencies; and these attitudes and behaviors can be viewed as predictive of dedication to continued career-long professional development for the benefit of clients.

Gatekeeping, Supervisee Rights, Due Process

Since evaluation in clinical supervision may serve a gatekeeping function that can impact either entry to or continuance in the profession, the supervision contract should detail the timetable for evaluation and the supervisee's recourse for contesting an evaluation's content. The rights and due process procedures for responding to or even appealing a negative evaluation finding should be transparently delineated at the onset of supervision. For internship training, the roles of the collaborating university supervisor and other cooperating supervisors who may supervise the intern in an alternative setting or for a short rotation should be clearly described.

Sample due process language from an internship consortium is provided in Appendix 7F.

Internship Plan and Assessed Goals

The internship plan provides a summary framework for defining the target skill areas and competencies for professional preparation and thus summarizes the primary content for feedback and evaluation. This plan should reflect all

practice domains delineated in the NASP Practice Model (2020a) and the APA competency areas (2015a). Upon entry to supervision, the supervisor engages the supervisee in a collaborative assessment of skills across these professional domains and establishes goals for supervision that will become a focus of feedback activity and be subject to formal evaluation. During internship training, the entry-level assessment of the supervisee's knowledge and skills will typically reveal uneven preparation and/or experience across the required domains of practice. Since broad competencies are required of school psychologists, feedback and evaluation should particularly focus on areas requiring improvement and additional supervised experience to ensure eventual readiness for independent practice upon completion of the internship. For supervisees who have extensive field experience and demonstrate strong competencies early in the internship year, it remains important to not only affirm their strong abilities but to continue to challenge them to grow to additional levels of competency and to improve skills in leadership.

Formative Feedback and Summative Evaluation

Evaluation and feedback are continuous processes throughout training and supervision. These processes involve the provision of *formative feedback* to shape and improve performance and *summative evaluation* which rates performance against expected standards. Formative feedback provides prescriptive and evaluative comments during the course of activities or in proximate performance reviews. For example, supervisors may provide feedback to their supervisees regarding the character of their contributions during a problem-solving team meeting, specific suggestions on how to improve behavior management in a counseling group, or technical corrections about administration of a standardized test. This feedback evaluates the supervisee's performance with the intent to shape improvements in performance until they gradually meet expected competencies.

Summative evaluation summarizes overall effectiveness at key developmental periods. During internship training, this should be at least quarterly and would include structured written feedback to the university across multiple domains of performance. Summative evaluation provides a picture for the supervisor, supervisee, and university liaison of the intern's level of performance at each developmental stage of training relative to expectations for eventual progression to entry-level professional competencies across all required practice domains. When an evaluation reveals a serious concern about a specific area(s) of competency that has been subject to significant formative feedback, supervisory focus will intensify in this area; summative evaluation in this domain might be scheduled more frequently; and if necessary, a structured remediation plan would be developed. Chapter 12 addresses problems in professional competence including remediation plans in detail.

Self-monitoring

A primary goal of feedback and evaluation is development of self-assessment and self-monitoring skills by supervisees (APA, 2015a). These skills are required over the course of one's career and facilitate the development of critical thinking skills which are important for all professionals, but particularly in the field of school psychology where so many practitioners are one-of-a-kind professionals in their schools. Routine self-monitoring creates a reflective posture for all service delivery and predisposes practitioners to be aware of when they need to seek additional case consultation. The interplay between self-assessment and supervisor feedback and evaluation helps supervisees judge the accuracy of their self-evaluations. Wise et al. (2010) and Newman (2020) note that research suggests a cautionary approach to assuming the accuracy of self-assessments while at the same time emphasizing its importance as a skill to be developed as one dimension of defining the need for lifelong learning.

One way to create dialogue regarding self-assessment and formative feedback is to routinely ask supervisees to assess their performance in various tasks and then provide supervisory formative feedback for comparison. In a similar fashion, in preparation for summative evaluation reports, it can be beneficial to ask supervisees to rate themselves across the same competency domains that are subject to evaluation. For example, a review of the internship plan with a comparison of supervisee self-assessment ratings and supervisor evaluation input can provide feedback on the accuracy of self-assessment skills while simultaneously providing a summary of the supervisee's self-confidence levels in key practice domains. While there is concern regarding the potential for supervisees to overrate their competencies, in our experience competent supervisees are frequently too hard on themselves and their growth is enhanced by attention to their strengths. In either case, the dialogue in supervision hones self-monitoring skills and helps to define an agenda for supervisory focus.

Characteristics of Effective Feedback and Evaluation

Providing effective feedback and evaluation is challenging for both many novice and experienced supervisors. Although one would expect that negative feedback represents the most difficult to provide and supervisors would welcome the opportunity to provide their supervisee with positive feedback, many tend to provide more limited positive feedback. This may reflect the view that "no news is good news" and a perception of the lack of importance that positive feedback can play in the development of a supervisee's professional skills (APA Task Force, 2006). These perceptions run counter to the principles of strength-based supervision in school psychology (Newman et al., 2017). Strength-based supervision is defined as "a process in which supervisors and

supervisees collaboratively assess and build upon supervisee strengths including cultural assets and in which supervisee contributions to supervision are valued” (p. 1).

Supervisors are even more hesitant to provide negative feedback, fearing it can demoralize their supervisee and/or can lead to litigation. The discussion below identifies characteristics of providing effective positive or more negative feedback and evaluation.

Both in psychology and in education, much has been written about the characteristics of effective feedback (see Bernard & Goodyear, 2019; Falender & Shafranske, 2021; Newman, 2020). We draw from this literature, our own experiences as supervisors, and extensive dialogue with both specialist- and doctoral-level clinical supervisors to define characteristics for the effective practice of feedback and evaluation.

Feedback is best accepted when it is embedded in a trusting supervisory relationship (Karpenko & Gidycz, 2012). Chapter 3 delineated the characteristics of an effective supervisory relationship. The factors covered there describe the necessary foundation for a supervisory relationship that enables the supervisee to accept and utilize feedback. The provision of feedback is effective when it is direct and specific. Clear descriptions of observable behaviors coupled with specific suggestions for improvement are required. When necessary, examples modeled by the supervisor may add to the clarity of communication and expectations.

Effective feedback is delivered in a timely manner in close proximity to the supervisee’s performance. Novice supervisors are often hesitant to provide feedback particularly when it involves a challenging critique. Formative feedback should be frequently given starting from the very beginning of the supervisory relationship. The more feedback becomes a routine anticipated part of supervisory sessions, the more likely it is to become a natural dialogue that can improve performance; it increases the likelihood that feedback will be balanced in terms of positives and negatives. As frequent feedback becomes the norm, it is less likely to produce performance anxiety in the supervisee who may come to appreciate its benefits for professional development.

Feedback should be communicated in a calm, respectful manner but with a directness that provides clarity. It should be honest but balanced in terms of strengths and weaknesses. Supervisors need to be sensitive and empathic as they provide feedback. One common strategy, the *sandwich method*, recommends placing corrective feedback between two positive comments (Daniels, 2009a). However, Falender and Shafranske (2021) caution that this approach may result in positive feedback becoming a discriminative stimulus for correction and lose its power. Cantillon and Sergeant (2008) propose a four-step approach referred to as the Ask-Tell-Ask approach to providing feedback. The feedback begins with supervisee self-assessment: (a) the supervisee states what was positive about their performance; (b) the supervisor states areas of

agreement and elaborates on positive performance; (c) the supervisee states what was not as well done or could have been improved; and (d) the supervisor states what they think could have been improved and makes recommendations. The authors have added an additional stage of asking the supervisee to state what “they heard” their supervisor share about what was positive about their performance and what could be improved. This final stage provides an opportunity for the supervisor to correct any miscommunication and be certain that the supervisee heard not only the negative (which is what is most common in the authors’ experience), but also the positive feedback, and that the supervisees’ perceptions are accurate. It is important to be conscious of the fact that in preprofessional training some supervisees who have excelled in the classroom may only be used to outstanding reviews of performance; but they may now be experiencing a dose of prescriptive feedback that is more significant and, in their eyes, more critical than they have encountered before. The protection that limits the possibilities of overwhelming a supervisee is built from accurate assessment of current skill levels and appropriate matching of training activities to skill levels. A strong trusting supervisor relationship supports receptivity to feedback.

SUPERVISORY PROCESS ACTIVITY: FEEDBACK AND EVALUATION

This exercise is designed to be the stimulus for a dialogue between the supervisor and supervisee regarding their personal experiences of receiving feedback. It can set the stage for direct discussion about the feedback and evaluation that will occur within this supervisory relationship. As an individual reflection exercise for supervisors, these stimulus questions can foster increased self-awareness of how their personal experiences being evaluated may influence their supervisory style in this area.

- 1 Think about a time when you received *positive feedback*. What was it about the communication or the relationship that helped you accept or reject that feedback?
- 2 Think about a time when you received *negative feedback*. What was it about the communication or relationship that helped you accept or reject that feedback?
- 3 Share with each other what might be helpful for you in this supervisory relationship to clearly understand and accept feedback.
- 4 What concerns if any do you have in either the supervisee or supervisor role regarding formal evaluations of performance?

Effective feedback critiques behavior and technical execution of skills not the person. It includes an expression of confidence that the supervisee can indeed master professional competencies. Particularly early in training, practicum and intern supervisees are prone to feeling overwhelmed by the complexity of professional skill sets required for competency. They may require the experienced perspective of the supervisor and reassurance that over the course of the training cycle they will begin to master essential skills.

Whenever possible feedback should be followed by time for reflection and questions. Thus, feedback needs not only be timely but be given time to be processed and discussed. If the supervisee struggles with critical feedback or disagrees with the supervisor's perspective, ample time for discussion should be provided; and opportunities for follow-up activities should be made available to permit the supervisee an additional opportunity to demonstrate positive performance in areas in question. These additional opportunities may be limited by the necessity of putting a client's welfare first if in the supervisor's judgment their supervisees' resistance to feedback is unrealistically distorted; and they require more training to engage in the activity in question immediately. Constructive feedback is the foundation upon which alternatives for improvement are derived. Frequent feedback provided in a supportive supervisory relationship is the cornerstone of an effective supervisory relationship. A summary of the characteristics of effective feedback is provided in Figure 7.3.

Direct Observation and Multi-rater Feedback

In the next section of this chapter, we will highlight the critical importance of employing multiple methods in supervision and not merely relying on supervisee self-report. In terms of feedback and evaluation, direct observation or collaborative review of recordings of performance provide the best data for feedback from the supervisor. The APA (2015a) *Guidelines for Clinical Supervision in Health Service Psychology* straightforwardly asserted that: "Live observation or review of recorded sessions is the preferred procedure [for providing feedback]" (p. 19). This document goes on to note that direct access to supervisees' professional performance increases both the accuracy and the helpfulness of feedback; and, importantly, direct observations are associated with enhanced outcomes for supervisees and their clients. Direct observation reduces legal risk if a supervisor's execution of the supervisory gatekeeping role is questioned or challenged; and it satisfies the requirements for monitoring appropriate standard of care for clients and for the supervisory process. To ensure inclusion of feedback for the full range of expected competencies, selections of activities for observation and materials for review should be collaboratively decided upon by the supervisor and supervisee.

Particularly during preprofessional training, it is best practice for the primary supervisor to gather feedback from other professionals. Engagement of

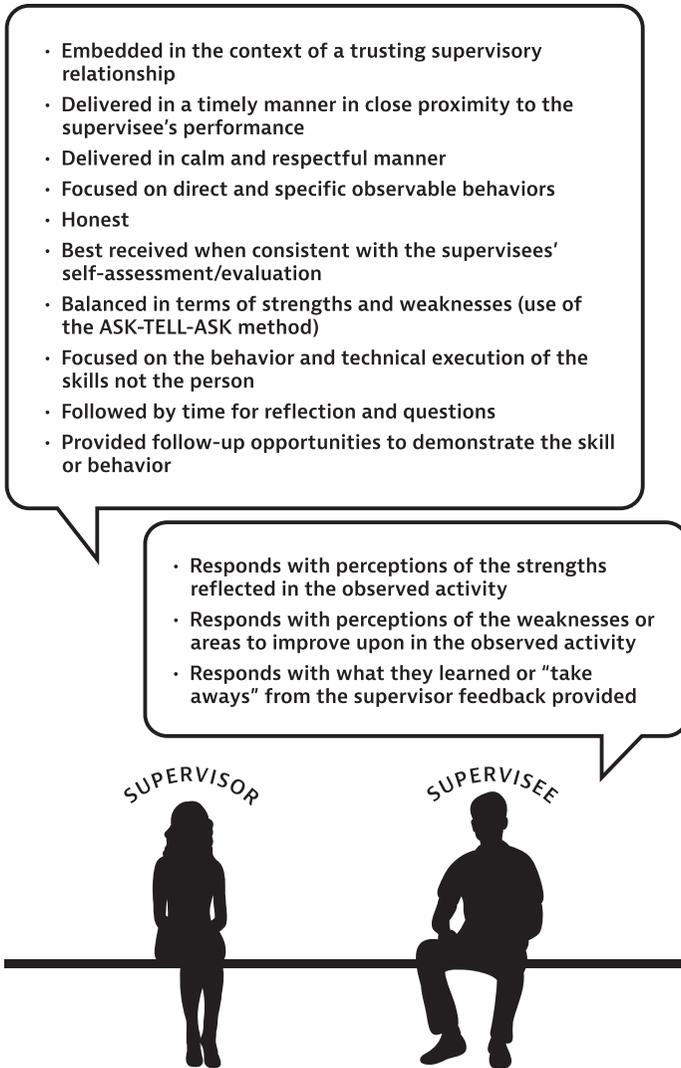


FIGURE 7.3 Characteristics of Effective Feedback.

the expertise of other psychologists and related professionals to participate in case supervision or other aspects of the training experience can improve the entire training and supervision experience. Obtaining feedback from collaborative supervisors increases the breadth of supervision, serves as a check against potential biases or blind spots by the primary supervisor, and extends feedback to cover areas in which the primary supervisor has limited expertise.

Supervisors are not immune to potential bias in evaluation. Karpenko and Gidycz (2012) note that the character of the supervisory relationship can influence the character of supervisor feedback. Within a strong positive supervisory relationship, a leniency bias can emerge; while in a difficult supervisory relationship characterized by a reduced supervisor–supervisee alliance, a tendency to overly critical feedback may develop. Receiving confirmation or extensions of feedback regarding supervisees from collaborating supervisors can help limit the influence of blind spots. School psychologists spend their entire careers focused on assisting clients in overcoming obstacles and achieving beyond their own and others' expectations. This “helpful bias” can occasionally compromise effective feedback and evaluation in supervision. Supervision is a hierarchical relationship; and while a friendship relationship may evolve after supervision concludes, supervisors must be mindful of maintaining sufficient boundaries in supervisory relationships to promote increased objectivity. This is one reason why dual relationships should be avoided in supervision as they can reduce supervisor objectivity. As discussed in Chapter 8, when supervisors and supervisees have diverse backgrounds including but not limited to racial or cultural differences, it is incumbent on the supervisor to ensure that inadvertent biases do not interfere with objectivity of feedback and evaluation throughout the supervisory process (Christiansen et al., 2011).

Assuming the responsibility to provide both positive and challenging feedback from the beginning of supervision and seeking the feedback of collaborating supervisors can negate bias. The responsibility the supervisor bears for protecting the public requires objectivity and dispassionate judgment in evaluating readiness for independent practice. In some cases, it may be in the best interests of both the supervisee and the public served by the profession to withhold certification of readiness for independent practice which is addressed in more detail in Chapter 12.

Summative Evaluation and Assessment of Competencies

Inevitably the process of evaluation includes both subjective and objective elements. The concern within the field has been to devise and employ more objective measures of performance that are behaviorally specific and increasingly criterion-referenced (Bernard & Goodyear, 2019; Corey et al., 2021). Psychology has moved toward evaluation of professional competencies that are commonly defined and anchored in observable behaviors (Falender & Shafranske, 2021; Fouad et al., 2009; Kaslow et al., 2009). APA (2011, 2012) has developed a system of competency benchmarks, guidelines for their application, and toolkits of measurement instruments. These benchmarks focus on defining competencies required for readiness for practicum, internship, and entry to professional practice respectively. While APA's intent was to define competencies across all psychology specialties, the system does not adequately capture all required

elements of school psychology preparation. Additional benchmarks and behavioral markers would be required not in place of what exists, but in addition to what has been delineated to clearly capture the full range of school psychology competencies required in daily practice. A Council of Directors of School Psychology Programs (CDSPP) task force has outlined practicum competencies for school psychology (Caterino et al., 2010). Nevertheless, the APA competencies, evaluation tools, and benchmarks contribute toward a more unified, comprehensive, behaviorally specific, and thus objective approach to evaluation.

In addition to the APA measures, various authors have proposed rubrics, scales, and checklists for evaluation of supervisees (Bernard & Goodyear, 2019; Harvey & Struzziero, 2008). These tools attempt to define professional skills and attitudes in a systematic manner with explicitly defined characteristics or examples. University programs, internship consortiums, and state-wide internship plans may provide formal instruments for summative evaluation of supervisees that may incorporate elements of this approach. Consistent with the APA benchmarks, competencies can be rated on a continuum. It is anticipated that supervisees will continue to present with relative strengths and weaknesses even at the endpoint of the supervision cycle, but it is required that by the end of internship they demonstrate broad entry-level competencies across the NASP practice domains and for doctoral candidates the APA competencies as well.

The field supervisor of practicum and internship supervisees is likely to be presented with a formal final evaluation form by the student's university or the participating internship consortium. It is likely to include elements of rubric and benchmark tools similar to what was just described. In the past, clinical supervisors of credentialed psychologists were likely to receive generic school district personnel review forms that broadly address professional performance for a diverse group of educators. However, more recently some state boards of education (e.g., Illinois) have adopted a common evaluation framework (e.g., Danielson, 2013) for all public school educators but have developed evaluation rubrics specifically for school psychologists. The supervisor should receive this form in advance of the training cycle and review it with the supervisee at the onset of training.

All that has been written about feedback in general applies to summative evaluation. If formative feedback has been frequent, concerns directly addressed and noted, specific supervisory attention and monitoring paid to any areas requiring improvement, then the summative evaluation should merely be a recap of what has been discussed in supervision throughout the training cycle. There should never be any surprises or new data entered into final summative evaluations. Any concerns should have been transparently communicated and addressed prior to completion of this summary review. The unique objective of summative evaluation is to summarize professional competency in relation to standards and criteria required to successfully advance to either the next level of training or entry into the profession. Reviews of credentialed professionals typically address standards related to tenure, retention, and needs for professional

development. Summative evaluations are shared with university supervisors and/or district administrators.

Summative evaluations generally contain affirmations of the progress and attainments of supervisees. As preparation for summative evaluation, the supervisor can review supervision session notes, described previously, as a reminder of achievements, issues, and progress throughout the year. Whenever a narrative description is required, it should use behaviorally descriptive language with appropriate examples. It is a sign of an effective supervisory relationship when the supervisor and supervisee share a similar perspective on the assessment of competencies as described by the supervisor in the evaluation form. Every summative evaluation should point toward next steps in professional development and describe the resources or methods necessary for further growth.

Problems of Professional Competence

Unfortunately, some supervisees exhibit significant problems in professional competence. When formative feedback is frequent and the first quarter summative evaluation is comprehensive, these challenging supervisory situations may be apparent early in a supervision cycle. These concerns should be addressed directly and as soon as they emerge, even if later in the supervisory process. Addressing problems in professional competence is a very stressful activity for supervisors (Bernard & Goodyear, 2019) but critical to the professional development of the supervisee. This topic is the subject of Chapter 12, *Addressing Problems in Professional Competence*, and will include case examples.

Reciprocal Feedback

While we have focused on the provision of feedback to supervisees, it is equally important to provide opportunities for the supervisee to give feedback to the supervisor regarding the supervisory relationship. The supervisee should be routinely prompted to provide suggestions for how supervision could be more helpful. Building reciprocal feedback into the process of supervision not only helps the supervisor; but this process establishes the norm that professionals should remain continuously open to feedback from clients and collaborators regarding improvements in professional practices. A healthy reciprocity models openness and acceptance of feedback and sets a tone that can increase the supervisee's receptivity to a broad range of feedback. The DEP Self-reflection and Supervisor Feedback Survey (DEP-SSFS) can be completed by the supervisee and the supervisor and then discussed in a supervision session to review supervisory practices and implementation integration of the DEP model (see Appendix 4A). During a year-long training cycle, we recommend use of this survey and subsequent dialogue occur at the halfway point of supervision and at the time of final summative evaluation of the supervisee.

Feedback to University Graduate Programs

Field supervisors are in a unique position to offer feedback to the university programs who send them intern and practicum students. Particularly if a supervisor has worked with multiple interns over a period of time from the same university, they are in a beneficial position to give feedback to university supervisors about general preparation for field placements. Even the best of graduate programs tend to have strengths and weaknesses in areas of preparation and can benefit from both positive feedback and constructive suggestions. This process serves to complete the reciprocal loop of feedback among the supervisee, supervisor, and the university.

Case Examples

We will now present three case examples that present challenges related to providing feedback. For each case, there are suggestions provided regarding supervisory approaches. Appendix 7G presents multiple additional cases without author commentary. These additional cases provide opportunities for further reflection and practice regarding feedback and evaluation.

CASE EXAMPLE A: FEELING DEFENSIVE

After your intern presents her report at a Child Review Meeting, the parents express strong disagreement with the test results, suggest that her findings are wrong, and (not so subtly) raise doubts whether she is experienced enough to assess their child.

The intern quickly becomes defensive and responds to the parents by stating that she has received extensive training in these assessment tools and that results have been rechecked several times and reviewed with you, her supervisor. She emphatically asserts that their child indeed does have a disability and qualifies for special education services. Trying to shift the focus of the parental "attack", you and other staff team members intervene on her behalf; but the parents are still not convinced and persist in expressing their dissatisfaction.

What Type of Feedback Would You Want to Provide to your Intern?

Supervisory Approaches: The supervisor begins by providing empathy to the intern regarding her sense of being challenged and devalued and in response to the stress she experienced while being confronted in a meeting in front of other faculty. It can be helpful to ask the intern to share

and process her reactions during the meeting. What thoughts did she have when the parents challenged her and her findings? What feelings was she experiencing during that part of the meeting? With some distance from the moment, does she have any other reactions? Is there anything she wishes she might have done different? Then it would be appropriate to ask her to reflect on the feelings and thoughts the parents might be experiencing when they hear for the first time that their child might have a disability and then how could she have responded empathically to their stress. If necessary, the supervisor can model an active listening response to the parents that responds to their concern and anxiety about the evaluation results. Noting that the parents may still remain overwhelmed and continue to suggest that her testing results are invalid, the supervisor can suggest ways she can continue to respond empathically to their feelings, matter-of-factly summarize the conclusions of the findings, note to the parents that the information is difficult to hear, and offer to meet with them again with the supervisor after they have had time to digest the results. Care would be taken to continually phrase concerns in terms of the good of the child.

Next, the supervisor provides direct feedback about how she appeared defensive in the meeting. The feedback should be as behaviorally specific as possible commenting on both verbal and nonverbal communication. If necessary, the supervisor could ask the intern to replay the situation in a role-play to practice an empathic and less defensive response style. Afterward the supervisor might provide additional coaching regarding appropriate responses in this difficult situation. During the review process, the tone should emphasize that this is a learning experience; and there will be more opportunities to gain comfort in what would be a stressful experience for even a seasoned professional. Finally, it may be useful to explore the intern's experience and comfort level in working as a professional with parents who are likely considerably older than she is.

How might this situation be processed differently if you had been pulled out of the meeting for a crisis and were not there to hear the parents' comments and your intern's reaction and thus could not provide support in the moment?

CASE EXAMPLE B: UNPROFESSIONAL APPAREL

It is the beginning of the school year; and you notice that your intern has been coming to work in attire that you would not deem professional. For example, he seems to be dressing in a casual style that would be more

appropriate for a social setting. You are concerned that some might even judge him as unprofessional or trying to appear as one of the students. You worry about the impact on work with adolescent students and how his personal presentation is viewed by parents and staff. (Please note that there could be a similar example with a female intern.)

How do you address this concern with your intern? What concerns might you have about addressing this issue? What might you say?

Supervisory Approaches: Keeping in mind the principles that feedback should be timely, direct, behaviorally specific, and delivered in a tone that connotes respect and expectation of growth, the supervisor directly raises her concerns about her intern's nonprofessional dress style. She notes specifically what style elements are of concern. The supervisor is careful to frame the concern in terms of its impact on professional effectiveness both in terms of working with adults and students. Like most school districts there is an informal dress code for staff when students or parents are present. The nature and purpose of the dress code are noted by the supervisor. To be sure there is no ambiguity regarding expectations, the supervisor describes examples of attire that would be professionally appropriate for this school setting. The supervisor then invites the supervisee to explore not only reactions to this feedback but what it is like to assume this adult professional role for the first time. An opportunity may develop to discuss boundary issues in general that impact psychological practice. (It is worth noting: if the supervisor is of a different gender than the supervisee, the supervisor may feel more comfortable providing feedback regarding dress style in the presence of a supportive colleague, such as another staff psychologist, who is both known to the supervisee and the same gender as the supervisee.)

CASE EXAMPLE C: PERSONALITY ISSUES

Your intern has demonstrated an effective grasp of technical professional skills for his training status. However, his *interpersonal style* is rubbing staff the wrong way and significantly harming effectiveness. Staff complain to you that they can be overly blunt in their opinions and/or dismissive of theirs (not really listening); not sensitive to their challenges, needs, or time constraints; and not viewed as a warm and collaborative member of their classroom teams.

How do you directly, supportively, and effectively provide feedback to him regarding his personality style, its impact on his work, and what staff members are raising as concerns?

Supervisory Approaches: At the beginning of the training year when reviewing feedback and evaluation targets specified in the internship contract, the supervisor had noted that interpersonal style, communication effectiveness, and the ability to positively establish working alliances in professional relationships were competencies subject to evaluation. The supervisor begins her feedback by commenting on the demonstrated proficiency in technical skills that has been observed, providing specific examples. Then the supervisor reminds the intern that the interpersonal professional characteristics noted in the beginning of training are equally important. In a supportive, yet direct manner with specific behavioral illustrations, the supervisor shares personally observed examples that note these concerns. Then, if necessary, she shares some feedback received from colleagues. Because this is particularly difficult feedback to receive, the supervisor is particularly sensitive to the reactions of her intern. She responds with empathy as appropriate, notes that this is difficult feedback to receive, but expresses her belief that the intern can address these issues and improve his effectiveness as a result. The supervisor asks if he has received similar feedback before and, if so, how he digested it and responded to it. The supervisor acknowledges that this topic will require further discussion. She communicates what she would like her intern to work on; and she notes that she will focus a portion of her feedback on these characteristics until they are no longer of concern. Since the supervisor has heard direct examples from faculty regarding interpersonal style at team meetings, she recommends that they plan to engage in some role-play situations that permit practice in these areas.

Section D: Developmental Strategies for Supervision: Multimethod Supervision

Multimethod Supervision

Beyond Intern Self-report

A central tenet of the Developmental component of the DEP model is the requirement for utilization of multiple methods of supervision that match the developmental competencies of supervisees, enhance learning, ensure client welfare, and contribute to risk management. Studies of supervisory practices within school psychology (Newman et al., 2019) and clinical and counseling psychology (Amerikaner & Rose, 2012) report that intern self-report is overwhelmingly the most frequent method used in supervision. In Amerikaner and Rose's (2012) survey of supervision methods, 73% of supervisees reported that verbal case presentations of their own selection were the exclusive or primary

supervision activity. Only 11% reported that supervisors observed recordings of their work and less than 10% had the opportunity to observe supervisors' clinical work. Ward (1999) reported similarly that intern self-report was the dominant method within school psychology supervision. While 14% of supervision time involved direct observation of interns, only 0.5% of supervision activity involved review of recordings of school psychology supervisee activity. Increased utilization of direct observations and recordings and other methods beyond self-report would benefit supervisees (Newman, 2012; Simon et al., 2014, 2021). That being said, there remains a glaring need for more research related to supervisory methods in school psychology (Newman et al., 2019).

Supervisee self-report and case selection ensure that the intern's concerns and questions are addressed. This method proactively encourages intern responsibility for the primary agenda of the supervision session. However, overreliance on supervisee self-report has significant limitations (Bernard & Goodyear, 2019; Harvey & Struzziero, 2008). Self-report is dependent upon the accuracy of the intern's recollection and perception. Unintended distortions or omissions limit the reliability of case data. Additionally, inexperienced supervisees risk inappropriate selection of material to highlight in supervisory review; and they may inadvertently omit critical information. Since a supervisory relationship is evaluative in nature, unintentional positive biases may seep into self-reports. Supervisors who rely primarily on intern self-report create risk management vulnerability since they may not be fully informed regarding clinical work for which they carry vicarious liability.

Supervisee self-report is an essential method in supervision practice but should be only one of many methods employed. Multimethod supervision provides an increased variety of learning strategies and ensures enhanced reliability in case monitoring. Self-report may become a primary method of supervision for practice domains for which the intern has consistently demonstrated observed competencies. This may occur naturally in latter stages of training when supervision focuses on areas of relative weakness or inexperience while consultation becomes the supervisory approach for areas nearing independent practice levels of competence. From the Developmental perspective, selection of supervisory methods is dependent on the developmental level of the supervisee for the skill set being supervised.

Unfortunately, in our experience, there are occasionally times when supervisees have had limited exposure to either direct observations or review of recordings of their work. This can create significant initial anxiety. It is important to include in the supervision contract, discussed earlier in this chapter, and to establish in the beginning of the supervisory relationship that multiple methods of supervision will be utilized to enhance learning; and that these methods will include direct or recorded observations, review of work samples, co-intervention/consultation work, and solicitation of feedback from appropriate professional colleagues.

Multimethod supervision begins at the onset of the supervisory relationship. If there is a significant delay and initial sole reliance on self-report, the delayed introduction of additional methods may heighten anxiety and lead the supervisee to mistakenly fear that more direct supervision methods are being introduced in response to concerns about inadequate performance. Creating the expectation for and executing multimethod supervision as a standard operating procedure for advanced learning fosters trust and openness to supervisor feedback.

Within the Developmental component of the DEP model, the selection of supervision methods is designed to match the developmental progression of skills acquisition by the supervisee. Methods are varied to bring depth to learning but generally are selected in relation to supervisees' needs, complexities of clinical tasks, and demonstrated competencies. Supervision naturally progresses from frequent modeling and didactic presentations with an emphasis on direct instruction to co-intervention to direct observation to consultation and coaching formats.

Modeling and Direct Instruction

Modeling and demonstration are supervision methods which are used throughout the internship but most frequently at the beginning of training or when a new skill is introduced or difficult to master. At the onset of the field experience, modeling may simply involve shadowing the supervisor both to learn the logistics of the psychologist's role in the setting and to observe the supervisor's presentation and skills in typical practice encounters. As a teaching tool, modeling requires explicit delineation of skills and expected behaviors. This is followed by the supervisee's practice of those skills while being monitored by the supervisor. Skills can be demonstrated and then practiced in role-plays within supervision. The supervisor and supervisee take turns in the roles of psychologist and client and process the application of targeted skills.

Sometimes it is necessary to review and provide direct instruction in core helping and counseling skills that are applicable to all psychologist activities (i.e., active listening, direct communication, cognitive restructuring, and collaborative problem-solving). The supervisor must differentiate between personal style and defined skill strategies, but demonstrate to the intern not only what it takes to empathically connect with clients or consultees but how to effectively engage them in problem-solving to produce adaptive changes. Foundational clinical and interpersonal skills can be operationalized, shaped, and selectively applied to various intervention and consultation challenges (Simon, 2016).

Co-intervention and Co-facilitation

The supervisor and intern can work together in implementing interventions and consultations to combine *in vivo* modeling and training by the supervisor with direct observations of the intern. For example, when they collaborate

as co-therapists in a counseling group, the intern can view the intervention strategies of the supervisor in real time. Observing the supervisor's strategy selection and implementation in response to directly observed individual and group dynamics can be a powerful learning tool. When the intern provides interventions as a co-therapist, the supervisor is present and can observe verbal and nonverbal communications and the immediate impact of the intervention. Following the co-therapy experience, the supervisor and intern can process the group dynamics, critically review their implementation of any manualized group curriculum, and assess the impact of their interventions. The supervisor can articulate the decision-making process behind intervention selection and provide feedback to the intern concerning therapeutic work.

Co-intervention work is particularly appropriate when cases are complex as in the case of parent conferences that intend to create coordinated home-school behavior management plans (Simon, 2020). They also should be considered when strong resistance to problem-solving activities or new approaches is anticipated such as a classroom consultation with a teacher with a rigid instructional and behavioral management style.

Co-intervention work provides the flexibility for the supervisor to either increase leadership in the intervention or defer to the intern to take more responsibility and initiative. The activity level of the supervisor is influenced by concerns for the welfare of the client, the developmental skill level of the intern in this area, and the stage of the internship. Consistent with the DEP model's developmental framework, the anticipated progression would be for the supervisor to assume more leadership in early stages and gradually cede control of intervention activities to the intern. Increased supervisor activity would be utilized to model interventions and demeanor and to respond to the particular severity of risk factors for an individual child. Over time, the supervisor and intern demonstrate more balanced interventionist roles and shared responsibility. Eventually, the supervisor assumes a supportive but less active posture that is primarily observational but could still serve as a backup interventionist when necessary. In our example of a counseling group, the supervisor might initiate the group and serve a very active role in the beginning, gradually cede responsibility to the supervisee, and might eventually withdraw as regular co-therapist. Earlier in Chapter 3, we referred to this transition as a progression from "I do" to "we do" to "you do" (see Figure 3.1).

An additional benefit of co-intervention supervision methods is the demystification of the intervention process. Many interns expect that an expert would demonstrate unachievable skills that rely on intuition and charisma that is beyond their achievement. What is discovered is that effective interventions can indeed be dynamic but are not magical and are part of a skill set that can be learned and effectively implemented. The benefits of the supervisor and intern directly observing each other's work in a commonly shared context are significant.

Live Observation or Recording

Both live observation and audio or video recording provide opportunities for the supervisor to directly observe the supervisee's work. Recordings have many advantages over other methods but are challenging to implement due to logistical and confidentiality issues. Once the intern and the client are comfortable with the presence of the equipment, recording is less obtrusive than live observation. The supervisor can review the recording and replay parts of it in supervision. As the supervisor and intern review a section of the recording, they can examine the intern's internal process, self-talk, and decision-making considerations, as well as the observable intervention dynamic. The impact on the client of a singular intervention and the totality of an intervention session are readily observable and available for discussion. During this review, the supervisor also focuses attention on the development of the intern's skills in self-assessment. The ease of using cameras in phones and computers has facilitated addressing technical issues surrounding recording, but maintaining confidentiality of files is of paramount importance.

Informed and signed consent is necessary to gain permission for recording. The consent should include an indication that recordings would be reviewed only by the supervisor and permanently deleted at the conclusion of the training period with a specific date noted. Video recordings have distinct advantages over audio recordings; but the logistics and technical requirements are seldom easily managed in the school setting. Unlike university-based clinic settings that are clearly defined as training centers and have built-in infrastructure for recording assessment and intervention activities, schools are seldom properly equipped for this training mode. While attitudes may vary from one community to the next, the culture of the public schools typically is less supportive of recording of any kind even for supervision purposes. The advantage schools present for mental health work is the normalization of therapeutic problem-solving and the demystification of mental health services. The process of arranging for consents for recordings might reduce this advantage and be viewed by families as particularly intrusive and even prohibitive.

While direct observation can appear more intrusive than recordings, it is more likely to be acceptable to clients and school administration. For observation to be effective, several conditions are required. At the beginning of any intervention or consultation relationship, interns must identify themselves as professionals in training and specify the name of their clinical supervisor. It is important to note to clients not only that work will be reviewed by the supervisor; but that the supervisor might from time to time be directly involved in service delivery. For parents and students, it is advantageous to introduce the supervisor in person early in the relationship when possible. The more the potential occurrence of an observation is anticipated and experienced as routine

for quality control and training purposes, the less intrusive the supervisor's presence will be perceived during an observation.

During observations the supervisor sits at a distance that enables a view of the supervisee and client but avoids the likelihood of persistent direct eye contact. A structured observation format that records the character of supervisee interventions is a useful tool for systematically organizing an approach to the observation and for an effective and efficient review within a subsequent supervision session. When using a written recording system while viewing a counseling session, it can be helpful to note at the beginning of the session that the observer will be taking notes focused on the work of the intern not the disclosures of the client. The intervention plan prepared for either an individual, group, or parent session would have been discussed in advance by the supervisor and intern. Since all assessment and intervention plans require flexibility in application, the timing and appropriateness of deviations from the plan are worthy discussion material for the follow-up supervision session.

During a structured observation of a counseling session, the observing supervisor can record the therapeutic skill or strategy applied in each interchange. The supervisor can use an abbreviated method of summarizing the client communication and then label the response of the intern in a brief code. For example, if the intern uses active listening, it would be recorded as "AL", open-ended questioning as "OQ?", role-playing as "RP", and so forth. Appendix 7H provides a schema for recording counseling strategies for this purpose (Simon, 2015a). The supervisor can note suggested alternative responses in the same code as well and review their potential differential impact during supervision. This structured coding method can also provide data regarding what specific skills require more focus or additional training in supervision. Egan (2016) and Friedberg and McClure (2015) provide further background on counseling skills identification and training.

Most of this counseling coding system is applicable to consultation activities as well. Active listening (AL), information gathering (IG), challenging perceptions (CP), evaluation of pros and cons to various courses of action in problem-solving (PS-PC), collaborative problem-solving (CPS), expert advice (E), and summarizing (S) are examples of helping skills frequently applied in consultation work. Consultation coding systems might require site-specific coding schemas that fit an individual school's structured multidisciplinary problem-solving conference format. Cates and Swerdlik (2005) developed a *Problem-solving Team Observation Checklist* that provides a form for direct observation of problem-solving teams (see Appendix 7I). Reviewing this observation form in supervision helps the intern understand and monitor the key elements required for successful problem-solving teams. When the intern has an opportunity to facilitate a problem-solving team, it can serve as a structure for providing feedback on team leadership skills.

Supervisory observations focus on the application of specific skills contributing to the operationalization of competencies required for progress monitoring during the internship. Additionally, it reinforces the essential perspective that counseling and consultation practice require reflective and purposeful interventions that are change-oriented and monitored to ensure positive outcomes (Newman & Rosenfield, 2019; Newman et al., 2021; Simon, 2020).

Live supervision is a variant of passive observation or review of recordings for supervision (Bernard & Goodyear, 2019). In live supervision, the observing supervisor will periodically intervene to redirect the supervisee or reinforce or amplify positive supervisee interventions. This approach was applied extensively in family therapy training (Liddle et al., 1984) and has been utilized in university training with the availability of one-way mirrors and bug-in-the-ear technology providing supervisors who are not seen by clients to comment on test administration or counseling interventions. While these technologies are not generally available in school settings, live supervision can be an alternative to passive observations. However, its appropriateness should be determined by the developmental status of the supervisee and the risk factors present at the moment of the intern's intervention. Even in a passive observation focused on coding and recording an intervention, the supervisor may need to intervene if an unanticipated risk-for-harm situation emerges and is not effectively managed. On the other hand, live supervision risks compromising the intern's spontaneity and responsibility if they become hesitant and repeatedly defer to the supervisor for direction. For this reason, we would suggest that co-intervention or structured passive observation are generally preferable supervision strategies within a school setting. The developmental progress of the intern in a particular practice area will dictate the choice of supervision strategy with the *caveat* that the welfare of the client remains the paramount responsibility throughout supervision.

Effective Self-report

In our opening comments about supervision methods, we noted that supervisee self-report and case consultation were the most frequent supervision methods employed within school, clinical, and counseling psychology. We discussed the advantages and disadvantages of this supervisory approach and emphasized that overreliance on this method can limit the effectiveness and benefits of supervision and potentially compromise the welfare of the client. Nonetheless, when properly used, self-report is an important method for supervision and most clearly ensures that the intern's questions and concerns will be addressed within a supervision session.

Earlier in this chapter we recommended the use of an advance Supervision Session Planner to prepare both the supervisee and the supervisor for a supervision session. This approach organizes priorities for self-report and prepares

the supervisor to address issues and concerns that might require preparatory use of reference and consultation resources. In general, the more structured and accountable supervisees are for assessment and intervention planning and recording, the more effective self-report can be as a supervision method. It is important that supervisees are directed to report what went well in assessment and intervention activities in addition to raising questions or concerns. This balanced approach counters the tendency of too many interns to be too hard on themselves and thus limit their opportunities to learn from successful strategies that might be relevant for other work. When supervisors begin an intervention or case review by asking supervisees to reflect upon and evaluate their performance, they are fostering the development of self-monitoring and self-evaluation skills that are an essential goal of the entire supervision process. Reflection and review of the intern's selection of self-report materials can assist the supervisor and supervisee in identifying patterns of strengths and weaknesses. This review also reveals further training goals for the internship and prepares supervisees to define their professional development needs for lifelong career development.

Particularly when the agenda for supervision is driven by the supervisee, it is important to conclude sessions by asking the supervisee to comment on the helpfulness of the supervision session. For example, the supervisor can simply ask the supervisee to rate the supervision session on a 1–3 scale (i.e., very helpful, helpful, not very helpful) and then propose what might make sessions more effective in the future. Examination and reciprocal feedback on the process of supervision can influence supervisor responses and intern self-report strategies for future sessions.

Effective self-report methods are rooted in a trusting supervisory relationship, require the intern to take responsibility for their learning, benefit from structured, advanced preparation, can be shaped by supervisor feedback, and prepare the intern to identify future professional development needs. A strong supervisory alliance is essential to foster appropriate supervisee self-disclosures and contributes positively to supervisees' perceptions of their supervisors' multicultural responsiveness (Hutman & Ellis, 2019). The impact of supervisor self-disclosure on supervisee self-disclosure appears to be nuanced and dependent on the character of supervisor self-disclosure (Mehr & Daltry, 2021). For example, Ancis and Marshall (2010) reported that supervisees were more willing to explore cultural dimensions of their clinical work when supervisors did likewise and attended to this content in supervision sessions. This has relevancy for developing supervisee cultural responsiveness to be explored in the DEP Ecological component in the next chapter. On the other hand, supervisor self-disclosure of some personal issues may not be helpful. As already noted, self-report will be a more effective method when it is balanced by sufficient direct observation strategies.

Consultation and Coaching

The developmental progression toward independent practice outlines a movement from close monitoring and supervision to eventual near-independent practice with the supervisor serving more as a consultant, coach, or sounding board for the supervisee. Throughout the internship, the principle of vicarious liability applies so that knowledge and monitoring of all intern activities remain essential. However, in areas evaluated as competent at all stages of development and in a more comprehensive manner in the last stages of training, the supervisee should begin to assume a role more similar to a junior colleague; and the methods of supervision should center on consultation approaches that mirror what the intern will need to proactively seek out for future professional support and development when fully licensed.

Throughout training, the intern may be directed to seek consultation from other staff members who may have particular expertise in a specific client concern or system issue. This prepares the intern to recognize the lifelong need for collegial consultation. Within the Developmental component of the DEP model, it is an essential part of the termination process for the intern to exercise increasing autonomy and independence in clinical practice. Supervision largely shifts to a consultation role which still fills gaps in expertise and suggests alternative approaches but places primary responsibility on the intern to decide how to incorporate this information into intervention planning. One cautionary note is necessary. Due to expanded supervised practica experiences and advancements in graduate education, many if not most interns demonstrate high levels of proficiency early in the second half of their internship year. It is important that they are not prematurely viewed as independent colleagues and thus only receive reduced supervision. Supervisors maintain a responsibility to challenge even the most competent interns to reach their personal fullest potential. This can be ensured by maintaining significant structure in supervision activities, continuing to employ multimethod supervision, and by challenging the intern to achieve competencies in additional areas of practice or to acquire further depth of skills in specialty areas.

Group Supervision Formats

Supervision is commonly considered in terms of a one-on-one session with a supervisor and a single supervisee. For internship supervision, there is a requirement of 2 hours per week of face-to-face individual supervision. Substantial benefits can accrue from providing additional group supervision during preservice training; and group formats may be the best available or most appropriate format for some supervision of licensed school psychologists.

Group supervision presents many advantages and some limitations. Advantages of a group format include that it is time, cost, and resource efficient;

provides opportunities for vicarious learning; normalizes challenges faced by supervisees; increases the breadth of cases that supervisees consider; expands the diversity and quality of feedback and suggestions beyond the individual supervisor; provides additional perspectives on supervisees particularly in terms of relationships with peer colleagues; exposes supervisees to collegial supports; and promotes learning of supervisory skills (Bernard & Goodyear, 2019; Harvey & Struzziero, 2008).

Limitations of group supervision include reduced individual case consultation time; the potential for interference by negative group dynamics if undue competition, member conflicts, or insensitive peer feedback occur; and additional challenges for maintaining case and supervisee confidentiality (Bernard & Goodyear, 2019). Group supervision may make it more difficult to directly process the dynamics of the supervisory relationship. While group collaboration may normalize the vulnerability that supervisees often feel particularly in preservice training, the group context might also make some supervisees more guarded for fear of appearing less competent to their peers. In the case of the participation of a supervisee who may be on a remediation plan due to consistent concerns regarding competencies or professional demeanor, the group format may prove beneficial due to positive peer modeling or harmful if this participant's issues contribute to defensiveness that impairs the overall group climate.

We believe that for preservice training, group supervision can add benefits to individual supervision. For the doctoral-level internship APA (2015b) requires 2 hours of individual supervision but 4 total hours of supervision. Group supervision can provide some of this additional required supervision and can benefit specialist-level interns as well. In addition to the advantages just described, the group format can foster a climate of support among a cohort of supervisees within the same setting. In some situations, multidisciplinary groups that include social work or counseling trainees can provide additional perspectives and bolster preparation for future collaboration across disciplines. Group supervision can also prepare preservice trainees for participation in future collegial consultation case discussion formats.

For licensed professionals, group supervision formats may frequently be the most economical option for creating time and for engaging an expert supervisor. As a path to increasing accessibility to supervision for licensed professionals, group supervision might provide one vehicle for addressing the discrepancy between the need for clinical supervision and its limited availability (Silva et al., 2016; Walcott & Hyson, 2018).

Group supervision can be structured in a variety of ways. It can focus on individual supervisees' activities with members receiving supervision in rotation. The supervisor facilitates the discussion and provides primary supervision while simultaneously encouraging peers to provide collegial consultation. At the conclusion of a case consultation, the group can reflect upon and discuss

the implications drawn from this case to their own activities. During preservice training within a developmental perspective, the supervisor may be more active, make more recommendations, and provide more direction earlier in the training year and gradually cede more responsibility to the group for consultation as time progresses and competencies emerge. In latter stages of an internship, this shift to greater collegial consultation becomes part of the preparation for future roles as consultants and supervisors.

Multimethod supervision can be applied within a group format as well. In addition to supervisees' self-report for case consultation, recordings can be reviewed, role-plays enacted, or techniques modeled. Varying methods enhance learning, engage attention, and counter the limitations of sole reliance on self-report.

Newman and colleagues outlined a protocol for structured peer group supervision (SPGS; Newman, 2020; Newman et al., 2013). They applied this format to consultation and supervision training, but it has potential for professional peer group supervision for licensed practitioners as well. SGPS is highly structured in a way that supports positive group dynamics (Newman, 2020). This degree of structure may be particularly helpful for graduate students. While more flexibility and some adaptation would be required by practicing school psychologists, it is important to remember that structure can maintain focus and reduce anxiety in collegial consultation at all practice levels.

We created a DEP adaptation of SPGS as a structured training tool for teaching collegial consultation skills within supervised field placements. DEP's developmental perspective promotes structured learning opportunities that gradually prepare for independent practice. This training format directly teaches effective collegial consultation practice with both process and content support from a supervisor. Supervisees are prepared to seek out formal group consultation supports to meet their future professional development needs as licensed practitioners. Table 7.2 presents a summary of this training approach. It can be implemented at field placements that have multiple supervisees in psychology and social work, internship consortiums, or in the context of university courses supporting internship and practicum experiences across multiple sites. In Chapter 15 we will adapt this framework for group consultation with credentialed psychologists.

Holloway (1995, 2016) provided an extended illustration of the application of her SAS model within a group consultation format for training supervisors. She utilized the terms and conceptualization of SAS as a common language and filter to explore supervision. Consistent with the SAS focus on contextual factors, three relational contexts are a focus: the counseling relationship between the supervisee and client, the supervisory relationship between the supervisor and the supervisee, and the consultative group of supervisors with the training supervisor. The focus of analysis may shift from one context to

TABLE 7.2 DEP–SPGS Adaptation: Skill Building for Collegial Consultation

-
- 1 Referral Data (*PROCESS: Presenter provides initial information and reason for consultation request*)
 - a Background information
 - b Current assessment data
 - c Ecological considerations (including systemic, diversity, and cultural factors)
 - d Initial case conceptualization
 - e Specific consultation questions
 - 2 Assessment Considerations (*PROCESS: Dialogue but primary responsibility resides with consultants. All peer consultants must comment, even if noting they have nothing to add at this point, taking a “pass”*)
 - a Consultants ask clarifying questions
 - b Need for further targeted assessment is reviewed
 - 3 Case Conceptualization (*PROCESS: shared dialogue attempting to further refine case conceptualization*)
 - a Discussion focused on defining case conceptualization
 - b Discussion of implications of case conceptualization for consideration of evidence-based interventions
 - 4 Intervention (*PROCESS: Brainstorming dialogue anchored in empirical literature*)
 - a Define resources and barriers to intervention
 - b Link assessment to intervention protocols
 - c Brainstorm particulars of intervention activities
 - i Individual strategies
 - ii Systemic strategies
 - iii Progress monitoring scheme
 - 5 Summary
 - a Presenter summarizes consultant feedback and recommendations
 - b Presenter summarizes next steps in terms of further assessment (if necessary)
 - c Presenter summarizes revised case conceptualization, initial intervention plan, and progress monitoring tools
 - d Consultants confirm agreement and note any critical gaps in responding to feedback and recommendations
 - e Team briefly processes the character and effectiveness of their collaboration in peer consultation and share recommendations for improvement of their teamwork for future case presentations
-

another, but each influences the others. The training supervisor assists supervisors in reflecting how an intervention directed to one context will influence the others.

We will address group support for supervisors in Chapter 14 when we share our experiences with building networks for collegial support for supervisors including metasupervision groups. Similar to Holloway’s (1995, 2016) example, we have realized the benefits that an overarching model provides with a common framework and consistent language for discussing supervisory practice.

Deliberate Practice

A developmental framework called *deliberate practice* is receiving increased attention in the supervision literature, particularly with respect to supervision of psychotherapy (e.g., Rousmaniere et al., 2017), and also for supervision of school psychology training and practice (Justice et al., 2018; Newman, Gerard, et al., 2021). Deliberate practice using any of the supervisory methods outlined above sets a plan for skill development following the assessment and goal-setting phases of the supervisory process.

Inspired by years of scholarship by Ericsson and colleagues on expertise development (see Ericsson & Pool, 2016), deliberate practice is a purposeful process of repeated skill practice and learning with support provided by a supervisor (or another knowledgeable expert) using a combination of direct instruction, observation, and feedback. As supervisees engage in the effortful work of deliberate practice, they incrementally build upon pre-existing skills toward preset short-term and long-term goals (Rousmaniere et al., 2017). Following is an intuitive example provided by a psychologist and organizational consultant Aubrey Daniels (2009b), which demonstrates the concept of deliberate practice:

Consider the activity of two basketball players practicing free throws for one hour. Player A shoots 200 practice shots, Player B shoots 50. The Player B retrieves his own shots, dribbles leisurely and takes several breaks to talk to friends. Player A has a colleague who retrieves the ball after each attempt. The colleague keeps a record of shots made. If the shot is missed the colleague records whether the miss was short, long, left, or right and the shooter reviews the results after every 10 minutes of practice. To characterize their hour of practice as equal would hardly be accurate. Assuming this is typical of their practice routine, and they are equally skilled at the start, which would you predict would be the better shooter after only 100 hours of practice?

Thus, deliberate practice is not just about practice quantity (i.e., how many hours are spent engaged in practice), but also practice quality (i.e., how those hours are spent).

Preliminary Empirical Promise

Deliberate practice has been applied and investigated across a variety of domains including elite athletes (Ericsson, 2007), musicians (Ericsson et al., 1993), chess players (Ericsson & Moxley, 2012), and more recently professional psychologists (Chow et al., 2015). The text *The Cycle of Excellence: Using Deliberate Practice to Improve Supervision and Training* edited by Rousmaniere and colleagues

(2017) provides a comprehensive overview of the value of deliberate practice, and potential future directions for its application. However, at present time, empirical support for the application of deliberate practice to psychology supervision and training is limited. A frequently cited study by Chow et al. (2015) of highly effective psychotherapists indicated that client outcomes were significantly better for clients whose therapists spent more time engaged in deliberate practice. In another study of deliberate practice, with doctoral-level counseling trainees, participants reported increased perceptions of self-efficacy for their ability to discuss the therapeutic relationship with clients (i.e., immediacy), as well as increased positive perceptions regarding the structure and process of the deliberate practice training (Hill et al., 2019). In an exploratory and descriptive pilot study of deliberate practice of school consultation communication skills, Newman, Gerrard et al. (2021) similarly found that school psychology trainees reported positive perceptions of the training and supervision approach, and also indicated increased communication skill self-efficacy following training. Newman et al. (2022) followed with a randomized controlled study focused on the efficacy of a DP approach to teaching school psychology graduate students' consultation communication skills. Students coached within a DP framework demonstrated increased skill development in simulated consultation activities and greater self-efficacy compared to controls receiving training as usual. Though research expansion is clearly needed, the DP framework is promising as well as consistent with principles of effective teaching, learning, and supervision.

Expertise-Development Model

Goodyear and Rousmaniere (2017) described an expertise-development model for psychotherapists in which deliberate practice holds a critical role. We believe this approach aligns well with the DEP supervision model for school psychologists. Although distinctions can be made between the development of competence and expertise (e.g., expertise as particularly focused on producing consistently positive client outcomes), the expertise-development model holds relevance for the development of competence as well. In the sections that follow, we apply the Goodyear and Rousmaniere (2017) model to DEP including highlighting connections to the DEP model's behavioral indicators.

Relational Foundations for Training and Supervision

First, consistent with emphases elsewhere in this text, it is important to note that effective training and supervision occur within the context of a strong supervisory relationship (see Chapter 3). Bernard and Goodyear (2019) and Goodyear and Rousmaniere (2017) point to several key features of a strong working alliance including supervisors holding competency in the area they are

supervising, as well as in the practice of supervision; presenting clear expectations for supervision; engaging in conflict resolution as needed; providing clear, timely, and ongoing feedback linked to evaluation; and demonstrating multicultural responsiveness. The DEP-SSFS (Appendix 4A) featured in this text provides twenty specific behavioral markers of a strong supervisory relationship including those focused supervisor's personal characteristics (e.g., empathy, genuineness, flexibility, openness to feedback) and behaviors (e.g., sets high goals; employs a strength-based approach; maintains professional boundaries; uses self-disclosure). These behavioral indicators also measure the implementation integrity of the DEP supervision model.

Supervisee's Current Performance

Deliberate practice is intended to focus on skills that are incrementally beyond current levels of performance yet attainable through systematic practice (Ericsson & Pool, 2016). Therefore, it is essential that supervisors and supervisees obtain information about the supervisee's current levels of performance as noted above in the assessment and goal-setting sections of this chapter. Such data may come from direct observation of skills in action (e.g., reviewing a supervisee's assessment report; observing a supervisee's consultation session with a parent), progress monitoring data from clients (e.g., a student's progress in a behavioral intervention the supervisee is working on), or data from simulations or role-playing (e.g., role-playing a counseling interaction during a supervision meeting; Goodyear & Rousmaniere, 2017). Of course, direct observation of skills and outcomes is preferable to relying on supervisee self-report, which is notoriously unreliable (Haggerty & Hilsenroth, 2011).

Gaps Between Current and Desired Performance

Consistent with the problem-solving process described as central to DEP supervision, supervisors and supervisees assess supervisees' present levels of performance and compare them with desired or expected levels of performance to develop goals for growth. Goals may be developed based on professional standards, such as NASP Practice Domains or APA's Competency Benchmarks. Deliberate practice targets measurable improvement in specific skills. For example, APA's Competency Benchmarks document presents six overarching competency clusters, 16 core competencies within them, and numerous embedded essential components of these competencies. Developmental descriptors (i.e., readiness for practicum, internship, entry to practice) and behavioral anchors allow supervisors and supervisees to consider goals. Goals of course also emerge from ongoing discussions between supervisors

and supervisees and should be individualized to match supervisee needs. APA's descriptors target preservice preparation; but the same assessment, goal setting, targeted supervised practice, and progress monitoring paradigm also applies to continuous professional development for credentialed psychologists (see Chapter 15).

Feedback

Comparing the current performance and desired performance provides supervisors with a clear, focused entry point for providing feedback. As discussed above, quality feedback helps bridge gaps between current and desired performance. Considerations regarding the importance of feedback and its delivery (e.g., that it be specific, timely, incremental, and constructive) are outlined above in this chapter and in Chapter 12 specific to addressing problems in professional competence. Furthermore, the DEP model's behavioral markers, particularly in the Developmental domain, emphasize the importance of comprehensive feedback which is tied to formative and summative benchmarks including client outcomes.

Reflection

Feedback is conjoined with, and subsequently followed by, a period of supervisee reflection (Goodyear & Rousmaniere, 2017). Supervisors may encourage supervisee reflection through various means such as a combination of one or more strategies such as process notes and case notes; requiring supervisees to record and review their application of skills; transcription; and/or providing written feedback in advance of a supervision meeting (Bernard & Goodyear, 2019). Our text overviews these and other individual and group supervision strategies that are intended to promote both supervisor and supervisee process throughout the supervision process. Given the cyclic nature of critical reflection, the reflective process may be considered to be ongoing, beyond the walls of a supervision meeting.

Skill Refinement

Finally, the expertise-development model outlined by Goodyear and Rousmaniere (2017) includes active practice of skills both within and outside of supervision meetings. In supervision, strategies such as role-playing (e.g., "I'll be the parent, let's see how you'd respond as the school psychologist") and role-switching (e.g., "Now you be the parent, and I'll be the school psychologist") can help provide opportunities for practice and direct observation rather than discussion of skills. Additional practice opportunities can be provided

for homework that is focused on skill refinement and growth. Goodyear and Rousmaniere (2017) point out that maintenance of current skills is important in addition to stretching these skills toward achieving increased performance mastery. Different exercises may be needed for each, such as warmups/review exercises combined with practicing new skills.

Supervisor Development

Although the discussion of deliberate practice and the expertise-developmental model thus far has focused on supervisee development, it is also applicable to supervisor development. Extant data suggest most school psychologists do not complete coursework in supervision (Cochrane et al., 2010; Newman et al., 2019), which is consistent with limited supervision training provided in related health service psychology areas (Lyon et al., 2008). In a study of model school psychology internship supervisors, Guiney and Newman (2021) found most supervisors were not trained in supervision and were thrown into the role rather than systematically trained as supervisors. Although these supervisors were ultimately successful, as Falender (2018) cogently argues, supervision is likely not best learned on the fly or via osmosis.

Ideally burgeoning supervisors can be provided opportunities to learn about supervision *before* beginning the role and also supported during the process of supervision. Consistent with processes described in this section, supervisors can develop supervision competency and eventually expertise by working with a metasupervisor or mentor and assessing current levels of performance, setting goals for desired performance, and engaging in a cyclical process that includes receiving and reflecting on feedback and progressively refining supervision skills. We believe the behavioral markers put forth in the DEP-SSFS provide a useful tool for incorporating assessment, goal setting, and progress monitoring as part of developing supervision competency, and eventually building supervision expertise.

Summary of Multimethod Supervision

In summary, multimethod supervision is an essential requirement for effective supervision. In addition to supervisees' self-report, various co-intervention/consultation and direct observation strategies ensure client welfare and appropriate guidance toward professional competency. From the developmental perspective, supervisory methods are selected to match the training needs and developmental skill progression of the supervisee. Supervision begins with highly structured close supervision and ends with primary reliance on consultation approaches. Deliberate practice reinforces skill development while applying a multimethod approach. Table 7.3 summarizes the multimethod approach.

TABLE 7.3 Supervision Methods

<i>Methods</i>	<i>Description</i>
Direct Instruction	Systematic teaching of a skill including rationale, application, and operationalization of components
Modeling/ Demonstration	Supervisee observes demonstration of skill by supervisor, starting point for new skill development
Role-Playing	Supervisor and supervisee act out a simulation requiring application of the skill, reversing roles as necessary for instruction
Co-therapy/ Consultation	Blends modeling and observation. Supervisor and supervisee jointly engage in work with clients; supervisor is either more or less active depending upon supervisee development in target skill area and welfare of client
Deliberate Practice	Repetitive practice with supervisor providing formative feedback of clearly defined skill
Live Observation/ Recording	Non-participative observation or review of audio/video recordings provide opportunities for complete review of professional encounters. Recording enables supervisee to self-observe, share internal process, and review critical segments of activities
Coaching/Consulting	Appropriate for areas of advanced supervisee competency, prepares supervisee for future proactive consultation requirements of independent practice

Note: Supervision method matches the professional development needs of the supervisee in specific skill domains while accounting for welfare of clients.

CASE EXAMPLE: JANE'S APPLICATION OF MULTIMETHOD SUPERVISION

Nearly half of the internship year has passed. Jane's intern Steve is involved in a variety of clinical activities. His experience and competency levels vary across these activities. From the beginning of Steve's internship Jane has employed a variety of supervision methods. She reflects on two key activities that Steve is involved in this month and what supervision methods she will apply. Other activities in established competency areas will be reviewed this week from Steve's self-report.

She and Steve are co-therapists for an anger management group that uses Larson and Lochman's (2011) *Anger Coping* curriculum. While she exercised primary leadership at early stages of the group, she has now reduced her activity level and has concentrated instead on preparing Steve to execute this manualized curriculum. Steve is responsible for outlining the

intervention approach for the next session and reviews it with Jane prior to the group. During the group Steve assumes the primary instructional role; and Jane concentrates on assisting with behavioral management. She supports him in implementing the role-play activities that are the core of this session, but leaves the introduction, demonstration, and primary monitoring responsibilities to Steve. Afterward, she jots down notes to prepare her for providing Steve feedback during their next supervision session.

Jane also has a parent conference scheduled with the mother of one of the group's participants. The principal reports that this parent is frequently defensive and protective of her son and often blames school staff for his difficulties. This parent conference was requested by the student's homeroom teacher to attempt to design a coordinated home-school intervention plan. Responsibility for leading the parent conference is Jane's; but since Steve works with the student in the group program, she has invited him to the session. Before his internship, Steve had limited field experience with problem-solving-oriented parent-teacher conferences (Sheridan & Kratochwill, 2010; Simon, 2020). Under Jane's supervision he has increased his involvement in family interventions but has not dealt with complex or conflictual cases. Jane will lead the problem-solving in the conference and facilitate communication among the parent, teacher, and student. Her supervisory goal is to model the clinical skills required to manage a challenging parent conference and guide it toward an effective home-school problem-solving plan. She delineates the general principles of her approach prior to the session and will review and debrief with Steve during their next supervision session.

SUPERVISOR REFLECTION ACTIVITY: SUPERVISORY METHODS

Informally review the frequency with which you use different supervision methods. Is there a difference in the selection of methods as the training year progresses? Which intern activities would be most important to directly observe for your current supervisee? What are barriers to introduction of more direct observational methods to your supervision practice? Devise a plan for how you could apply a direct observation method to a key intern activity.

Section E: Closure and Future Planning

Preparation for Supervisees for Eventual Role as Supervisors

Supervision skills are now considered an essential professional competency (APA, 2015a; NASP, 2018). One of the final stages in the developmental learning progression during internship supervision involves initial preparation for supervisees for their eventual role as supervisors. The NASP (2018) *Position Statement on Supervision in School Psychology* specifies at least 3 years of full-time experience to qualify to be a supervisor; and many states require a minimum number of years of licensed experience to supervise internship training (e.g., Illinois requires 3 years). However, it is not uncommon for interns to have their first experience as a primary supervisor very early in their careers.

The most significant influence on supervisees' eventual practice as supervisors is often the character, quality, and methods of their capstone internship supervision. The DEP model promotes a transparent structure and process for clinical supervision and encourages frequent processing of the supervisory process and relationship. Participation in a written contract, recordkeeping and risk management activities, collaborative assessment and goal setting, routine feedback and evaluation, and multimethod supervision prepare the intern to apply these same strategies in their supervision practice. Interns who experience ecologically sensitive problem-solving training and evidence-based case conceptualization and intervention training are likely to incorporate these approaches into their practice as supervisors. The DEP supervision model identifies specific training approaches and activities that can be replicated in supervision across the field of school psychology.

To address supervision training as a core professional competency in the final stages of the internship year, the supervisee should have opportunities to provide supervision under close metasupervision by the supervisor. The availability of supervision experiences will vary from site to site but may include any of the following: supervision of an activity of a practicum student, a teacher-implemented social-emotional learning curriculum, paraprofessionals supporting students with special needs, graduate students in service-learning programs, or student peer support activities. The review of supervision strategies and experiences would occur within supervision.

Even with a graduate course in supervision and specific focus on competency in supervisory skills, further training and metasupervision are required to ensure competent practice as a supervisor. Chapters 14 and 16 of this text will propose a variety of approaches for future training of supervisors and address these issues in more detail beyond internship training.

Closure and Termination for Supervisory Relationships

The final developmental task within a supervisory relationship addresses the impending termination of supervision. In many ways, achieving healthy closure in this final stage of a supervisory relationship parallels the process of ending other teaching or therapy relationships; however, differences do exist. Supervisory relationships often involve more intensity and interpersonal closeness than in other instructor–student relationships. Termination in therapy relationships generally ends contact between therapist and client. On the other hand, collegial, social, or even continuing mentor relationships may eventually develop between supervisors and supervisees. They will be members of the same professional organizations and in some cases may even work together; but these future relationships will have a different character and diverse role definitions. It is important as the period of supervision ends to establish healthy closure specific to the supervision relationship.

Addressing termination in a supervisory relationship is an opportunity to model for the supervisee direct healthy communication regarding the close of all client relationships and transitions. Just as it was necessary to be explicit regarding roles, expectations, and responsibilities at the beginning of the supervisory relationship, it is important to directly recap the professional growth of the supervisee and the development of the supervisory relationship. Any discussion of the supervisor’s final summative evaluation of the supervisee should contain “no surprises” because the supervisor should have provided frequent feedback and formative assessments throughout the year. Closure discussions must also provide an opportunity for sharing feelings that both the supervisor and supervisee are experiencing as the supervisory relationship comes to an end.

An essential part of closure involves a discussion of the supervisee’s immediate and long-term professional development needs. Recognition by the supervisee of ongoing training needs is one sign of a successful supervision experience. The supervisor can provide recommendations for pursuing continuing education and supervision. Sometimes supervisees may wish to continue a mentor or consultant relationship with the supervisor. The supervisor must honestly communicate their interest, ability, and availability. Besides addressing opportunities, boundaries, and limits, this discussion should note the differences in the character of future collaboration. Elements specific to supervision like vicarious liability and formal evaluation will not be part of a relationship that may be best described as consultation or mentoring. The similarities and differences between mentoring and supervision were described earlier (see Chapter 2). Indeed, the supervisor may wish to seek consultation in the future regarding a specialty competency area in which the supervisee possesses exceptional expertise.

There are occasions when a supervisee is hired to work as a school psychologist in the same district where supervision occurred. When this is the case, it is important to discuss how roles will be different and for interns to recognize

that there will be a transition period for recognition of the new full professional designation by other staff. There will also be a transition within the relationship with the supervisor as roles change to full professional colleagues. The supervisor commends the intern for earning this transition, promises reasonable ongoing collegial support, and highlights the anticipated different evolution of their relationship.

Closure also includes direct feedback to the supervisor about the character, quality, and fidelity of supervision. The DEP Self-reflection and Supervisor Feedback Survey (DEP-SSFS) initially discussed in Chapter 4 is a systematic tool for reviewing the supervisory relationship and assessing fidelity to the DEP model. Completing and reviewing this survey organizes closing feedback to the supervisor and provides data to inform future supervisory practice.

Section F: Implementation Integrity of Developmental Component: Behavioral Markers

Behavioral Markers

The DEP supervision model not only provides a theoretical framework for supervision but defines specific approaches and activities for the day-to-day practice of supervision. As with any core training or intervention strategy, there are behavioral markers that can be monitored to ensure implementation integrity. We will now summarize these supervision activities or markers for the Developmental component of the DEP model. A similar summary will occur after the Ecological and Problem-solving component chapters. These behavior markers are incorporated into the DEP-SSFS described in Chapter 4 and located in Appendix 4A.

Structure

The supervisor provides significant structuring at the onset of supervision that clearly defines roles and expectations. This is implemented by utilization and review of a detailed written supervision contract. Supervisory activities include a protected meeting schedule. The supervisee has the responsibility of completing a Supervision Session Planner to prepare for supervision; and the supervisor records supervision notes. Appropriate case, activity, and consultation planning and recordkeeping documentation are required to ensure purposeful evidence-based practice and support risk management.

Developmental Assessment

A formal assessment of entry-level skills and training needs is conducted as a basis for goal setting and selection of supervisee training activities. This

assessment covers all NASP practice domains and APA competency areas for doctoral training and reviews the state or university internship plan. Schedule and methods for progress monitoring are delineated.

Feedback and Evaluation

The provision of routine formative feedback that builds upon the supervisee's strengths, shapes skill acquisition, and ensures client welfare is the central activity of supervision. Scheduled summative evaluation measures developmental progress and informs supervisory methods and training activities. Progress monitoring is a dimension of feedback and evaluation that assesses behavioral markers of professional competencies and outcomes of all prevention, intervention, consultation, and program development activities. This includes a routine review of progress on the internship plan relative to the stage of the training cycle. In the extraordinary case of serious competency issues evident in preservice training, formative and summative evaluation may require the development of a more intensive remediation, support, and evaluation plan. When required, summative evaluation may necessitate the supervisor executing a gatekeeping role for the welfare of the public, the profession, and the supervisee.

Multimethod Supervision

Multiple methods of supervision are employed that are appropriate to various stages of the supervisee's development and different skill levels for specific professional tasks. Supervision methods vary in relation to case novelty, complexity, and risk factors. Multimethod supervision is also tailored to the learning preferences of the supervisee and the setting in which supervision occurs. Deliberate practice structures skill development across all supervisory methods.

Metasupervision of Supervisee's Supervisory Practice

Creation and close metasupervision of an opportunity for the supervisee to engage in supervisory practice is a behavioral marker for a later stage of supervisee development.

Closure

Implementation integrity is evident when the impending termination of the supervisory relationship includes a discussion of the following: a review of developmental progress; direct discussion of the emotions surrounding the end of the training year and the personal supervisory relationship; delineation of future supervision and professional development needs; and the nature of the

post-supervision relationship between the supervisee and the supervisor. The DEP-SSFS should be completed by both the supervisor and supervisee and discussed as a closure activity to inform future supervisory practice.

Summary

The Developmental component defines the structure and supports required for the development of professional competencies of supervisees. A developmental perspective matches supervisory roles and methods to the supervisee's training goals, current skills, evolving needs, and progression toward competent independent practice. Supervision is a structured learning experience with goals, methods, roles, and expectations clearly defined in a written supervision contract. The supervisor provides sufficient structure and supports calibrated to the developmental level of the supervisee to simultaneously promote supervisee learning and ensure client welfare. Multiple methods are used in supervision consistent with supervisee learning needs (i.e., modeling, co-intervention, observation, coaching, consultation, and deliberate practice). Feedback and evaluation shape skill development and foster development of self-monitoring skills. Supervision's developmental goal is achievement of independent professional competencies. The DEP supervision model defines specific approaches and activities for the day-to-day practice of supervision. These behavioral markers are indicators for the implementation integrity of DEP and are summarized in Table 7.4.

TABLE 7.4 Developmental Component Behavioral Markers

-
- Structure
 - Contract
 - Protected supervision meeting time
 - Supervision Session Planner
 - Supervisor notes
 - Documentation
 - Client/Activity planner
 - Client/Activity summary and progress monitoring
 - Developmental Assessment
 - Goal setting
 - Selection of supervisee training activities
 - Selection of supervisory methods
 - Feedback and Evaluation
 - Formative feedback
 - Sufficiently frequent
 - Strength based
 - Guides skill acquisition
 - Ensures client welfare
 - Summative evaluation

(Continued)

- Summary progress monitoring
 - Systematic review of development of defined professional competencies
 - Informs focus of training activities and supervisory methods
 - Gatekeeping (as necessary)
 - Address problems of professional competency
 - Take actions to ensure integrity of profession and welfare of clients
 - Multimethod Supervision
 - Match supervisory methods to supervisee's abilities and training needs
 - Direct instruction
 - Modeling and demonstration
 - Role-playing
 - Co-therapy and consultation
 - Deliberate practice
 - Live observation or recording
 - Coaching/consulting
 - Metasupervision of supervisee's supervision
 - Closure
 - Review developmental progress
 - Discuss emotional reactions to completion of training and supervisory relationship
 - Delineate future supervision and professional development needs
 - Discuss nature of post-supervision relationship with supervisor
 - Complete DEP-SSFS to inform future supervisory practice by supervisor
-

Appendix 7A: Sample Practicum Supervision Contract

Your clinical supervisor is an experienced person with advanced training who is an overseer of your clinical work and who is responsible, with you, for the quality of your clinical work. Clinical supervision focuses on the services you provide to clients and includes such areas as client welfare, the therapeutic relationship, assessment, diagnosis, mental health/educational interventions, prognosis, appropriate referral techniques, and advocating for your client with other agencies in the community. This is accomplished through a set of supervisory activities that include consultation, training and instruction, and evaluation.

I *Purpose, Goals, and Objectives of Clinical Supervision*

- a To monitor and ensure the welfare of clients seen by supervisee
- b To structure the activities of the supervisee to insure they provide competent services
- c To ensure that the unlicensed provider functions within their level of competence

- d To facilitate the provider's personal and professional development
- e To promote accountability
- f To fulfill academic requirement for supervisee's practicum

II *Context of Services*

- a Supervision will revolve around clients seen in the Child and Adolescent Psychoeducational Assessment and Multidisciplinary Psychoeducational Assessment Services of the Psychological Services Center (PSC).
- b One hour of individual supervision will be provided weekly. Individual supervision will be conducted at the Center unless the supervisor and supervisee agree that remote telesupervision is required between scheduled sessions or due to special circumstances. When additional supervision is provided remotely through videoconferencing, phone, and/or email, all Center and University policies in place to safeguard confidentiality and privacy of supervisee and client data must be observed. Only approved videoconferencing platforms may be used. Social etiquette appropriate to face-to-face supervision is required. This includes avoiding multi-tasking during supervision. If circumstances require extensive utilization of telesupervision, an additional telesupervision agreement will be implemented.
- c The supervisor works within the framework of the DEP model of supervision. The ***Developmental*** focus tailors supervision activity to the practicum student experience and skill level at each stage of training. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry-level professional. The ***Ecological*** focus accounts for contextual and systemic factors impacting the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multicultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. The ***Problem-solving*** focus applies systematic analysis and data-based decision-making skills to all aspects of psychological intervention. It sets the foundation for choosing and implementing evidence-based practices for promotion of healthy psychological development and problem prevention, assessment, early

intervention, crisis intervention, and therapeutic strategies. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with them.

III *Duties and Responsibilities of Supervisor and Supervisee*

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore *your* responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has *full responsibility* for the supervised work of the supervisee, including assessment, diagnosis, and educational/treatment planning

It is your supervisor's role to do the following:

- a Provide telesupervision that is safe enough for supervisees to lay out practice issues in their own way
- b Formative and Summative Evaluation/Assessment of Progress: The supervisor will view videotapes of your assessment sessions with you and provide feedback. The supervisor will also provide written and/or oral feedback (including strengths) on all aspects of your clinical work. This will culminate in the final grade for the PSC Psycho-educational assessment and intervention practicum. If the supervisee desires additional feedback, it is their responsibility to request it from the supervisor
- c Help the supervisee explore and clarify thoughts and feelings, which underlie their practice
- d Assist supervisee in anchoring assessment planning, diagnosis, and interventions in a theoretical approach
- e Identify supervisee's personal and/or professional blind spots
- f Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties
- g Present and model appropriate directives
- h Intervene if client welfare is at risk
- i Ensure that ethical guidelines of both the American Psychological Association (APA, 2017) and the National Association of School Psychologists (NASP, 2020) are upheld
- j Conduct activities in accordance with the ISU PSC Policies and Procedures Manual/Handbook
- k Sign off on all client documentation including psychological reports
- l Maintain weekly supervision notes

The supervisor will discuss any concerns regarding the supervisees' performance in a timely fashion and develop, in collaboration

with the practicum student, a remediation plan if deficits/problems are identified.

Always remember: your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth.

It is your role as supervisee to do the following:

1. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time and will only be canceled upon the mutual agreement of both the supervisee and supervisor.
2. Be prepared, both for sessions with clients as well as for supervision. You are expected to (a) have viewed assessment session video or audio recordings in advance of weekly supervision and follow any specific instructions from the supervisor; (b) have client notes, protocols, and videotapes ready to review; and (c) have an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed a Session Planner for each session with the client, parent, teacher, etc., to discuss in supervision and having “scored” all formal psychological tests administered.
3. The supervisee will video or audiotape all assessment sessions with the child and interviews with the parent. These video/audio tapes will be reviewed/critiqued by the practicum student and brought to the next supervisory session (keyed to a section that the supervisee would like to review with the supervisor). The supervisee will also provide a written summary or transcription of all parent, teacher, and student (client) interviews and intervention activities for the supervisor and the client’s folder.
4. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
5. Share with the supervisor your learning goals for the practicum experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
6. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and

follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.

7. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
8. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
9. Select a theoretical model(s) from which you will work. Formulate client case conceptualizations from this approach. Be ready to discuss the theoretical reasons for your assessment approaches, interventions, and techniques.
10. You will not engage in dual relationships with clients, that is, student clinicians will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. In the event that someone you know is being seen at the PSC, you are expected to remove yourself from situations where that client's assessment, treatment, and progress are being reviewed. It is your responsibility to alert your supervisor to such situations.
11. You are responsible for ensuring that the parents/guardian of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
12. You are responsible for ensuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor **before** they are sent out from the PSC. It is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client's file before presenting the letter/report to the supervisor for signature.
13. Supervisees must advise their clinical supervisor of all important changes related to a case (i.e., client starting a new school, suspensions and other disciplinary actions, school progress, and client becoming involved in a legal case). The results of intake parent interviews must be reviewed with your supervisor to determine an assessment plan. Any changes to the assessment plan must be reviewed with and approved by your supervisor **before** they are presented to the client.
14. Keep your supervisor informed about clients who are suicidal, homicidal, or threatening to harm others. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor *immediately* if you receive any summons

to testify or you are told that you will be subpoenaed to testify. Do **not** under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information signed by the client and your supervisor's signature on the document being released.

15. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another clinical supervisor (Kelly in the PSC has a list of supervisors and their phone numbers). You may also consult informally with more experienced clinicians in the PSC, but your clinical supervisor **must** be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact Dr. Swerdlik at his office at _____, at home at _____, or by cell at _____. Follow the guidelines in the PSC Policy and Procedure Manual for emergency situations.

16. Implement supervisory directives in subsequent assessment sessions.
17. Uphold ethical APA and NASP principles in all client-related activities.
18. Be familiar with and follow the PSC Policy and Procedure Manual/ Handbook. The supervisee agrees to complete all required PSC forms, including billing, termination summaries, and parent interpretive summary reports, in a timely fashion for all cases. The final written psychological report will also be completed in a timely fashion according to the agreed-upon date.
19. Complete professional tasks (clinical documentation, reports, contacting clients) within time frames specified by the PSC Policy and Procedure Manual and Quality Assurance guidelines.

V Terms of the Contract

This contract serves as verification and a description of the clinical supervision provided by Mark E. Swerdlik, Ph.D., ABPP to _____ ("Supervisee"), enrolled in the Psychoeducational Assessment and Intervention practicum in the School Psychology Program at Illinois State University for _____ semester 20____.

Supervisee: _____ Date: _____

Supervisor: _____ Date: _____

This contract is effective from _____ (start date) to _____ (finish date).

From: Simon, D.J., & Swerdlik, M.E. (2023). *Supervision in school psychology: The Developmental, Ecological Problem-solving model* (2nd ed.). Routledge Press.

Appendix 7B: Sample Intern Supervision Contract

School Psychology Internship Supervision Contract

Your clinical supervisor is an experienced professional with advanced training who is an overseer of your school psychology internship activities and who is responsible, with you, for the quality of all of your clinical work and internship activities. Clinical supervision focuses on the services you provide to all clients including students, parents, and educators. Supervision responsibilities cover all aspects of client welfare as impacted by assessment, intervention, training, diagnostic, consultation, problem-solving, program development, and community referral activities. Supervision involves a broad array of training activities that include monitoring, consultation, training, direct instruction, and performance evaluation.

I Purpose, Goals, and Objectives of Clinical Supervision

- a To monitor and ensure the welfare of clients seen by supervisee
- b To structure the activities of the supervisee to insure they provide competent services
- c To insure that the unlicensed provider functions within their level of competence
- d To facilitate the intern's personal and professional development
- e To promote accountability
- f To fulfill the academic requirement for the supervisee's internship

II Context of Services

- a Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linked with student services. Individual supervision will be provided for a minimum of two hours weekly on a mutually determined day/time. In addition, the supervisor will be available on an as-needed basis.
- b When additional supervision is provided remotely through videoconferencing, phone, and/or email, all school district policies in place to safeguard confidentiality and privacy of supervisee and client data must be observed. Only approved videoconferencing platforms may be used. Social etiquette appropriate to face-to-face supervision is required. This includes avoiding multi-tasking during supervision. If circumstances require extensive utilization of telesupervision, an additional telesupervision agreement will be implemented.
- c The supervisor works within the framework of the Developmental, Ecological, Problem-solving (DEP model of supervision (Simon & Swerdlik, 2023). The *Developmental* focus tailors supervision activity

to the intern's experience and skill level at each stage of training. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristics of an entry-level professional. Multiple methods of supervision will be employed including live and recorded observations. Frequent formative feedback will guide activity with clients and foster supervisee professional development. The **Ecological** focus accounts for contextual and systemic factors impacting clients and the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multicultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework, which is impacted by client, supervisee, supervisor, and systemic/organizational contextual factors. The **Problem-solving** focus applies systematic analysis and data-based decision-making skills to all aspects of psychological assessment and intervention. It sets the foundation for choosing and implementing evidence-based practices for promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. The DEP framework requires the supervisee to be proactive in asserting training needs and requires specific preparation for supervisory sessions and activities. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with their.

III *Duties and Responsibilities of Supervisor and Supervisee*

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore **your responsibility** to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has **full responsibility** for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the **supervisor's role** to do the following:

1. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.

2. Conduct formative and summative evaluation/assessment of intern progress. To enhance intern growth and legitimize the accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is their responsibility to request it from the supervisor. The supervisee is referred to the Internship Program Handbook regarding due process rights and procedures for objecting to the content and recommendations of a summative evaluation.
3. Help the supervisee explore and clarify thoughts and feelings, which underlie psychological practice.
4. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
5. Identify the supervisee's personal and/or professional blind spots.
6. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
7. Protect the confidentiality of the supervisory relationship. The nature of clinical competencies will be shared with other program faculty; but the specific content of supervisory sessions will remain confidential unless there is evidence of ethical breaches or personal problems that interfere with the supervisee's ability to work effectively with clients.
8. Present and model appropriate directives.
9. Intervene if client welfare is at risk.
10. Ensure that ethical guidelines of both the American Psychological Association (APA, 2017) and the National Association of School Psychologists (NASP, 2020) are upheld.
11. Conduct activities in accordance with the school district and university policies.
12. Sign off on all client documentation including psychological reports.
13. Maintain weekly "*Supervision Notes*". These notes will be kept for 7 years and then destroyed.

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the **intern's role** as supervisee to do the following:

1. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be canceled upon the mutual agreement of both the supervisee and supervisor.
2. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have "scored" all formal psychological instruments administered, and to have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an *Intern's Supervision Session Planner* and shared this document with your supervisor *prior* to each supervisory session.
3. No multi-tasking will occur during telesupervision unless agreed upon by both the supervisor and supervisee (e.g., looking up a particular website or research article).
4. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that the supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The *Intern's Client/Activity Session Planner* and the *Intern's Client/Summary Progress Notes* can be helpful tools to share with supervisors.
5. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
6. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
7. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
8. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.

9. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
10. In consultation with your supervisor and after a review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.
11. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
12. The intern is responsible for ensuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor. *If using telesupervision, clients will be informed; the platform identified; and steps to protect the confidentiality of all content discussed.*
13. You are responsible for ensuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor **before** they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active *Authorization for Release of Confidential Information* form is present in the client's file before presenting the letter/report to the supervisor for signature.
14. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
15. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk-taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor *immediately*. Notify your supervisor about

clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor *immediately* if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do **not** under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. *In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed.* Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

16. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist on site or through phone. I will always designate a backup supervisor in case you can't reach me. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor **must** be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____ at his/her office at _____, at home at _____, or by cell at _____. If unable to reach your supervisor, contact your designated backup supervisor or if cannot be reached another psychology staff member or supervisor. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

17. Implement supervisory directives in subsequent psychological activities.
18. Uphold ethical APA and NASP principles in all client-related activities.
19. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
20. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

V Terms of the Contract

This contract serves as verification and a description of the clinical supervision provided

by _____ to _____
 (“Supervisee”), engaged in a formal school psychology internship at

_____ under the auspices of _____
 (Internship Site) (University)
 for the 20_____ school year.
 Supervisee: _____ Date: _____
 Supervisor: _____ Date: _____
 This contract is effective from _____ (start date)
 to _____ (finish date).

 From: Simon, D.J., & Swerdlik, M.E. (2023). *Supervision in school psychology: The Developmental, Ecological Problem-solving model* (2nd ed.).
 Routledge Press.

Appendix 7C: Sample Group Metasupervision Contract

1. **The purpose, goals, and objective of group supervision.** Group supervision is different than individual supervision although it may have some of the same goals. These goals include:
 - Monitor and ensure the welfare of the advanced doctoral supervisors’ supervisees and their clients.
 - Promote the development of the advanced doctoral supervisor and their supervisees’ professional identity, knowledge, skills, attitudes, values, and overall competence.
 - Enhance advanced doctoral supervisors’ abilities both to give and to receive feedback.
 - Present organized and complete information (e.g., case presentation) about each of the advanced doctoral supervisors’ supervisees.
 - Provide a forum in which supervisees can learn to interact effectively within a group of colleagues.
2. **Methods of evaluation.** Group supervision serves both supportive and evaluative functions. Supervisees are encouraged to share challenges, concerns, and feelings related to their professional responsibilities. However, it is important to remember that not all disclosures will necessarily remain confidential; rather, supervisee disclosures may be considered by the supervisor (Dr. Swerdlik) to be relevant to the overall evaluation of supervisees’ progress.
 - The group supervisor will evaluate group supervisees using formal measures and informal feedback on at least a monthly basis. Written evaluations will be provided to each advanced doctoral supervisor at the end of the semester.
 - The supervisees will give feedback to one another informally on at least a weekly basis.

3. Duties and responsibilities of the supervisor (Dr. Swerdlik). The group metasupervisor:

- Will strive to create an atmosphere of respect, professionalism, and engaged learning.
- Work to provide a safe environment where discussions and differences of agreement can occur without harm.
- Clarify the purpose of group supervision and how this differs from individual supervision (e.g., focus, expectations, norms).
- In collaboration with the group, set clear norms for the group supervision sessions and the behavior of group supervisees.
- Describe, at the outset, the evaluation plan.
- Explain how group supervision sessions will be documented.
- Avoid dual or multiple relationships with supervisees. Favoritism will be avoided.
- If a dual relationship does occur, Dr. Swerdlik and his supervisee will discuss how potential problems can be reduced or addressed.
- Discuss the theory or theories/models related to supervision that is/are used in group supervision.
- Examine and respond to clinical and other information presented in group supervision, including case presentations and audio recordings.
- Sign supervisee documentation as needed.
- Address both confidentiality of client/supervisee information and limits to the privacy of supervisee disclosures.
- Refrain from discussing material about any absent group supervisee.
- Address and give procedures to help resolve any negative situations that may occur among group supervisees or between group supervisee(s) and the supervisor.
- Uphold the APA and NASP Codes of Ethics.
- Maintain active license and professional liability insurance.
- Come to group supervision on time and let supervisees know in advance (if possible) of any changes to the schedule or modality for a meeting (i.e., if need to switch to videoconference for a particular week).

4. Duties and responsibilities of group supervisees. Group supervisees can benefit from the input, support, and shared experiences of multiple peer colleagues while learning how to provide effective feedback and guidance to others.

For group supervision, the supervisee agrees to:

- Come prepared with updates related to their supervisees, audio recordings, and having read and prepared to discuss any assigned readings.
- Provide respectful feedback to other group members.
- Refrain from discussing material about an absent group supervisee.
- Keep private conversations that occur in group supervision.

- Follow all ethical codes, legal requirements, and procedures/policies of the agency/program.
- Follow the group norms.
- Consider group supervision to be a learning experience and seek the benefits of learning from the supervisor and group supervisees.
- Come to the group on time and let the group supervisor know when an absence is unavoidable.

5. Evaluation

The metasupervisor (Dr. Swerdlik) will complete a practicum evaluation for each advanced doctoral supervisor. The ratings will be based in part on the feedback provided by their supervisees. The MLA is a rating of at least 3 (meets training expectations) for each competency.

I have read the above document, had an opportunity to discuss it, and agree to follow the provisions described.

Group Supervisee _____ Date _____
Group Metasupervisor _____ Date _____

From: Simon, D.J., & Swerdlik, M.E. (2023). *Supervision in school psychology: The Developmental, Ecological Problem-solving model* (2nd ed.). Routledge Press.

**Appendix 7D: Informed Consent for Teletherapy/
Videotherapy**

Student Name: _____ Birthdate: _____

EMERGENCY CONTACT INFORMATION AND CONSENT
In emergencies or in the event of disruption of service, it may be necessary to communicate by means other than that which you are using for teletherapy. Please provide requested information below:

- Cellular phone number: _____
- Location (address) from which you are receiving teletherapy:

City _____ State _____

In the event of an emergency, we need an emergency contact. Please list at least one contact person and their cellular number:

Emergency Contact Name: _____ Cellular Phone Number: _____

Additional Contact Information may be listed here: _____

Teletherapy

Teletherapy refers to providing psychological services remotely using telecommunications technologies such as audio or video conferencing via the internet or telephone.

Benefits and Risks of Teletherapy

One of the benefits of teletherapy is that the client and therapist can engage in services without being in the same physical location. This can be helpful in ensuring continuity of care if the client or therapist moves to a different location, takes an extended vacation, or is otherwise unable to continue to meet in person. It is also more convenient and takes less time. Teletherapy, however, requires technical competence on both our parts to be helpful. Although there are benefits of teletherapy, there are some differences between in-person therapy and teletherapy, as well as some risks.

Risks to Confidentiality

Because teletherapy sessions take place outside the therapist's office there is potential for other people to overhear sessions if you are not in a private place during the sessions or to intercept a session if you are using public Wi-Fi. Our school district will take reasonable steps to ensure your privacy. However, it is important for you to make sure you find a private place for your session where you will not be interrupted. It is also important for you to protect the privacy of the session on your cell phone or other devices. You should participate in therapy only while in a room or area where other people are not present and cannot overhear the conversation. It can be helpful to use headphones with a microphone to minimize being overheard and reduce noise interference. If you are using Wi-Fi, it is important that it is your own private system and not a publicly available Wi-Fi.

Issues Related to Technology/Electronic Communication

There are many ways that technology issues might impact teletherapy. For example, technology may stop working during a session and your therapist may not be able to reestablish the connection.

Teletherapy is only available to you if you have a personal computer or laptop with video or camera and an internet connection with a minimum of a 5 Mb upload and download speed, though a faster connection is advisable. In the event that a personal computer or laptop is not available, a cell phone or tablet

may be used. However, please be advised that the risk to your privacy is greater if you use those items.

For communication between sessions, your therapist will only use email communication and text messaging with your permission and only for administrative purposes. This means that email exchanges and text messages should be limited to administrative matters. This includes things like setting and changing appointments and other related issues. You should be aware that the school district cannot guarantee the confidentiality of any information communicated by email or text. Therefore, your therapist will not discuss any clinical information by email or text and prefer that you do not either.

Crisis Management and Intervention

Before engaging in teletherapy, we will develop an emergency response plan to address potential crises that may arise during the course of your teletherapy sessions. To address some of these difficulties, you will be asked to identify an emergency contact person who is near your location and who your therapist will contact in the event of a crisis or emergency. **Your signature on the Informed Consent for Teletherapy/Videotherapy indicates you consent for your therapist or an associate school official to contact your emergency contact person as needed during such a crisis or emergency.**

If you are having an emergency or are in crisis and the session is interrupted for any reason, such as the technological connection fails, and we are unable to reconnect; call 911 or go to your nearest emergency room. Call your therapist back after you have called or obtained emergency services.

If the session is interrupted and you are not having an emergency, disconnect from the session and your therapist will re-contact you via the teletherapy platform. If you see no connection within two (2) minutes, then call your therapist to discuss options of continuing your session.

Efficacy

Most research shows that teletherapy is about as effective as in-person psychotherapy. However, if you have concerns about misunderstandings between you and your therapist related to the use of technology, please bring up such concerns immediately so that they can be addressed together.

Confidentiality

Your school district has a legal and ethical responsibility to protect all communications that are a part of our teletherapy. However, the nature of electronic

communications technologies is such that we cannot guarantee that our communications will be kept confidential or that other people may not gain access to our communications. We will use updated encryption methods, firewalls, and backup systems to help keep your information private. However, there is a low risk that our electronic communications may be compromised, unsecured, or accessed by others. You should also take reasonable steps to ensure the security of our communications. For example, use only secure networks for teletherapy sessions and have passwords to protect the device you use for teletherapy.

The extent of confidentiality and the exceptions to confidentiality that are outlined in the Consent to Treatment and Recipient's Rights will apply in teletherapy.

Records

The teletherapy sessions will not be recorded in any way by your therapist or you unless agreed to in writing by mutual consent.

Informed Teletherapy Consent

This agreement is intended as an addition to the general Consent to school counseling services that you signed, and we agreed to at the outset of services and does not amend any of the terms of that agreement.

Your electronic signature indicates agreement with all terms and conditions in this Informed Consent for Teletherapy document.

Signature

Date

Adapted with permission from Consent Form of MindPsi Psychological Services (Dr. Dan Florell).

Appendix 7E: Illinois School Psychology Internship Consortium Internship Plan

School Year: 2020–2021

School Psychology Intern: _____ Supervising
Psychologist: _____

<p>Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.</p>			
<p>Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school.</p>			
<p>Works effectively with school personnel to promote supportive learning environments (e.g., anti-bullying programs).</p>			
<p>Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.</p>			

(Continued)

	<ul style="list-style-type: none"> • Conducts a skill-building group • Utilizes empirically supported mental health interventions • Completes “Risk-of-Harm” Assessment • Conducts individual, group, & family therapy • Participates in prevention or early intervention program 								
Assists parents and other caregivers with the development and implementation of behavior change programs in the home.									
Develops methods to assist teachers and families in teaching pro-social behavior to students.									
Demonstrates ability to establish rapport and maintain appropriate boundaries.									

(Continued)

Appendix 7F: Illinois School Psychology Internship Consortium: Procedures of Evaluation, Grievance, & Termination

Revised 8.10.18

Introduction

The Illinois School Psychology Internship Consortium (ISPIC) is committed to facilitating learning and professional growth for interns. A major focus of internship is to assist interns in integrating their personal values, attitudes, and functioning as individuals with their professional functioning. The training program is committed to providing the type of learning environment in which an intern can meaningfully explore one's professional functioning. In response to interns' expectations, the training program assumes a number of general responsibilities. Primarily, it recognizes that the provision of ongoing feedback to interns is fundamental to a successful training experience.

The internship program has the responsibility to assess the progress of each intern throughout their training. In order to maximize intern growth and clinical development, it is important that such assessment be done on a continuing basis at timely intervals. It is also important that an intern's expected performance be explained in advance along with the provisions for intern feedback if dilemmas or problems arise. ISPIC training staff recognize that developmental stressors are inherent both in the interns' transition from graduate school to the internship setting, as well as during the internship itself. For example, when entering the internship, the rapidity with which interns must assimilate into a new environment and the expectation of competency in diverse clinical activities may be the source of considerable stress. Furthermore, supervision of their performance in these activities is typically more intense, concentrated, and frequent than trainees may have previously received in their graduate programs. Thus, while the internship represents a critical professional opportunity for interns to learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.

As interns confront significant developmental transitions, they may need special kinds of assistance. In order to provide pertinent information and to derive supportive measures or appropriate remediation, it is necessary for the internship program, in concert with the individual intern, to have an accurate sense of how the intern is progressing in relation to standardized criteria or norms. Every effort is made to ensure that interns understand the program's expectations about areas, as well as levels, of performance. Furthermore, because interns receive ongoing feedback from the Training Director, the training staff (including individual supervisors in various areas), and other professionals with whom they have significant contact, interns should have "no surprises" resulting from

more formal evaluation procedures. Thus, this document outlines the rights, responsibilities, and exit criteria for interns in the training process as well as supervisor responsibilities. It also outlines the procedures for evaluation and formal grievance. Finally, it describes the due process procedures available to interns who have received notice of termination.

Intern Rights

1. The right to a clear statement of general rights and responsibilities upon entry into the internship.
2. The right to be trained by professionals who behave in accordance with APA ethical guidelines.
3. The right to be treated with professional respect, that recognizes the training and experience the intern brings with him/her.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the training program experience.
6. The right to initiate an informal resolution of problems that might arise during the training experience.
7. The right to due process.

Intern Responsibilities

1. The responsibility to read, understand and clarify, if necessary, the statement of rights and responsibilities. It is assumed that these responsibilities will be exercised, and their implementation is viewed as a function of competence.
2. The responsibility to maintain behavior within the scope of the APA ethical guidelines. These principles are set forth in the APA's "Ethical Principles of Psychologists and Code of Conduct".
3. The responsibility to follow the policies and procedures of the internship program as well as the policies and procedures of your respective ISPIC Partnering Site(s).
4. The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
5. The responsibility to behave in a manner that promotes professional interactions.
6. The responsibility to give constructive feedback that evaluates the training experience or other experiences in ISPIC.
7. The responsibility to actively participate in the training, clinical services, and the overall activities of the Consortium. This includes requirements of completing Partnering Site and ISPIC paperwork in a timely manner, attending

monthly training seminars, completing logs, and providing information to the ISPIC office as requested for completion of all informational reports.

8. The responsibility to meet training expectations by developing competency in all areas delineated in the internship plan.

Exit Criteria

In order to successfully complete the internship, the following criteria must be met:

1. Total training time should approximate 2,000 hours.
2. A minimum of 600 hours has been spent in a school setting.
3. A minimum of 600 hours has been spent in direct service.
4. Interns have engaged in meaningful training experiences with both general and special education students ranging from 3 to 21-year-olds.
5. Competency requirements have been met during the one-year full-time doctoral internship.
6. An average of four hours per week has been spent in regularly scheduled, formal, face-to-face supervision, at least two hours of which were on an individual basis.
7. All client records, paperwork, and work products have been completed and reviewed with supervisors before the end of internship.
8. Competency-based evaluations indicate that the intern's performance is commensurate with that expected of an entry-level professional psychologist. **Interns MUST demonstrate "acceptable and typical performance" in all nine profession-wide competencies (PWC) for successful completion of internship.**
 - a. Interns submit work products associated with the nine PWC; all work products must be evaluated as "acceptable and typical" for successful completion of the internship. If an intern initially submits a work product that does not meet this threshold, they must resubmit additional work products until meeting the minimum level of achievement.
 - b. On the internship plan, there are 5–15 performance indicators associated with each of the PWC. These performance indicators are expected to be "acceptable and typical" by the conclusion of internship; however, a supervisor can indicate that overall performance in a PWC meets the minimum level of achievement and simultaneously indicate that a single performance indicator is rated, "Can perform activity but requires supervision". No intern is deemed ready for entry-level practice if (1) a performance indicator was rated, "Not able to perform activity satisfactorily" or (2) if more than 20% of the individual

performance indicators within one of the PWC requires additional supervision.

- c If any one of the performance indicators is determined to be just below the threshold such that the supervisor is recommending continued supervision in that area, the supervisor must justify in narrative form that the intern's performance in that PWC was still deemed "acceptable and typical" overall.

Evaluation Procedures

Interns are assigned at least one licensed clinical psychologist supervisor and a number of other supervisors at least one of which is a credentialed school psychologist. The group of supervisors serves as the intern's Training Committee (TC). One doctoral, clinically licensed supervisor is assigned for two hours of supervision per week, and the others for additional hours. Interns and supervisors determine the proportion of the intern's training that will be supervised by each supervisor.

In the context of these supervisory relationships, interns receive ongoing feedback regarding their professional strengths and areas/skills in need of improvement. Four formal feedback sessions are held during the year. Twice, in November and May, supervisors provide interns with verbal feedback regarding their progress on profession-wide competencies. Following the session, they provide the Training Director (TD) with a summary paragraph. Because it is important that in the course of the internship the home university is kept apprised of the intern's training experience, the TD provides the supervisors' feedback to the designated program representative. In February and July, the supervisor provides the TD with formal ratings of each of their intern supervisees using the ISPIC Internship Plan as well as the narrative feedback summary. The Internship Plan provides a structured opportunity for supervisors to provide feedback on the profession-wide competencies. In addition to these periodic feedback sessions, the supervisor provides informal feedback during supervision sessions and reviews ISPIC work products to determine whether they are commensurate with those of an entry-level health service psychologist; they ultimately document this performance on the Internship Plan.

At the end of each of the four evaluation periods, the TC reviews the progress of each intern. Each supervisor reviews and discusses the evaluation with the intern (either alone or in concert). This process is designed to provide both evaluative feedback and suggestions and recommendations for improvement. Interns also use this session to provide verbal and written feedback to the supervisors regarding their role as supervisors and of their perception of supervision. Perceptual and/or factual differences between the supervisors' evaluation and that of the intern are expected to be resolved during this evaluation meeting.

Interns are invited to respond in writing to the evaluation and submit it to the TD. A copy of the evaluation is forwarded to the TD and the ratings are entered into the ISPIC data management system. A copy of the final ratings on the internship plan is provided to the intern's home university.

The profession-wide competencies and corresponding performance indicators are rated on the internship plan. The supervisor selects the appropriate rating from the following:

- Not able to perform activity satisfactorily
- Can perform activity but requires supervision
- Acceptable and typical level of performance
- More than acceptable and typical performance
- Outstanding ability, initiative, and adaptability

A Informal Response. At the midpoint, interns are expected to have reached a rating of, “Can perform activity but requires supervision” or above for each of the objectives on the Internship Plan. However, by the end of the first quarter, if not before, it is expected that supervisors and interns will have identified some areas of intern performance that are stronger and some that are weaker. If the intern demonstrates a skill level in one or more objectives that is less developed than expected and likely to result in an inadequate rating on the mid-year evaluation, supervisors will bring this to the attention of both the intern and the TD. The TC and intern, with consultation from the TD if needed, will develop an informal plan to target the skill for growth. The strategies will be described in the quarterly narrative and may include such things as (1) extra readings or additional academic coursework, (2) change in the format, emphasis, and/or focus of supervision (e.g., supervisor modeling, co-delivery of services, real-time supervision, increased opportunities for practice), or (3) reduction of the intern's clinical or other professional duties. This level of focus on isolated skills is not uncommon in the early months of the internship and should not be cause for alarm.

The process of developing an informal response will occur in the event that an intern is rated “Not able to perform activity satisfactorily” on the mid-year evaluation. Supervisors who rate an intern below this level on one of the objectives will indicate how competency will be facilitated (more, closer supervision, additional guided practice, etc.). Because the plan is being developed in response to the midpoint evaluation, the informal response may carry with it an additional sense of urgency to address the area of weakness in a timely fashion.

By the end of the training year, it is expected that interns will have reached a rating of “Acceptable and typical level of performance”. If an intern is rated below this level, the supervisor will submit to the TD a

narrative justifying the intern's successful completion of the program despite having not achieved acceptable and typical performance on one of the objectives or work products.

B Remediation Plan. If, however, before, during, or after an informal response occurs, the TC suspects that the skill deficit is so great or there are so many skills that are substantially weaker than expected that the intern may be in jeopardy of unsatisfactory completion of the internship, they will develop a Remediation Plan. During a remediation period, the TC and TD actively and systematically monitor, for a specific length of time, the degree to which the intern's performance improves. The remediation plan is a written document that includes (a) the behaviors associated with the inadequate rating; (b) specific recommendations for remediation (e.g., the same strategies used in developing the Informal Plan); (c) the time frame during which the weakness is expected to be addressed, and (d) the procedures designed to ascertain whether the weakness has been adequately remediated. Typically, the internship template is modified for use as a Remediation Plan and the specific objectives become the primary focus of the training experience. It is not uncommon for the TC to alter substantially the intern's training activities so that intensive support can be provided for the intern's development in the area of concern. The TD and one or more of the members of the TC meet with the intern to review the remediation conditions. The intern is invited to raise any differences of perception or concerns with the plan as presented. When a Remediation Plan is developed, the TD will inform the intern's home university and provide a copy of the Plan. The intern shall receive a copy of the letter.

Once a Remediation Plan is developed by the TC, it is expected that the status of the rating will be reviewed no later than the next formal evaluation period, or, in the case of remediation, no later than the time limits identified in the remediation statement. If the rating has been rectified to the satisfaction of the TC, the intern, graduate program, and other appropriate individuals will be informed and no further action will be taken.

If the TC determines that there has not been sufficient improvement in the intern's behavior to remove the inadequate rating under the conditions stipulated in the remediation plan, the TC will communicate, in writing, to the intern that the conditions for revoking the remediation have not been met. The TC may then adopt one of the following methods. It may issue a:

- a continuation of the remediation for a specified time period.
- b decision to develop a probationary plan.
- c official notice which informs the intern that the TC intends to terminate the intern immediately from the internship program.

- C Probationary Plan.** Some criteria which may guide the TC's decision to develop a Probationary Plan rather than extend the remediation period are: (1) the trainee's behavior does not change to the degree expected as a function of feedback, remediation efforts, and/or time and (2) the skill deficits are so severe and pervasive that there is concern they will not be remediated prior to the end of the training year. The procedures for a Probationary Plan are identical to those described above for a remediation plan.
- D Termination.** Some criteria which may guide the TC's decision to terminate are: (1) the intern does not acknowledge, understand, or address the concern when it is identified, (2) the quality of the intern's service delivery is negatively affected and may be considered unhelpful or detrimental to clients, (3) the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time, (4) the skill deficits are severe and pervasive, and (5) multiple and similar observations are made by more than one supervisor.

Intern Violation

In extremely rare circumstances, an intern will engage in an act that violates professional ethical standards and regulations, Partnering Site policies and procedures, and/or state/federal law such that their behavior infringes on the rights, privileges, or responsibilities of others. Any individual can raise a concern regarding an intern violation. The TD will investigate the matter and review the concern with members of the TC. When possible, concerns are addressed within the context of the normal evaluation procedures. However, if the behavior warrants immediate action, the TC may:

- Attempt to rectify the situation
- Report the violation to the appropriate authorities
- Take disciplinary action up to and including termination from the program

Due Process Procedures

General Guidelines. Due process ensures that decisions made by internship programs about interns are not arbitrary or personally biased, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the interns so they may challenge the program's action. General due process guidelines include the following:

1. Presenting interns, in writing, with the program's expectations related to professional functioning.

2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding problematic behavior.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and seeking input from these academic programs about how to address such difficulties.
5. Instituting, with the input and knowledge of the graduate program, a remediation or probationary plan for identified inadequacies, including a timeframe and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures should be included in the program's handbook and made available to the intern at the beginning of the internship.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding intern performance.
9. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Termination Procedures

Notice of Intent to Terminate. The intern is informed in writing that the TC has determined that the intern's training experience should be terminated and the date of termination, at which time the stipend ceases.

Within five (5) working days of receipt of the TC's Notice, the intern may respond to the TC's action by (a) accepting the action and, therefore, waiving the right to both hearing and appeal, or (b) participating in a hearing.

If the intern chooses to participate in a hearing, the intern must provide the TD, within 10 days, with information in writing as to why the intern believes the TC's action is unwarranted. A lack of reasons by the intern will be interpreted as accepting the action.

Intern Hearing. The Hearing will involve the TD, the TC, the intern, and an intern advocate. The intern retains the right to hear all facts with the opportunity to dispute or explain their behavior. A hearing will be conducted, chaired by the TD, in which the relevant information is presented by the intern with assistance from the intern advocate. Within five (5) days of the completion of the hearing, the TC and TD shall determine whether the information provided by the intern is sufficient to suggest that (1) the intern's progress/behavior can be corrected and (2) successful completion of the internship is possible. When the decision is overturned, the TC will develop a Remediation Plan and continue efforts to move the intern toward successful completion of the program, the

stipend will be reinstated, and the TC will communicate its recommendation to the intern. When the decision is upheld, the intern, graduate program, and other appropriate individuals will be informed in writing of the intent to terminate.

Within five (5) working days of receipt of the outcome of the hearing, the intern may respond to the action by (a) accepting the action and, therefore, waiving the right to appeal, or (b) appealing the decision on the basis of substance or procedure.

GB Appeal Board. All documents associated with the intern's behavior/progress are submitted to a panel of three governing board members (members of the Intern Concerns & Development Committees). Each member reviews the documents separately and subsequently conferences regarding the decision of the TC. When the GB Appeal Board overturns the decision to terminate based on substance and/or procedure, the TC will be charged with developing an additional Remediation or Probationary Plan and the stipend will be reinstated. When the GB Appeal Board determines that the decision to terminate is an appropriate course of action, the intern, graduate program, and other appropriate individuals, including but not limited to, the Chair of APPIC and any relevant professional credentialing bodies, will be informed in writing that the intern is terminated from the program.

Grievance Procedures

In order to protect the needs and rights of all interns, a formal grievance procedure has been developed for any situation not associated with the evaluation procedures. While it is hoped that any concerns or complaints can be discussed and resolved informally, a formal mechanism is appropriate in light of the power differential between supervisory staff and interns. In general, interns are encouraged to work actively to create training experiences that fit their needs and interests and to work with ISPIC to ensure that their needs are met. Giving feedback (both positive and negative) to supervisors or the TD is encouraged and welcomed.

It is not uncommon during the internship year for interns to experience dissatisfaction with the behavior of their supervisors, other Partnering Site staff, other interns, or the Training Director. The vast majority of these concerns, when raised, are satisfactorily resolved. When such a situation arises, the intern is encouraged to first speak directly with the person of concern for a resolution. If the situation is not resolved, or if the intern prefers not to speak directly to the staff member/supervisor, the intern may discuss the concern with a supervisor and/or Training Director. An Interns' Concerns Committee exists to assist interns in resolving conflicts as well. In the event that the intern has a conflict with the Training Director, the intern can contact the chair of the committee directly to discuss the concern. On some occasions, informal communication or reminders to all supervisors or interns can ameliorate minor concerns. In many cases, the TD, Intern Concerns Committee Chair, or supervisor can provide suggestions

or feedback that allows the intern to resolve the concern independently, and the matter is kept in confidence. If the intern is not comfortable addressing the situation alone, the Training Director, supervisor, or Committee Chair will then facilitate a meeting between the intern and the person of concern. In the case of a concern regarding an employee of the Partnering Site who is not involved with ISPIC, the supervisor and/or Internship Training Director will consult with the Director of the Partnering Site, who may then take the lead in facilitating a meeting between the intern and that employee. In some cases, several meetings are held as progress is made toward resolution. The TD may consult with members of the ISPIC Supervision Committee, the Diversity Committee, or other relevant ISPIC committees in assisting interns in resolving difficulties. The TD may also utilize the APPIC Informal Problem Consultation service as needed.

Formal Grievance. If the concern is not resolved in the meeting(s) with the intern, supervisor, TD, and/or Committee Chair, the intern will submit a formal grievance in writing. The TD will convene an Advisory Committee to deliberate the formal grievance. The Advisory Committee will include the individuals already involved in addition to members of the Interns' Concerns and Development Committees and an intern advocate selected by the intern if they chooses (often one of the Intern Representatives). The committee will outline a course of action. A written summary of the plan will be distributed by the TD to all parties. The decision will be communicated to the full Governing Board at its next meeting and provided to APA.

Appendix 7G: Feedback and Evaluation Case Examples

Three case examples are provided in this chapter with commentary. The following case examples are presented without authors' notes. They are provided for additional practice in feedback and evaluation skills and can be helpful in graduate or professional development training programs.

CASE EXAMPLE D: CHECKING OUT AND LOSING FOCUS

It is late February, you note that your intern who had been working very diligently has begun to lose focus, is less "on top of things", increasingly late with assigned tasks, and showing less energy and initiative. He seems much more stressed; and you wonder if there are personal issues affecting his performance. He also talks a lot about job hunting recently; and you wonder if he is shifting his focus prematurely to next steps in his career.

How do you provide feedback about the drop in performance? Would you explore potential personal stressors? If so, how? What feedback would you give about the shift in focus to next year's job search?

CASE EXAMPLE E: AN ANXIOUS SUPERVISEE

Your intern, Danny, has gone straight through school and had no professional experience prior to entering graduate school. He is a young, intelligent, highly motivated, and enthusiastic intern. However, he is very anxious about performing everything correctly and wants very much to please you as his supervisor. You have just conducted a live counseling session observation with him working with a male adolescent client. It is very apparent that your intern's need for his client to like him is impacting his counseling. Your intern often asks the client if he thinks talking with him as a counselor is helping him and asks how much he likes working with him in these meetings. He ended the session by asking the client to rate how good of a job he is doing counseling him.

How would you address Danny's high level of anxiety in supervision?

What strategies would you suggest to him to deal with his need for perfection?

CASE EXAMPLE F: CONCERNS ABOUT PERSONAL SAFETY

Your student, who grew up in a small farming community, is completing her practicum at an urban elementary school which is highly diverse and is in the center of an economically challenged neighborhood. She is asked to complete a home visit with you (her supervisor) in order to secure parent permission to conduct a full individual evaluation to determine a student's needs and possibly consider eligibility for special education placement. You have made many home visits to families in this neighborhood without any incidents. Margaret refuses to accompany you on this home visit explaining that it is too dangerous.

How would you address this issue in supervision?

CASE EXAMPLE G: BOUNDARY ISSUES

You are supervising a male intern in his high school placement. Bill is a young and enthusiastic intern. He is working with a group of adolescent boys in a social skills group. In the group are some boys who have no social skill difficulties and serve as positive role models for the others in the group. During a supervision session Bill was excited to share with you that he

invited all of the boys over to his apartment last weekend; and all attended. As part of the discussion, you addressed what he viewed as the purpose and benefits of this encounter. You asked about food and beverages, specifically if any alcohol was present. Bill responded that although none of the boys (all underage) drank, he did drink some beer in front of the boys.

What are the issues that need to be addressed in supervision? How would you address each?

CASE EXAMPLE H: STAFF RELATIONSHIPS

You are supervising A'Shadiieyah, in her elementary school placement. She is a bright, young, and highly motivated Muslim-American school psychology intern. This suburban community is relatively homogenous and primarily Caucasian. She routinely wears a Hijab; and, on occasion, she has been asked by students to explain the meaning of this custom. You have observed that she connects very well with students and is doing effective work. She is working with a group of parents providing parent training. You participated in early sessions, discuss them routinely with her, and are pleased with how they are going. As a follow-up to a recent intervention team meeting, A'Shadiieyah is assigned to consult with a particular teacher. After inquiring whether A'Shadiieyah followed up with the teacher, your supervisee reports that the teacher refused to work with her because she was a Muslim and she does not like "those people".

What are the issues that need to be addressed in supervision? What would you do?

CASE EXAMPLE I: HIGHLY NERVOUS PRACTICUM STUDENT

You are providing the practicum supervision for Angie, a young second-year (pre-internship) graduate student. You have observed her with several students completing activities such as administering cognitive ability and achievement tests. Angie is highly nervous to the point that she struggles to maintain her composure and complete her tasks (e.g., dropping test materials, losing her place, voice cracking, and so forth). You wonder if she can successfully complete this assessment practicum, and worry that you might need to take over these assessment assignments to protect the welfare of the child.

How would you share these observations in supervision? What strategies would you suggest to assist Angie in dealing with her nervousness? What supervisory strategies would you use to support her yet ensure appropriate client service? What communication would you provide to the university liaison?

CASE EXAMPLE J: PERCEPTIONS OF STAFF RELATIONS

Jenny is a very bright intern who is highly motivated to assist her clients to succeed. As part of her internship plan, Jenny is working with a number of general education classroom teachers on inclusion strategies for a number of students on her caseload with IEPs, who are also African American. During supervision, your intern is very critical of a couple of these teachers related to their willingness to work with these special education students in their classrooms and her sense that they are prejudiced against these minority students. They have shared with Jenny that they do not believe the students can be successful “as those are just not bright enough”. Jenny is very upset and asks to no longer work with these teachers and wonders if there is any way to transfer these students to other classes for inclusion in general education.

How would you address this in supervision?

Appendix 7H: Counseling Skills Identification for Purposeful and Reflective Therapeutic Interventions

Core Foundation Counseling Skills

Attending (A) [nonverbal presence]

Active Listening/Accurate Empathy (AL)
[Includes “paraphrasing”, “reflection”]

Checking for Understanding (CU)
[Includes “Clarification” – AL as a question]

Questioning and Information Gathering (Q & IG)

- Open ended [leading to description, elaboration, clarification]
 - How (H?)
 - What (W?)
- Probing (PQ)
 - Statements about counselor confusion
 - Requests for more information
 - Questions to explore other aspects of the problem
 - Repeating the client’s keywords to achieve focus or emphasis

Direct Communication (DC) [“I-Messages”]

- Immediacy (IM)
[Process comments about the ‘here and now’ interaction within the counseling session]
- Positive Similarity Self-disclosure (SD)

Summarizing (S)

- Tying together or *integrating* content often with additional insight
- *Reviewing* understanding of experiences, problem definition, progress, goals...

Challenging (C)

- Perceptions (CP), attributions (CA) (Cognitive Restructuring [CR] in CBT)
- Behavior (CB)
- Underutilized strengths (CS)

Problem-solving (PS)

- Solution generating (PS-SG)
- Pros and cons evaluation (PS-PC)
- Behavior planning (PS-BP)

Self-awareness Linkage

(Case Conceptualization using Self-Understanding Model (SUM))*

- Exploration of individual domains of Self-Understanding Model
 - Experiences
 - Bodily Reactions
 - Feelings
 - Thoughts (including self-talk)
 - Behaviors
- Action planning in SUM domains
- Recognition of contextual variables, i.e., family, peers... (SUM-CXT)

*Integrative interventions that connect these various aspects of functioning (Simon, 2016)

Cognitive-Behavioral Strategies

Collaborative Empiricism (CE)

- Therapist and client as co-investigators to together see if empirical evidence supports the client’s cognitions and thought patterns

Socratic Dialogue (SD)

- Using Socratic questioning method to
 - clarify and define problems,

- identify thoughts, images, and assumptions,
- examine meanings of events,
- assess consequences of maintaining maladaptive thoughts and behaviors.

Guided Discovery (GD)

- Explore weaknesses in behavioral stances and faulty thinking through creating experiences and experiments and thus create new thought patterns and remove constraints to the implementation of adaptive

Self-instruction Training (SI)

- Identifying self-defeating or negative self-talk patterns
- Creating and rehearsing self-instruction scripts for adaptive coping and problem-solving

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Appendix 7I: Problem-solving Team Observation Checklist

Instructions: While reviewing the live observation or video recording, rate the teams on the following components of effective teaming

Quality Scale:

- 1 = Yes, Present/Occurred
 2 = No, Not Present, Did not Occur

<i>Expectation</i>	<i>Rating</i>	<i>Evidence/Comments</i>
<i>Problem-Solving Teams</i>		
<i>Area 1: Pre-/Early meeting Set-Up/Structure and Use of Effective Communication</i>		
1 Team met in a setting that was conducive for participation	1 2	
2 Various roles (e.g., facilitator, note taker, time keeper, etc.) were assigned to team members	1 2	
3 Data (e.g., preliminary baseline data) were collected prior to the meeting	1 2	

(Continued)

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4	Notetaker took notes	1	2
5	A parent was present and seemed to understand the process.	1	2
6	Parent and teacher were prompted to participate.	1	2
7	Facilitator encouraged participation of all team members.	1	2
8	Facilitator noted the purpose of the meeting	1	2
9	Facilitator noted the Steps of Problem-Solving before and during the meeting	1	2
10	Facilitator used effective communication (more open-ended questions, reflective listening, clarification)	1	2
11	Facilitator used summarization and validation to obtain consensus	1	2
12	The next meeting date is set	1	2
13	Did all team members participate?	1	2
14	Brainstorming was used effectively	1	2
15	Facilitator or group member used refocusing or limit setting effectively	1	2
16	Consensus was reached effectively	1	2

<i>Expectation</i>	<i>Rating</i>	<i>Evidence/Comments</i>
<i>Problem-Solving Teams</i>		
<i>AREA 2: Problem Identification</i>		

1	Are problems operationally defined (i.e., observable and measurable)?	1	2
2	When multiple problems are identified, does the team prioritize them?	1	2
3	Are replacement behaviors identified during the problem identification stage?	1	2
4	Did a team member review records, conduct an interview(s), conduct observations, and/or conduct assessment to determine the presence of discrepancies between expectations and what is occurring?	1	2
5	Are the data collected during the problem identification stage displayed in a graphic or summary format?	1	2
6	Are there procedures for addressing the needs of severe problems in a timely manner?	1	2

<i>Expectation</i>	<i>Rating</i>	<i>Evidence/Comments</i>
<i>Problem-Solving Teams</i>		
<i>AREA 3: Problem Analysis</i>		

1	Does the team have a systematic approach to analyzing problems?	1	2
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2	Does the team use survey-level assessment to analyze academic problems?	1	2
3	Does the team use functional behavioral assessment techniques to analyze behavior problems?	1	2
4	Does the team assess whether the identified problem is a skill-based or a performance based problem?	1	2
5	Does the team develop hypotheses for why a problem is occurring?	1	2
6	Are the hypotheses focused on relevant and alterable variables?	1	2
7	Are hypotheses specific, observable, measurable, and testable?	1	2
8	Do the hypotheses generated during problem analysis consider all potential factors that influence behavior/ academics (e.g., child, curriculum/instructional, peer, teachers, school, and community factors)?	1	2
9	Are problem analysis data useful in designing and implementing interventions?	1	2
10	Does the team obtain baseline data before a plan is developed?	1	2
11	Is there a system for communicating problem analysis results to parents and teachers?	1	2
12	Is there a commitment to collecting problem analysis data within 10 days of an initial referral?	1	2

<i>Expectation</i>	<i>Rating</i>	<i>Evidence/Comments</i>
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Problem-Solving Teams
AREA 4: Plan Development

1	Is the intervention plan supported by research?	1	2
2	Is the plan a result of the problem identification and analysis processes (i.e., is the intervention linked to the assessment)?	1	2
3	Is the intervention plan realistic to implement?	1	2
4	Is the plan focused on factors that are alterable (i.e., instructional, curriculum)?	1	2
5	Does the team identify the goal of an intervention plan in observable terms?	1	2
6	Does the team identify the goal of an intervention plan (who, what, where, when), and is it provided to all team members?	1	2
7	Does the intervention plan have pre-determined criteria to evaluate its efficacy and rules for making decisions?	1	2
8	Are the criteria for effectiveness attainable and realistic?	1	2

(Continued)

9	Is there a system in place to collect frequent ongoing data to determine if the plan is working?	1	2
10	Can data collected to evaluate the plan be displayed in a graphic format?	1	2
11	Is there a commitment to continue an intervention, as prescribed in the plan, until a team's decision is made to discontinue it?	1	2
12	Are parents involved in the development of an intervention plan, when applicable?	1	2
13	Is the student involved in the development of an intervention plan, when applicable?	1	2
14	Is there a system in place to communicate the ongoing results of the intervention plan with teachers and parents?	1	2

<i>Expectation</i>	<i>Rating</i>	<i>Evidence/Comments</i>
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Problem-Solving Teams

AREA 5: Plan Implementation

1	Does a member of the team commit to evaluating whether the intervention is being implemented as planned?	1	2
2	Is there a procedure for providing the teacher with support if the plan is not being implemented as described?	1	2
3	Is student progress toward the identified goal being evaluated on a regular basis, as described?	1	2
4	Are the data being displayed in a graph for decision-making purposes?	1	2
5	Is the student's progress communicated with teachers and parents?	1	2
6	Is there sufficient support provided to implement intervention plans?	1	2
7	Are parents involved in implementing intervention plans?	1	2

<i>Expectation</i>	<i>Rating</i>	<i>Evidence/Comments</i>
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Problem-Solving Teams

AREA 6: Plan Evaluation

1	Does the team follow decision-making rules when evaluating plans?	1	2
2	Are the baseline and progress monitoring data displayed in a graph for the purpose of evaluating the plan's effectiveness?	1	2
3	Is there an agreed-upon timeline for plan evaluation?	1	2

- | | | | |
|---|---|---|---|
| 4 | When a plan has not been successful, does the recycle through the problem-solving process? | 1 | 2 |
| 5 | When a plan is effective, are decisions made about fading the intervention? | 1 | 2 |
| 6 | Are there criteria for determining when a child's needs exceed the resources of the problem-solving team and special education eligibility is considered? | 1 | 2 |
-

Source: Cates, G.L., & Swerdlik, M.E. (2005). *Problem-solving team observation checklist*. Unpublished manuscript, Department of Psychology, Illinois State University, Normal, IL.

8

THE ECOLOGICAL COMPONENT

Incorporating Contextual Factors

Introduction: The Ecological Perspective

Human Ecology and Child Development

It is impossible to fully understand individual students, families, classrooms, and school communities without understanding their interaction with larger environments and systems. In his groundbreaking work on human ecology, the developmental psychologist Urie Bronfenbrenner (1979) emphasized the interconnectedness of individual and environmental influences in human development. Moving beyond the debate of the relative impact of nature versus nurture, his bio-ecological systems theory posited that child development occurs within the context of progressively more complex reciprocal interactions with the environment. From this perspective environment is the context for development. Its influence must be considered and understood. However, it is not the sole determinant of development.

Bronfenbrenner (1979) described multiple levels of systems that impact development. These systems range from the immediate family system and local systems within schools and neighborhoods to macrosystems like culture, the economy, customs, and world events. While events in the immediate environment like a serious illness of a caregiver may have more impact than more distant influences like national events, the larger systems still provide the context for response to this stressor. For example, the cultural perspective on adjusting familial roles for the care and disruption of illness and the availability of extra-familial supports may all modify the impact of the effect of the caretaker's illness on the child's short and long-term development. The behaviors and

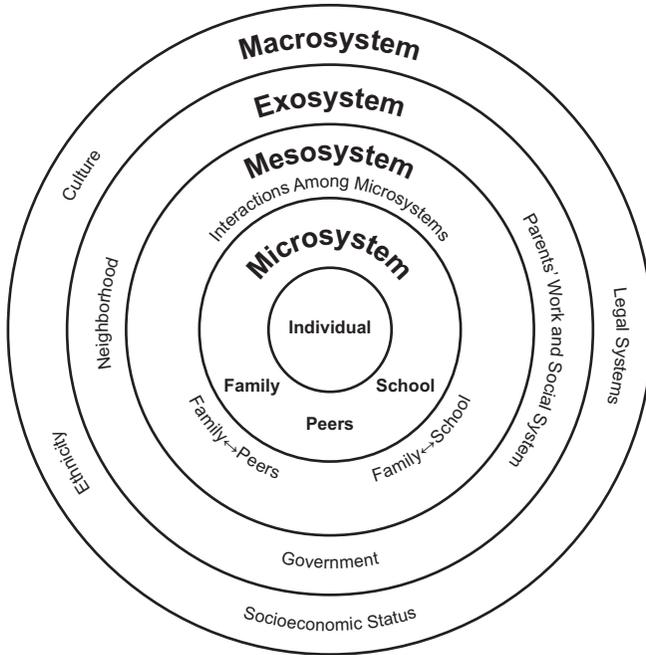


FIGURE 8.1 Bronfenbrenner's Ecological Systems Theory.

Based on: Bronfenbrenner, U. (1977). Towards an experimental ecology of human development. *American Psychologist*, 32(7), 513–531.

coping capacity of the child and the larger impact of this event on development can only be understood by accounting for the various larger systemic contexts. The Covid-19 pandemic provides another example. Lockdowns, critical illness, financial hardships, and the need for remote instruction all contributed to developmental and educational challenges for students. Figure 8.1 displays Bronfenbrenner's ecological systems theory and the multiple levels of influence impacting individual behavior development.

Family Systems and Clinical Intervention

At the same time that Bronfenbrenner was exploring ecological systems from a developmental perspective, clinical family therapists were focusing on the impact of family dynamics and structures on social, emotional, and behavior problems (Watzlawak & Weakland, 1977). Minuchin (1974), Haley (1976), and other pivotal figures in the family therapy movement were applying systemic principles

to therapeutic work with children and families. Their clinical intervention work focused on changing the structures and patterns of family interactions to remediate child and adolescent disorders. Rather than merely providing individual therapy to children and adolescents, they included families, sometimes even multiple generations, in sessions. Their belief was that it was necessary to change contextual influences and the system dynamics to modify individual behavior.

The foundation principles of Minuchin's (1974) structural family therapy paradigm have stood the test of time and have a significant influence on contemporary empirically supported family and systemic therapy approaches such as multisystemic therapy (Henggeler et al., 2009) and functional family therapy (Alexander et al., 2013). Each of these approaches expands interventions to include direct contact with schools and relevant community agencies. Intervention sessions may occur in a clinical office, the family home, the school, the probation center, or other important contexts. Interventions target changes both within individuals and within the contexts that influence and support behaviors both negatively and positively. The interactions between the individual and various social contexts become targets for change.

Boyd-Franklin applied a multisystemic framework to therapeutic interventions with Black families (Boyd-Franklin, 2003). Her attention to the importance of cultural and environmental factors paralleled Bronfenbrenner's developmental ecological theory. Her schema placed the individual within multiple systems that interacted to influence development (see Figure 8.2). Given the importance she attributed to contextual factors, she advocated convening family therapy sessions in homes and schools to better address ecological influences (Boyd-Franklin & Bry, 2000, 2019).

Social Learning Theory and Parent Training

Applying social learning theory to the study of youth aggression, Patterson and his associates examined coercive processes within families and other social variables that contributed to the development of aggression (Patterson, 1982; Patterson et al., 1975). In response to their decades-long research findings, they developed parent training programs to teach behavior management strategies to change the aggressive behaviors of their children (Forgatch & Gewirtz, 2017; Forgatch & Patterson, 2010). They discovered that changes in parenting practices can often have a more significant impact on child and adolescent functioning than individual counseling work alone. Parent intervention programs have expanded to address a wide range of both internalizing and externalizing disorders affecting children and adolescents and have been developed to promote healthy development for those deemed at-risk (e.g., Barkley, 2013; Webster-Stratton & Reid, 2017). Similar to family therapy approaches, the assumption is that it is necessary to directly intervene within the ecological context of children to improve functioning.

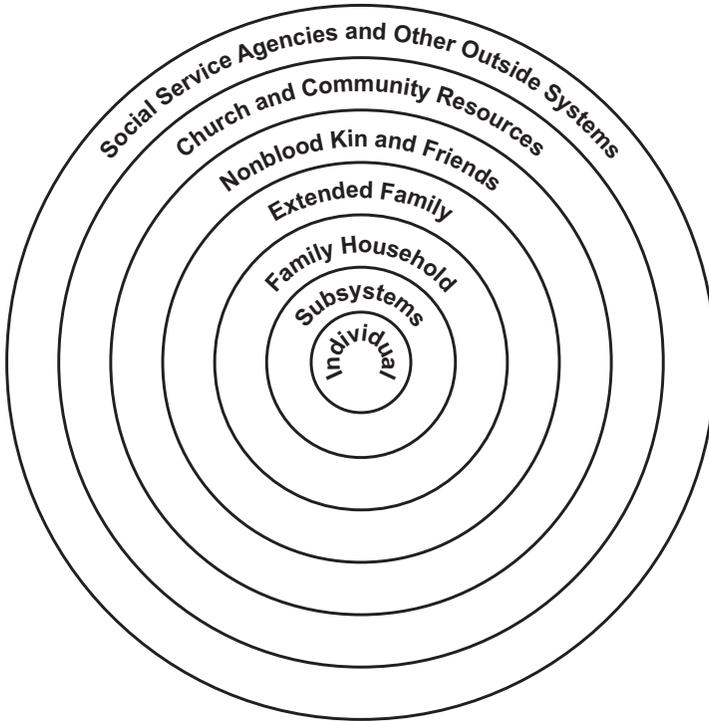


FIGURE 8.2 The Multisystems Levels.

From Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience* (2nd ed.). Guilford Press.

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School Psychology's Focus: Collaborative Problem-Solving and System Change

Consistent with the ecological perspectives described above, a central focus of contemporary school psychology involves collaborative problem-solving with parents and teachers (NASP, 2020a). Kratochwill and Bergan (1990) outlined a problem-solving model that has been incorporated into intervention team protocols to address behavioral and academic issues. Within contemporary multitiered systems of support, interdisciplinary problem-solving teams routinely examine both individual and systemic factors to plan interventions for children experiencing a variety of difficulties. Sheridan and Kratochwill's (2010) conjoint behavioral consultation protocol systematically engages parents and teachers in the development of coordinated home-school intervention plans. The most effective interventions for many social, emotional, and behavioral

concerns require an integration of strategies that address individual, family, peer, and classroom variables (Simon, 2016).

Simon's (2016, 2020) Problem-solving Parent Conference model presented a school-based intervention protocol involving collaborative problem-solving with educators, parents, and students. Consistent with ecological and multisystemic perspectives, Problem-solving Parent Conference intervention plans simultaneously address individual student skill needs and relevant systemic influences. Collaborative change plans integrate teacher and parent efforts and target changes in school, family, and/or community dynamics to support student behavioral change. This multisystemic approach incorporates the integration of the Ecological and Problem-solving components of the Developmental, Ecological, Problem-solving (DEP) approach. It will be described in more detail in the next chapter on supervision of problem-solving activities.

Mental health services in schools are being reconceptualized to parallel public health intervention models that promote wellness and early intervention (Doll & Cummings, 2008; Doll et al., 2014). Consistent with this shift has been the development of programs to change school systems and peer contexts to promote healthy behavior and address problems. For example, Multitiered Systems of Support (MTSS) directly target changes in the school culture (Stoiber, 2014), and anti-bullying programs have been initiated on the premise that it is necessary to directly change peer cultures and faculty supervisory practices in addition to intervention with individual bullies and victims (NASP, 2019; Olweus et al., 1999).

Ecological Perspective Informs Supervision Practice

It is clear to see that there is a convergence within developmental psychology, social learning theory, family therapy, and contemporary school practices to incorporate ecological considerations into all assessment and intervention planning. The implication for supervision is that the practice of the supervisee and the process of supervision must be ecologically sensitive and consider the influences of all environmental and contextual factors.

Training and professional development occur within multiple systemic contexts. The content and process of supervision is influenced by the profession of school psychology particularly its current perspectives and initiatives regarding best practices. To the extent that preservice training is similar to a professional apprenticeship, supervisors are charged with preparing supervisees for competent practice in the daily psychological work required by school systems. At the same time, supervision strives to equip supervisees with the skills to change the systems they serve by promoting new practices to better serve children. In turn, these changes may alter some of the role definitions and daily practices of school psychologists. New national and state educational initiatives and changes to funding and regulations influence this process as well.

Local district, school, and classroom structures and cultures present the immediate ecology within which supervision happens. Participation in interdisciplinary faculty teams is another critical systemic context for practice and training. The school system is not an island but rather a center for community activity which is influenced by the larger community's culture, socioeconomics, and politics. All of these systems influence each other in a reciprocal fashion. Local school boards strive to imbue community values into local education. In turn educational practices influenced by universities and the regional and national educational community may impact local values and practices. For example, the rapid proliferation of anti-bullying initiatives in schools has contributed to local schools' re-examination of their supervision practices, discipline policies, and social-emotional learning curricula (Espelage & Swearer, 2011). These external initiatives are impacted by and in turn influence local student peer networks. Supervision is influenced by all of these systems and strives to assist supervisees in understanding, navigating, and influencing these systemic contexts.

This ecological perspective necessitates incorporation of contextual factors into supervision. Holloway's (1995, 2016) Systems Approach to Supervision (SAS) described in Chapter 6 provided one of the first comprehensive schemas for addressing contextual issues in counseling supervision. Contemporary school psychology practice increasingly focuses on systemic and contextual variables impacting students. Three critical areas of school psychology practice require substantial focus within supervision: diversity and multicultural responsiveness, training in program development and systems change, and proficient application of multisystemic interventions.

Section A: Diversity and Multicultural Responsiveness

The Ecological component of DEP requires supervisors to incorporate consideration of diversity factors in all aspects of psychological practice. Shared empathy is the foundation for healthy and satisfying human relationships, and effective communication of empathy is an essential core skill for the practice of psychology. School psychologists strive to understand the emotions, thoughts, behaviors, experiences, and perspectives of all we serve. We understand that despite our best efforts, we can never fully place ourselves within another's shoes; but, at the same time, we are committed to continuously striving to expand our understanding of our clients' experiences, challenges, and needs. In clinical practice, we communicate empathy with an openness to feedback that will improve our understanding of another's experience and values. Our attempts to communicate understanding can help others increase their self-awareness in ways that hopefully can benefit healthy development. The give and take of empathy within the psychological practice is mutually enriching.

It can be particularly challenging to understand the experiences of those whose racial, cultural, and/or sexual identities differ from our own. Professional standards and practice guidelines mandate striving to do so (APA, 2015a, 2017a, 2017b, 2021; APA & NASP, 2015; Clauss-Ehlers et al., 2022; NASP, 2014a, 2014b, 2017a, 2020a); yet in the process, we must demonstrate the humility that is essential for encouraging our clients to inform us and modify our understanding of the meaning of their experiences. At times, the challenges inherent in this process have even made it difficult for our profession to define the skills that are involved in understanding diversity. We understand the limitations and nuances in defining terms for teaching diversity skills within supervision. For the purposes of this text, we will use the following terms and definitions while understanding that our field's language to describe these processes will continue to evolve.

Diversity is meant to include all elements of personal experience and identity that enrich the complexity of life. This includes but is not limited to differences in race, culture, sexual orientation, gender, gender identity, socioeconomic standing, language, immigration status, religiosity, disability status, and other unique personal experiences. Supervision has the responsibility to guide supervisees to acquire *Diversity Responsive Skills* to respond empathically and strive to understand diverse identities and experiences in ways that improve client outcomes (APA, 2015a; NASP, 2020a). These skills embrace the value and posture of *Cultural Humility* (Falicov, 2014a, 2014b; Juarez et al., 2006; Sue et al., 2019). This communicates an understanding that since we can never fully understand another's experiences, we must be open and attentive to others informing us of the nuances and uniqueness of their experiences and personal identities. Our clients educate us about their cultural experiences. At the same time, we must be sensitive to the histories of violence, discrimination, and oppression that impact groups of people due to race, immigration status, sexual orientation, or other personal characteristics. *Cultural Humility* also requires us to develop self-awareness of the impact of our own diverse cultural experiences, so that we can avoid harmful bias that limits our understanding and can negatively impact clients. The development of *Diversity Responsive Skills* is a lifelong process not an achievement at a point in time. However, sufficient levels of *Diversity Competence* must be demonstrated to qualify for entrance into the profession and maintenance of practice credentials. Feedback and evaluation regarding *Diversity Competence* is an important dimension of both the professional development and gatekeeping roles of supervisors.

Diversity and multicultural responsiveness are core requirements for all professional activities and thus a central focus of supervisory practice (APA, 2015a, 2017; NASP, 2020a). The APA (2015a) *Guidelines for Clinical Supervision in Health Service Psychology* describe diversity competence as "an inseparable and essential component of supervision" (p. 15). Supervising psychologists have a responsibility to strive to understand, respect, and support every aspect of diversity and its implications for individual clients, families, systems, and supervisees.

APA's (2017b) Multicultural Guidelines are subtitled: *An Ecological Approach to Context, Identity, and Intersectionality*. Their emphasis and principles are consistent with the Ecological component of DEP. Key principles include: (a) "... identity and self-definition are fluid and complex and that the interaction between the two is dynamic..."; (b) "psychologists...hold attitudes and beliefs that can influence perceptions and interactions..."; (c) "...psychologists aspire to recognize and understand historical and contemporary experiences with power, privilege, and oppression...and seek to promote justice, human rights, and access to quality and equitable mental and behavioral health services"; and (d) "psychologists seek to promote culturally adaptive interventions and advocacy across systems..." (p. 4).

The guidelines present a layered ecological model similar to Bronfenbrenner's (1979) described earlier. Focused on the dynamics between psychologists and clients in their various relationships, Figure 8.3 depicts the nested systems that influence individuals and their interactions dynamically over time. Interactions between individuals are bidirectional, and each system level provides a context influencing the behaviors and perceptions of each person while modifying the influence of context. The factors that influence life's outcomes are complex and fluid. The challenge for psychologists is to strive to understand the multiple layers of cultural influence, adapt our professional work to account for contextual realities, be aware of and limit our own biases, and advocate at both individual and systems levels on behalf of our clients.

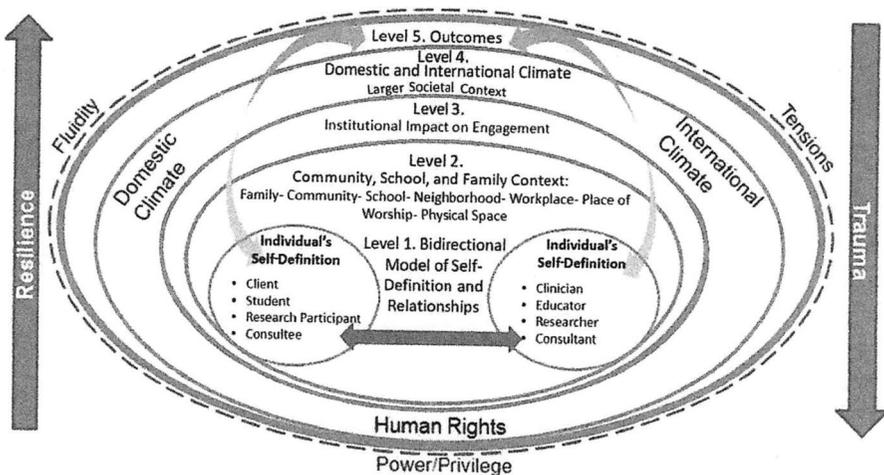


FIGURE 8.3 Layered Ecological Model of the APA Multicultural Guidelines.

Source: American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from: <http://www.apa.org/about/poicv/multiculturalguidelines.pdf>. Used with permission.

Complex Journey

Diversity responsiveness does not strive to define individuals into separate categories or create personal labels. However, it is meant to provide multiple lenses for understanding the complexity of human experience. Diversity responsiveness involves understanding ethnicity and race but is much more complex and expansive than these two important variables. Additionally, it includes age, gender, gender identity, sexual orientation, disability, education, religion, spirituality, language, socioeconomic status, immigration experience including status of acculturation, and regional and local neighborhood variables (see Figure 8.4).

While each of these factors may uniquely influence individual psychological development, combinations of these factors may intersect to affect an individual's experiences, opportunities, support resources, and social status. Crenshaw (1989) coined the term *intersectionality* to describe these dynamics. For example, a woman who has immigrated, identifies herself as lesbian, has a physical

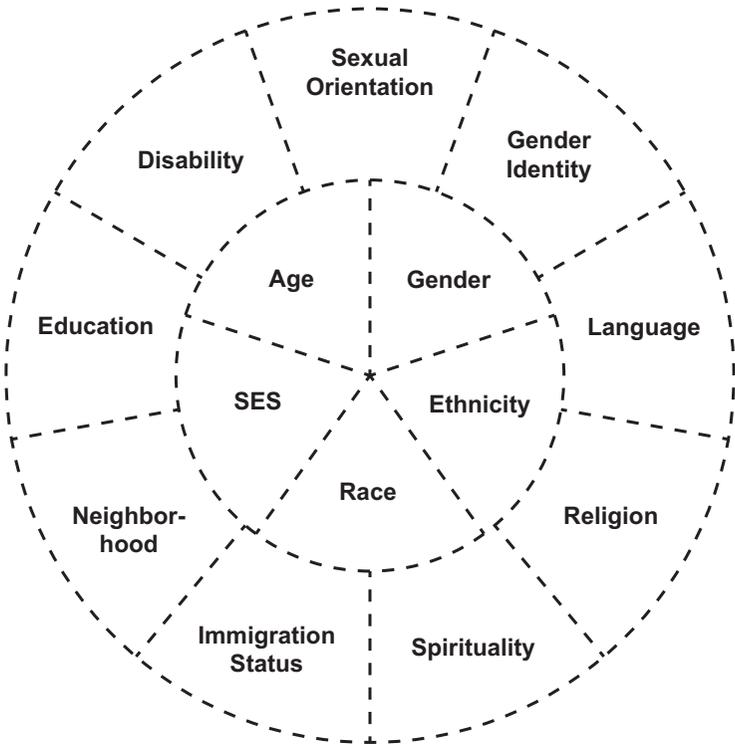


FIGURE 8.4 Developing Diversity and Multicultural Competence in Our Supervisees (Ecological Component).

disability, and struggles financially to make ends meet, may experience more intense life challenges and barriers to healthy functioning because of the interaction or combination of these factors. If she was raised in a religion that condemned her sexual orientation, she may face additional barriers to self-acceptance and formation of healthy social supports. Status on the intersection of these dimensions may increase marginalization or privilege.

As education strives to achieve equity in academic and social achievements, the impact of many of these factors must be considered. A student with a physical disability from an economically advantaged family may have far superior access to educational and medical resources than someone with the same medical profile with low socioeconomic status. A student with a learning disability who is an English Learner may require different supports than another student with a similar disability whose native language is English.

The concept of intersectionality not only informs work with individual students and families but contributes to our understanding that social justice advocacy must be as an essential role in school psychology. Proctor (2020) asserts that “intersectionality is not simply concerned with a student’s intersecting social identities, but also how their intersecting identities compound risk for experiencing discrimination and oppression with systems” (p. 2). Chapter 11 will address supervision for social justice advocacy skills in additional detail.

The breadth and complexity of these factors challenges supervisory competencies. Developing diversity and multicultural responsive practices is a continuous journey and not a destination. In this sense achieving diversity competence can be viewed as a process. Supervisors must demonstrate sufficient competencies to purposely incorporate diversity variables into their own clinical work, the work of their supervisees, and the supervisory relationship itself. Understanding diversity and its influence on individual perspectives and development and its implications for psychological assessment and intervention is a continuous thread woven throughout the supervisory process.

Ethical and Social Justice Perspectives

Diversity responsiveness can also be viewed through a social justice lens. The ethical principles espoused by APA (2017a) and NASP (2020a) require that the welfare of clients be the critical concern in all psychological practice activities. Harvey and Struzziero (2008) note that in the absence of multicultural competencies, practitioners risk violating this standard even if they do so unintentionally. The ethical mandate to practice within one’s area of competency requires school psychologists to develop diversity and multicultural responsiveness. Issues that arise in schools regarding disproportionality in discipline responses toward minoritized students and questions regarding potential over- or under-identification of educational disabilities require competent diversity responsive assessment and intervention practices. In addition, these concerns

may necessitate advocacy work by school psychologists that integrates diversity competency skills with change agent and other clinical skills as part of a commitment to social justice for students.

Understanding the implications of diversity within a social justice perspective is a critical task within clinical supervision. For example, it is important for supervisees to learn to pay attention to the additional risk factors and potential consequences for mental health that affect families with low socioeconomic status. Poverty and oppression can create coping and adaptation patterns that might not be readily understood by supervisees from middle-class backgrounds. Educators may request additional homework support or behavioral supervision at home; but if the primary caretaker is a single parent required to work two jobs to pay rent and keep food on the table, this survival reality must be understood and accounted for. A creative support plan may involve other school-based interventions to support homework, and it may require work with the parent to identify other caretaking and supervision supports in the community or extended family given the reality of parental breadwinning requirements. Parent conferences to design supports and collaborative interventions may need to occur in the home or on the parent's schedule that may be different from standard school personnel work hours (Simon, 2020). Supervision guides the supervisee in understanding these unique challenges and in adapting intervention strategies to work within these constraints.

The histories and consequences of oppression and power differences may impact relationships with clients and the character of family relationships with school personnel. Building trust and fostering open and collaborative communication can be impacted by both personal and generational experiences of working with authority figures. Supervision strives to assist supervisees in understanding the implications of these factors and to communicate the empathy required to build collaborative and supportive problem-solving relationships. Recognition of power differentials in various relationships is an important step in this process. For example, consider the implications for school discipline conferences when deans of discipline are White and the student is African American, or when an immigrant parent who does not have legal residency is hesitant to attend a school problem-solving conference. As clinicians, school psychologists must recognize that in their roles they may exercise a power differential in relation to clients. This applies directly to the supervisory relationship as well which is defined as an evaluative relationship, and the supervisor may exercise the power to prevent access to the profession (Thomas et al., 2019).

Falicov (2014a) cautions that a sociopolitical lens is not limited to considerations of poverty or racism. She utilizes the example of an anorexic client. It is necessary to understand gender roles and expectations within a culture and the social pressures to be thin in young women to fully capture the dynamics that contribute to the eating disorder.

Falicov (2014a) goes on to describe effective therapeutic work as requiring *interactional justice*. This approach begins with communicating respect to all clients, striving to understand their experiences through their eyes, and not automatically assuming that cultural or other differences in thoughts and actions are dysfunctional because they might differ from the school psychologist's or the dominant culture. For minority clients, she recommends direct exploration of personal experiences of unfair treatment and their responses to these events. This not only provides clinical cues for understanding coping strategies but provides an opportunity to empathize with the client's experience in a significant way. Helping clients adaptively respond to injustice empowers them and in itself can make interventions acts of social justice. Supervision directs attention to these factors and promotes strategies that foster interactional justice.

Understanding Cultural Diversity

Ethnic and racial identities have a significant influence on personal history; social style, status, and acceptance; communication patterns; social perspectives; attributions; religiosity; and worldviews. The development of multicultural responsiveness requires psychologists to understand the culturally typical patterns of communication, problem-solving, familial structure, gender roles, child rearing, and other core behaviors and beliefs (McGoldrick & Hardy, 2019; Sue et al., 2019). For many interns, their field experiences may be their first opportunity for significant exposure to clients from different cultures or low-income levels. Supervision guides the supervisee in understanding the perspectives, strengths, and nuances that are common within specific ethnic groups and might be somewhat different than their own. It is important to understand potential cultural differences regarding authority roles, gender roles, views of education, and perspectives on psychological disorders. Attitudes toward emotional expression and behavioral and emotional regulation may vary within different cultural perspectives. These differences may influence parenting styles and strategies and expectations for typical roles of fathers and mothers or other parental figures. These nuances are important to understand for successfully supporting students and engaging in effective problem-solving.

Recognizing Individual Uniqueness

While it is important to become familiar with and understand common broad cultural characteristics, it is essential to be mindful of individual differences and to avoid stereotyping based on cultural or racial identification. Within all cultures, there is significant variability in attitudes, perspectives, and behaviors. Supervisors support supervisees in balancing considering potential

cultural influences and striving to understand the uniqueness of the individual client. It is important to investigate the status of acculturation within immigrant families. It is not uncommon for different generations within the family to be at different stages of accommodation and assimilation to a new culture's patterns and procedures. There are unique pressures experienced by the adolescent who may be involved in integrating into a peer group whose membership largely mirrors the dominant culture in the country yet who simultaneously strives to remain connected within his own family. To support this student, it is necessary to understand the perspective and values not only of the student but of parents and other family members (Jones, 2014). The commitment to maintaining ethnic identity and degree of interest in integration or assimilation into a new culture can vary even within a family. This can complicate and add stress to the typical adolescent process of personal identity development.

Complications can also arise when language barriers create role reversals such as can be the case when a fifth-grade student serves as a translator for his parents in discussions with school staff when bilingual supports are not available. The supervisor must guide the supervisee in the complex process of taking all of these variables into account. Sensitivity to the various perspectives and emotional experiences of each family member is required. Patience to take extra time in all meetings where communication involves translation is essential. Respect for the appropriate executive role of parents in family communication and problem-solving must be communicated and authentically incorporated into intervention planning.

The Challenges of Immigration

The United States is a country of immigrants that continually struggles to welcome and support each new wave of immigration (Noguera, 2009). The recent surge in anti-immigrant rhetoric and the stark symbol of building a southern border wall underscore this point. In addition to the myriad challenges associated with movement to a new country and adaptation to a new culture, new immigrants too frequently cope with discrimination and a lack of acceptance. Public schools are one place where immigrant children encounter the larger social system of American culture. The stresses involved in migration can be overwhelming. They may be impacted by the reasons for the migration which can vary greatly from displacement by war, escape from oppression, economic survival, and personal family circumstances to many other reasons, some voluntary and some involuntary. Some families may be migrating with the support of family members who immigrated earlier, and others may arrive with no prearranged supports.

School psychologists are often required to provide supports for the stresses associated with the challenging transitions involved with immigration. The

development of multicultural responsiveness requires a basic understanding of potential stressors and trauma associated with this transition and its potential impact on psychological and educational functioning. In her text *Latino Families in Therapy*, Falicov (2014b) outlines the variations and diversity in the experience of migration. This again underlines the importance of not only understanding the commonalities associated with the experience of immigration but the unique factors impacting individual students and their families. Falicov outlines a variety of clinical roles and approaches that are important for psychologists including being a cultural observer and a social intermediary.

Schools are a potential resource for including families in the larger community or putting them in contact with potentially helpful community resources and institutional supports. School psychologists can provide therapeutic supports when family stressors are overwhelming and impacting students or when normal life cycle transitions such as emerging adolescence are intensified and complicated by competing needs for family cohesion and adolescent independence (Simon, 2020). All of these issues are important to address in supervision and are incorporated into the journey toward multicultural responsiveness. While centered on Latino families, Falicov's (2014b) text provides an excellent overview of the variables associated with migration. Her delineation of practical clinical strategies can be extended to multicultural work in general.

Self-reflection and Cultural Humility

Even this brief discussion of key factors related to developing culturally responsive practices highlights the challenges for supervisors and supervisees in targeting and achieving growth in this area. The posture the supervisor models for the supervisee and routinely and purposefully promotes is one of self-reflection contributing to enhanced self-awareness. It is important to understand our own cultural foundations and their implications for assumptions, attitudes, beliefs, and patterns that may influence problem-solving. Supervisors accept but challenge limitations of their own cultural perspectives; this stance opens them up to less biased exploration of cultural meanings for clients (Falender et al., 2014; Silva, 2019).

Medical training has used the term *cultural humility* to define an approach to understanding the cultural perspectives of patients (Juarez et al., 2006). Applying it to supervision in psychology, Falender et al. (2014) integrate self-awareness of the clinician's own cultural predispositions with an openness to listening to the client share their experiences within their own cultural perspectives. Cultural humility suggests a posture that is respectful, supportive, and inquisitive. As clinicians strive to understand what it might be like to be in another's shoes, there is an acknowledgment that they can never completely

succeed. This approach is empathic, builds trust and a working alliance, and fosters the client's own self-exploration of cultural issues with their strengths and limitations.

Falicov (2014a) suggests that to embrace multidimensionality in human experience, mental health professionals should simultaneously adopt knowing and not-knowing stances. She asserts that while it is important to work to understand particular cultures, as clinicians we must always express curiosity and encourage dialogue about each person's unique experiences and their personal meanings. A posture of cultural humility recognizes the complexity of human experience and the importance of listening closely to the nuances of communication about values and meaning of experiences from students and family members. Falicov (2014a) suggested

that supervisors and supervisees must be comfortable with an ever-present *double discourse* – an ability to see the universal human similarities that unite people beyond color, class, ethnicity, and gender, while recognizing and respecting culture-specific differences that exist because of color, class, ethnicity, and gender.

(p. 43)

Similarly, Sue et al. (2019) assert that competent multicultural counseling must recognize the individual, group, and universal dimensions of clients' experiences, values, and behaviors.

Expanding Perspectives Through Cross-cultural Dialogue

We are all at times enriched and at times constrained by our cultural experiences and perspectives. Cross-cultural dialogue can expand our horizons and broaden our perspectives in positive ways that are healthy and support both personal growth and social justice. Therapeutic interventions are often helpful by expanding the reflexive thinking and problem-solving patterns of clients to consider alternative perspectives and actions. Cognitive behavioral therapy strategies like Socratic dialogues, collaborative empiricism, and guided discovery are designed to assist clients in questioning unnecessarily limiting assumptions and restrictive behavioral responses to foster growth and expand effective problem-solving repertoires (Friedberg & McClure, 2015; Simon, 2016).

The therapeutic process is sensitive to cultural experiences but may assist clients in exploring perspectives and behaviors beyond their current cultural experiences. Psychologists strive to understand cultural standards but avoid supporting harmful limitations. Gender roles can serve as an example. Many cultures place limits on female roles and opportunities. While it is important

to understand cultural perspectives on gender roles, psychologists strive to support their female students' strivings for equal opportunities. For example, in a high school parent conference focused on post high school planning, school staff might encourage parents to look beyond traditional expectations and roles and support their daughter's aspirations for collegiate and professional training. This intervention approach can be challenging to execute. The therapeutic stance is empathic and accepting, reframes perceived limits as opportunities, and challenges the family to expand their cultural perspective. The supervisor assists the supervisee in maintaining an accepting posture while challenging the family to explore new options for their daughter.

Exploring Potential Biases and Blind Spots

In supervision, supervisors assist supervisees in examining their own biases, encouraging their own self-awareness of personal attitudes and values that might unknowingly influence clinical practice. Supervisors provide feedback regarding potential blind spots and personal biases that may interfere with their work. This responsibility of the supervisor is included in the written supervision contract reviewed at the beginning of the supervisory relationship.

Frameworks for Multicultural Exploration

Even if a supervisee has had extensive classroom work focused on multicultural responsiveness, it is in field experience that empathic skills can be engaged and enhanced. Bernard and Goodyear (2019) propose four dimensions that supervisors should address to foster multicultural responsiveness. Two of the dimensions address distinct aspects of interpersonal awareness, one dealing with cultural identity and practices and the other dealing with expectations, biases, and prejudice. A third, the intrapersonal dimension, focuses on personal identity and self-definition examining the role of race, gender, and sexual orientation and their impact on relationships with others. The fourth dimension addresses social and political factors taking into account the level of privilege or oppression a person experiences based on any of several realities such as race, poverty, or sexual orientation. Bernard and Goodyear assert that each of these dimensions is important for understanding the supervisor, supervisee, and client independently and in interaction with each other. They suggest that it is the supervisor's responsibility to ensure that these dimensions are attended to routinely and appropriately in supervision. Through this process, the supervisee and supervisor can each grow in self-awareness and in multicultural responsiveness.

Practical consideration of the dimensions formulated by Bernard and Goodyear touches many variables appropriate for supervision. For example,

a field placement may provide the first opportunity for a novice trainee from an economically advantaged background to directly observe the impact of poverty, racial discrimination, and political oppression upon the educational and social–emotional development of children. Supervision would address these factors in terms of their impact on child welfare and their implications for psychological supports. Supervision would also examine the requirements for building an effective therapeutic relationship when the counselor’s race, socioeconomic status, and personal developmental experiences are completely different than the client’s. If at the same time, the supervisor is of a different race and socioeconomic background from the supervisee, additional dynamics and perspectives may impact casework (Eklund et al., 2014). Bernard and Goodyear (2019) suggest that the impact of diversity should be examined within the client and trainee and within the trainee and supervisor relationships.

Falicov (2014a, 2014b) proposed a multidimensional ecosystemic comparative approach (MECA) for understanding the place of culture in clinical practice and training. She originally outlined this schema in relation to family therapy supervision, but it is relevant to clinical and supervisory work in schools as well. Using a variety of approaches, MECA examines four domains: (a) family organization—nuclear/extended family, connectedness, hierarchies, and communication styles; (b) the family life cycle—ideals, meanings, timings, and transitions; (c) the ecological context—community, work, school, and religion; and (d) migration/acculturation—separations and reunions, trauma, disorienting anxieties, and cultural identities. Cultural diversity is explored by examining family organization and family life cycle. Social justice is examined through the ecological context and migration/acculturation domains which focus on life conditions that are affected by socioeconomic status, contextual stressors, and discrimination. This conceptual approach can be applied to client, supervisee, and supervisor. Figure 8.5 depicts the MECA paradigm.

Similar to Bernard and Goodyear’s (2019) dimensions for supervisory competency described above, Falicov defined these domains as essential targets for exploration, understanding, and sensitivity within both clinical work and supervision. Supervisors and supervisees can map out their own standing in each of these domains and compare similarities and differences discussing how each may affect the supervisory relationship in positive or limiting ways. This exercise builds sensitivity within the supervisee for understanding the influence of these factors in clients’ lives and the potential overlapping and different influences that can affect clinical relationships. Enhanced cultural self-awareness enables the supervisee to view the client’s challenges through a clearer lens with less personal distortion. This approach fosters the development of multicultural responsiveness.

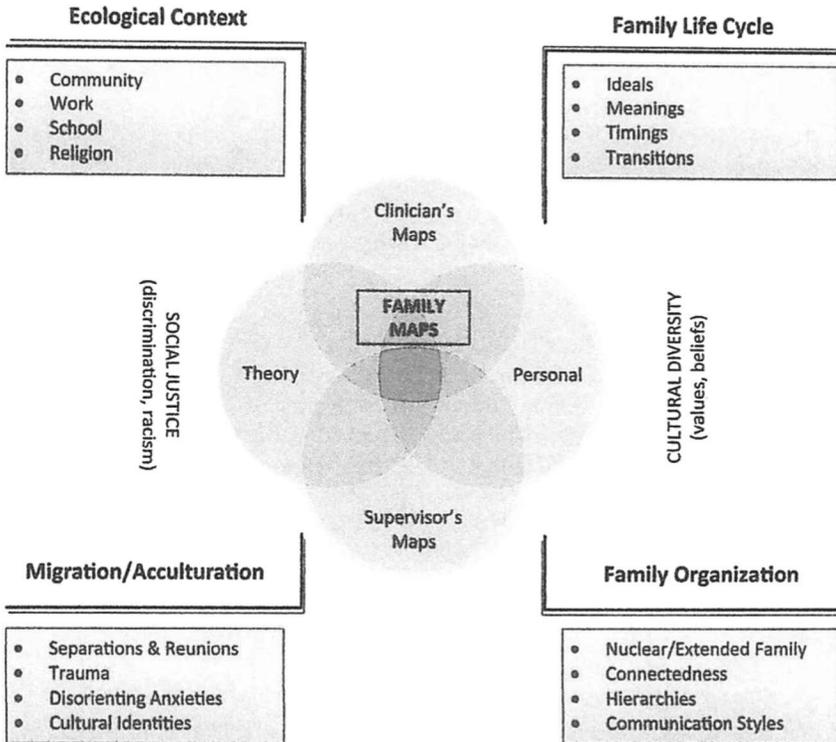


FIGURE 8.5 A Multidimensional Ecosystemic Comparative Approach (MECA).

Source: Falicov, C.J. (2014). *Latino families in therapy* (2nd ed.). Guilford Press. Used with permission.

CASE EXAMPLE: EXPLORING CULTURAL AND DEVELOPMENTAL FACTORS IN CASE CONCEPTUALIZATION

Emily, a school psychology intern, is assigned a consultation case by the school's problem-solving team. The student's teachers are concerned that Isabella, a ninth grader, has declining grades, is not completing all of her homework assignments, appears depressed, and seems increasingly withdrawn and disconnected from classmates. Isabella tells Emily that she is indeed feeling depressed, lonely, and overwhelmed. Emily learns that Isabella immigrated to this country from Central America when she was 7 years old with her mother, father, and two younger siblings. Sadly, her father died in an accident 3 years ago. Since then her mother has been working evenings to support the family. In earlier grades, Isabella had developed

some friendships and would really like to participate in extracurricular activities through school. However, she is required to come home right after school to supervise her sisters and make dinner. That only leaves weekends for social activities; but rather than getting together with classmates, her weekends are centered on visits with extended family or church activities with other recent immigrant families where most of the children are much younger than she is.

Emily shares this information and her concerns for Isabella in supervision. Before they discuss potential intervention plans, her supervisor, Sonja, prompts Emily to examine the influence of immigration and cultural factors on case conceptualization. She encourages her to examine these areas through a series of questions followed by a discussion within the supervision session. Here are some of the questions she raises:

- Try and place yourself in Isabella's shoes and then in her mother's.
- What pressures does each feel?
- How are they similar and how different?

CASE EXAMPLE: RACIAL DIFFERENCES

In this case, the supervisee, Kisha, is Black; and her supervisor, Sarah, is White. The school district is in a rural community under economic duress with a largely White population. Samantha has prior experience in a field placement providing parent training to parents in a low-income urban community where the population was very diverse, but primarily from minority racial backgrounds. Sarah and Kisha were aware that a couple of prospective parent participants had expressed hesitations about working with a Black psychologist, particularly one who was new to the community. Sarah decided it was best to directly discuss with Kisha how the issue of being Black might impact her work with clients for whom that might be an issue. Realizing that racial discrimination was something that Kisha had undoubtedly encountered many times throughout her personal and professional lives, she asked Kisha how she was affected when issues like this arose and what she had learned from past experiences that helped her to cope and effectively respond to this kind of uncomfortable situation. She also asked her how being Black influenced her attitudes toward clients and her work with those from the majority culture including herself as a supervisor who was White. Throughout the dialogue Sarah responded empathically and repeatedly reassured Kisha that she would support her when faced

with racial discrimination including asserting that she would indeed remain the psychologist for this parent training program. She asked Kisha how she could be most supportive to her in processing and addressing these challenges acknowledging that these were not easy issues to discuss and would need to periodically be revisited. Kisha acknowledged how frustrating and challenging these situations were; but she indicated that it was very important to discuss this otherwise it would be the unaddressed “elephant in the room” both in terms of her field experience and her relationship with Sarah her supervisor. Kisha told her supervisor that she was not sure if anyone who was not of a minority racial background could fully understand the challenges Black professionals faced. It was clear to Sarah that this topic would require further discussion over time.

Supervision Regarding Sexual Minority Issues

An area of diversity that has been drawn into sharper focus and requires particular attention in supervision centers on sexual minority issues. Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students, faculty, supervisees, and supervisors face many challenges including discrimination resulting from their sexual orientation identification or their gender identity. In terms of clients, these issues are of particular importance to high school students who may be in the process of questioning or coming to terms with their sexual orientation or gender identity. When they occur, differences in orientation between supervisor and supervisee may need to be discussed in supervision as part of building a trusting and affirming relationship similar to addressing gender or racial differences.

Affirmation

Both APA (2009, 2017b, 2021a) and NASP (2014a, 2017a, 2020a) have developed policies and guidelines for supporting LGBTQ clients including a joint resolution on gender and sexual orientation diversity in children and adolescents in schools (APA & NASP, 2015). The profession recognizes diversity in gender identity and that all sexual orientations are valid and require affirmation. Sexual orientation status is not indicative of pathology nor should it be subject to conversion therapy. At the same time, professional organizations recognize that LGBTQ individuals may face additional stressors because of their minority status. These stressors may be exacerbated not only by direct discrimination but by the polarizing political and religious discourse prevalent in contemporary American culture. Unfortunately, too often insufficient training occurs to prepare supervisees with knowledge of sexual identity development and for work with LGBTQ clients (Bieschke et al., 2014; GLSEN et al., 2019; Pepping et al., 2018).

Diversity Responsive Supervision

Bieschke et al. (2014) outline several elements of supervisory practice that support diversity responsiveness in this area. The most important starting point is the establishment of an affirmative environment within the supervisory relationship. Supervisors must have resolved their own value conflicts in this area, be comfortable discussing issues related to sexual orientation, and be prepared to affirm the sexual orientation of their supervisees. These authors emphasize the importance of supervisors being knowledgeable, skilled, and comfortable in working with LGBTQ clients prior to engaging in supervision. An understanding of the systemic issues challenging these populations not only in a society in general but within the school setting in particular is essential, and these insights should be fostered in supervisees. LGBTQ students are at additional risk for being targeted by bullying. A national survey on school climate found 84% reporting verbal harassment and 40% physical harassment (Kosciw et al., 2010). A more recent safe schools survey of school mental health professionals revealed that over 70% felt that students were bullied based on their sexual orientation or gender identity (GLSEN et al., 2019). It is also critical to examine if other factors, such as racial minority status, intersect with sexual orientation or gender identity and potentially compound the experience of discrimination and its accompanying stressors. The need to address systemic issues as part of the process of supporting individual students is important. This is consistent with the ecological perspective outlined in this chapter that emphasizes the importance of addressing both individual and systemic issues that affect students.

Managing Conflicts Between Personal Beliefs and Professional Standards

One of the more challenging supervisory tasks emerges when a supervisee's personal and/or religious beliefs do not affirm diversity in sexual orientation or gender identity. A first instinct might be to excuse the supervisee from participation in cases where clients are of sexual minority status. However, there are several difficulties with this approach. LGBTQ clients are a significant part of the population, and supervisees may have clients who are LGBTQ but have not revealed that in therapy either because it is not a central issue to the presenting problem or because they are cautiously waiting to do so until they feel assured that they would be affirmed by the therapist. Working in schools, supervisees are likely to work with students who are questioning their sexual orientation, and this is unlikely to be identified in a referral question. Bieschke and Mintz (2012) asserted that the responsibility of trainers is to ensure that trainees acquire both *demographic competency* (the ability to competently serve demographically diverse groups) and *dynamic inclusivity* (the ability to work with clients who may have different beliefs and worldviews). They recommend that

psychologists should be prepared to competently work with diverse clients who may present with a full array of beliefs and worldviews that might differ from the psychologist's.

Diversity and multicultural responsiveness requires professionals to be able to empathically and effectively work with clients who may have views contrary to their own belief systems. To frame this challenge in other content areas, this may include clients who make overtly racist comments or others who have committed heinous crimes. Since diversity responsiveness is a core competency for entry to the profession, specific attention must be addressed to development and evaluation of this skill set. As in all skill training areas, the welfare of the client is the first priority. In some cases, supervisors may need to be co-therapists or co-consultants to model skills and ensure competent service. The eventual goal remains skilled independent functioning. Recognizing that for some supervisees this may be a process that takes some time, it is important to directly discuss preparedness for addressing diversity issues for sexual minority clients early in the supervision process and then develop an individualized supervision plan as necessary.

SUPERVISORY REFLECTION ACTIVITY: SEXUAL ORIENTATION DIFFERENCES

Reflect upon the case of Kisha coping with racial discrimination above and explore how it would be effectively approached by the supervisor, if in place of Kisha, the supervisee was James who was known to be gay by many in the school community. In this case the hesitant parents are expressing their discomfort with a psychologist leading their parent skills training sessions who is gay and that he did not and probably never would have kids of his own. Sarah, his supervisor, is heterosexual and has three children. Given the principles discussed in this chapter and explicated in the case of the supervisee who was African American in a largely White community, how would you express and explore these issues in supervision?

SUPERVISORY REFLECTION ACTIVITY: THE NEXUS BETWEEN PERSONAL BELIEFS AND PROFESSIONAL STANDARDS

Your intern, Michael, has been demonstrating progress counseling Eric who presented with debilitating anxiety issues. Last session, Eric revealed that a significant source of his anxiety was his growing questioning whether he

was gay. He described his growing awareness of sexual attraction to other males. Michael is heterosexual and comes from a religious background that rejects homosexuality as sinful. He is extremely uncomfortable with Eric's self-disclosure and asks you, his supervisor, if he could recuse himself from this counseling relationship and simply turn the case over to you. How would you respond to Michael in supervision? Consider the following questions.

- What would be your first response to Michael's anxiety and request for recusal?
- How would you explain to Michael the implications for his client, Eric, if he were to withdraw from the counseling relationship immediately after the sexual orientation questioning was raised?
- What framework would you use for discussing the conflict between professional standards and Michael's personal beliefs?
- What suggestions would you make to your intern about affirming responses to his client?
- How would you ensure the primacy of the care of the client while challenging your intern to empathically persist in the case?
 - At what point would you offer to engage in co-therapy and how would you introduce that to the client?
 - What other supervisory approaches would be helpful

Supporting Supervisees with Disabilities

Disability is another form of diversity that may need to be addressed in supervision. School psychologists routinely work with and advocate for students with disabilities. However, there is limited literature on supervision for supervisees with disabilities. NASP Graduate Student member demographic survey data reports 5.5% identifying with a disability (NASP, 2021b). Data from the Association of Psychology Postdoctoral and Internship Centers applicant survey (APPIC, 2021b) reported that 21% of doctoral internship applicants across psychology disciplines self-identified as having a disability. This number indicates a significant increase from prior years and may in part be due to the added stress and elevated anxiety experienced during the height of the Covid-19 pandemic and/or more respondent comfort level in self-identifying as having a disability. Ten percent of respondents to this survey identified experiencing mental illness, and 8% identified chronic health conditions. Nieto and Holtzman (2021) note that there is no comparable documentation of the percentage of graduate students with disabilities in specialist-level programs. Data collection is undoubtedly compromised by social stigmas that may confront those with disabilities.

Disabilities and ADA

The Americans with Disabilities Act (ADA, 1990; ADA Amendments Act, 2008) provides that supervisees who are otherwise qualified have a legal right to request appropriate accommodations to complete work functions. Privacy protections in ADA prohibit a supervisor from asking a supervisee about the presence of a disability. The disclosure of a disability is the responsibility of the supervisee. However, it is appropriate for supervisors to ask all supervisees whether they require any accommodations to meet their responsibilities and take full advantage of their training experience (Wilbur et al., 2019). When a supervisee identifies a disability and requests accommodations, the nature and extent of the accommodations will determine if the supervisor needs to request and advocate for institutional supports or primarily provide accommodations through supervisory actions.

Disabilities may be visible or invisible to others. A visible disability involves an observable functional limitation. Examples might include a physical disability that may require mobility supports such as a wheelchair or a hand impairment that may impact the ability to take written notes or manipulate testing materials. Invisible disabilities include many chronic health conditions (e.g., diabetes) and mental health issues (e.g., anxiety disorder, ADHD) that can result in functional limitations in daily life. Supervisees with invisible disabilities may be subject to bias that questions the need for accommodations and in some cases be asked to provide more extensive documentation to confirm their need and eligibility for accommodations (Lund et al., 2020). Supervisees with these non-apparent disabilities may be hesitant to disclose their disability out of fear that they may be viewed as less competent or judged negatively by the supervisor and colleagues. For both visible and invisible disabilities, it is important for supervisors and other educators to guard against an unintentional assumption or bias that the supervisee will be less professionally effective because of their disability. Accommodations adjust the means and supports for completing work functions and achieving professional competencies, but they do not alter the goal of meeting standards and developing essential professional skills.

Supervisors as Advocates

Wilbur et al. (2019) assert that “supervisors must develop an appreciation of disability as an aspect of diversity recognizing individuals with disabilities as being part of a minority, subject to biases and discrimination” (p. 116). They stress the need for establishing a disability-affirming training environment: “an environment of attitudinal awareness of disability culture and identity development and taking a strengths-based stance toward disability, willingness to advocate for disability rights such as universal access and dedication to establishing accommodations” (p. 116).

The principles of responsiveness to diversity outlined earlier in this chapter apply here as well. Supervisors need the self-awareness to monitor their own potential biases as well as a sensitivity to the presence of bias from others or the system toward their supervisee. While initiation of direct discussion of a disability and its functional effects rests with the supervisee, empathic strategies necessary to establish an effective supervisory alliance and a trusting relationship will foster an openness to dialogue. The supervisor takes the posture of cultural humility to learn from the supervisee about their experience and needs, adopts a strengths-based approach, and assertively supports the implementation of appropriate accommodations. When necessary, the supervisor also engages in research to increase understanding about the nature and functional effects of a particular disability and seeks consultation from expert colleagues, as necessary.

Supervisors have a responsibility to advocate for their supervisees. They work within their system to ensure that supervisees receive necessary accommodations, are able to participate in the full extent of training, and receive quality supervision from colleagues. Successful advocacy requires collaboration among the supervisor, supervisee, professional colleagues, and school administration. Nieto and Holtzman (2021) provide a summary with references of best practices to support supervision of trainees with disabilities (see Table 8.1). Potential resources to support supervisors particularly in understanding and implementing accommodations include: (a) Campus Disability Services and University Program Training Director for interns and practicum students; (b) human resources personnel in school district, and (c) district faculty responsible for administration of Section 504 and ADA accommodations for district students.

Never Defined Solely by a Singular Characteristic

While we have spent considerable time discussing particular elements of diversity, it is important to emphasize that no singular characteristic should define any individual. It is important to understand the influence of diverse characteristics, but they are only part of each client's story. For example, a child with a disability may present with strengths or challenges unrelated to the presence of a disability and would not want to be solely defined as disabled. An LGBTQ client may be struggling with a trauma experience unrelated to sexual orientation. Diverse characteristics may at times be in the foreground and at other times primarily in the background of collaborative problem-solving activities. This approach ensures that supervisees account for the implications of diversity but avoids pigeonholing or stereotyping clients. Indeed, healthy social inclusion and nondiscriminatory practices recognize that we are all bound by the same human nature and share an essential commonality. In this regard, summary research on the applications of evidence-based interventions for ethnic

TABLE 8.1 Best Practices to Support Supervisee's with Disabilities

Self-determination	<ul style="list-style-type: none"> • Supervisees with disabilities that are self-determined are more successful in completing goals • Promotes skills of autonomy, persistence, and problem-solving <p>Ways to use supervision:</p> <ul style="list-style-type: none"> • Giving supervisees choice and responsibility
Individualizing	<ul style="list-style-type: none"> • Supporting supervisees individual needs with a focus on gaining skill rather than completing the same task • Keep the focus on accessibility and opportunity with individualized accommodations <p>Ways to use in supervision:</p> <ul style="list-style-type: none"> • Individualizing skill-based assessments to meet the same expectations in alternate ways
Disclosing Disabilities	<ul style="list-style-type: none"> • Supervisees may be reluctant to disclose information for fear of how they will be treated • Creation of a trusting relationship and clear process of establishing accommodations <p>Ways to use in supervision:</p> <ul style="list-style-type: none"> • A supportive way for supervisees to disclose their disability and accommodations
Disability-Affirming Training Environment	<ul style="list-style-type: none"> • Training environment with a strengths-based approach toward identity and disability • Willingness to advocate for disability rights and accommodations <p>Ways to use in supervision:</p> <ul style="list-style-type: none"> • Asking all supervisees about accommodations that could be needed in open communication

Source: Nieto, L., & Holtzman, E.G. (2021, February). *Supervision practices for success: Supporting school psychology students with disabilities*. [Practitioner Conversation Series presentation]. National Association of School Psychologists Annual Convention, Virtual.

minority youth is cautiously optimistic (Huey & Polo, 2017). Studies focused on African American and Latinx youth show promise that empirically supported strategies can be effective for these populations. Culturally responsive adaptations may increase engagement and support implementation of interventions (Simon, 2016, 2020).

Intentionality in Supervision

The principles of deliberate practice described in the previous chapter apply to learning diversity and multicultural skills too. In summarizing their view of training for competency in diversity and multicultural sensitive practice, Falender et al. (2014) highlight the intentionality of incorporating consideration of these issues into supervision and daily clinical practice. Since achieving

competency in these areas is an extended dynamic process for both supervisors and supervisees, it is important to intentionally draw focus to these characteristics and to foster increased self-awareness and self-reflection related to the full range of diversity issues. Routine dialogue between the supervisor and supervisee can ensure that diversity factors are considered in work with clients, monitor potential personal biases that may inadvertently influence practice, and safeguard against harmful stereotyping based on singular client characteristics.

Rich Diversity in Public Schools

Public school populations have become increasingly diverse. While they may reflect the tensions and divisive polarities present in the general society, they also present an opportunity to build understanding and positive engagement with diverse classmates. As centers involved in teaching prosocial and problem-solving skills, they can influence the larger social community as well.

Public schools present an opportunity to experience the benefits and challenges inherent in working with diverse and multicultural populations in ways unmatched by most other institutions. They are required to enroll and serve all students regardless of background or disability. This is part of what makes them exciting places to practice professional psychology. Internships in schools provide a unique opportunity to develop diversity and multicultural responsiveness skills. The next section of this chapter will describe various applied supervision approaches and activities to foster skill development in this area.

Addressing Diversity Issues in Supervision: Strategies and Training Activities

There is a clear consensus that diversity and multicultural responsiveness are core professional competencies that must be addressed in supervision. NASP *Standards for the Graduate Preparation of School Psychologists (2020a)* require the following:

School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.

(p. 20)

This requires supervision sessions to routinely review potential diversity and cultural factors that may impact all school psychology services.

The challenge is to effectively build explicit discussions and applied activities into supervision to foster professional development in this area. The starting point is making it understood that diversity and multicultural responsiveness will be a continuous focus of supervision and including this in the written supervision contract. As noted above, the development of cultural responsiveness skills is a career-long process. A sufficient level of competency is required by the end of internship to enter the profession, but our profession's ethical standards challenge us to continuously refine our understanding and responsiveness skills throughout our service as a school psychologist. Acceptance of this responsibility is modeled by the supervisor and embedded in the supervisory process.

Supervision targeting development of diversity and multicultural responsiveness skills can benefit from a series of related activities. The first is focused on enhancement of the supervisee's self-awareness. A clear understanding of one's own cultural background, personal identities, values and beliefs, and critical personal developmental history serves two essential functions: (a) increases the potential for empathy for others and (b) fosters sensitivity to potential bias that could interfere with professional work. The second targets development of sensitivity to the influence of diversity and cultural factors in all professional work. These supervision activities focus on expanding diversity and cultural literacy, exploring the experiences and perspectives of those different from ourselves with cultural humility. This includes ensuring exposure to diverse populations and consultation with diverse professionals during internship. The third involves deliberate practice of cultural humility. The fourth requires supervised practice in adapting evidence-based interventions to cultural frameworks of students, families, and faculty. The overriding goal is to prepare the supervisee to provide more effective and accessible psychological services. Figure 8.6 displays the critical elements of developing diversity and cultural responsive skills.

Self-awareness and Cultural Sensitivity

The supervisor introduces self-reflection activities designed to increase supervisee self-awareness of personal cultural characteristics and identities that they bring to their professional practice. Enhanced self-awareness increases the capacity for limiting personal bias that might inadvertently interfere with professional work. This process can foster an understanding that the supervisee's personal history and worldview can be both a strength to draw upon and a potential limitation when working with clients from diverse cultures, backgrounds, and worldviews. Increased self-awareness can promote sensitivity and empathy for understanding clients. Sensitivity to our own experiences can be a gateway to begin to better understand the experiences of others even if different than our own.

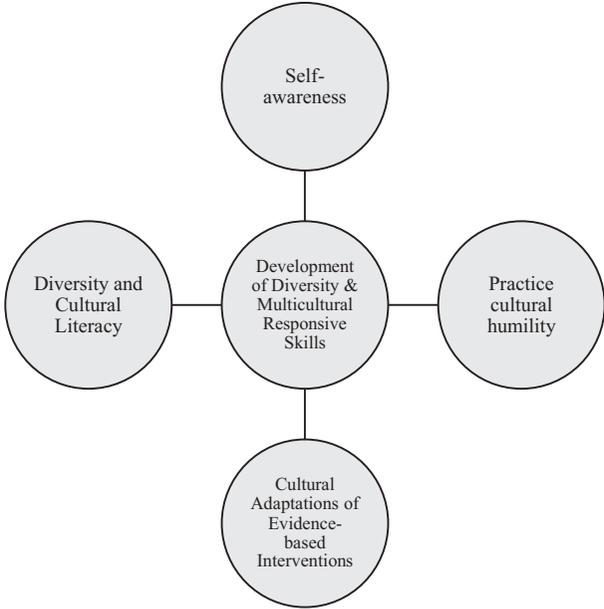


FIGURE 8.6 Development of Diversity and Multicultural Responsive Skills.

It is important to understand differences and acknowledge the diversity of experience and opportunity. Understanding diversity of cultural roots, personal identities, and life experiences builds stronger personal and professional relationships. Diversity enriches communities and schools. Different perspectives can enhance learning and make problem-solving more effective. However, it is equally important to understand that the human condition has more similarities than differences, and this reality is part of what enables us as practitioners, no matter how imperfectly, to positively connect with the diverse youth, parents, and faculty we serve.

While the supervisor initiates and structures this self-exploration, they also share self-disclosures regarding their own cultural background and experiences and their impact on professional practice. Turning this into a dialogue enables the supervisor to model the quest for self-awareness. This mutual exploration communicates that improving personal awareness and enhancing diversity responsiveness is a continuous process throughout one's career. This sets the tone that these issues will be relevant to reference and explore throughout the course of supervision. The following Supervisory Reflection Activity can be used to initiate dialogue. The supervisee is directed to prepare for a supervision session by reflecting on these guiding questions. In turn, the supervisor comes prepared to share their personal perspective. The assignment of an advance organizer reflection activity is consistent with the Developmental component's principle of advance preparation for supervision sessions.

SUPERVISORY REFLECTION ACTIVITY: UNDERSTANDING MY PERSONAL CULTURAL BACKGROUND AND ITS INFLUENCE ON MY PROFESSIONAL WORK

- What variables of my background and experiences forged my personal and cultural identities (i.e., ethnicity, place of residence, community customs and values, economic status, family structure and dynamics, religion and spirituality, exposure to trauma...)
- Based on this background, what worldviews do I bring to the supervision relationship and to my professional work?
- What values deriving from my history and demographic variables influence my approach to school psychology?

The following Supervisory Process Activity provides an additional outline for initiating and guiding a dialogue about the impact of cultural variables. After exploring their own cultural backgrounds, the discussion explores the culture of the school and community setting in which they serve. The exchange concludes with an examination of the implications of the intersection of personal and setting variables for diversity and cultural responsiveness.

SUPERVISORY PROCESS ACTIVITY: PERSONAL CULTURAL BACKGROUNDS AND THE SCHOOL COMMUNITY'S CULTURE

This activity involves reflection and dialogue initiated by the supervisor regarding personal cultural backgrounds and their potential impact on professional practice. The supervisor begins by sharing their personal cultural background. Strengths fostered by cultural and personal history factors should be highlighted. Additionally, it is important to note characteristics that might limit perceptions or leave potential for blind spots (e.g., raised in a White middle-class family with minimal exposure to diversity). The supervisor invites the supervisee to share similar information. This activity becomes a dialogue with the supervisor and supervisee taking turns and commenting on each other's disclosures. Domains to be addressed are not limited to but include the following: family of origin (characteristics, values, and structures); ethnicity; exposure and experience with diversity; current family and personal life cycle issues; and other relevant ecological contexts that impact worldview (i.e., work history, religious/spiritual background, training experiences, exposure to trauma). This dialogue is followed by

a discussion of the local community and the training site. The discussion compares and contrasts personal cultural background with cultural characteristics in the work community. The discussion concludes with an exploration of the potential implications of the information from this dialogue on diversity and culturally responsive practice in this setting.

The Ecological component of DEP addresses the full range of environmental and contextual factors that affect psychological and educational functioning. Personal and cultural identity is influenced by a wide range of factors. These variables must be taken into account both in terms of our personal awareness of what we bring to relationships and also to our assessment of the needs of our clients. The following Supervisory Process Activity addresses the complexity of understanding the human experience from a systemic perspective. DEP's ecological perspective underlines the importance of understanding the family context of our students when we engage in problem-solving.

SUPERVISORY PROCESS ACTIVITY: FAMILY MAPS

The supervisor and the supervisee create their own family map by examining these variables in their families. Each might note differences in the context of their family of origin as compared to their current family or living situation. Their maps and discussion in supervision address the following areas:

- Family Organization – nuclear and extended family, connectedness or disengagement, hierarchies of authority and influence, communication styles
- Family Values – ideals, meanings, unwritten rules
- Family Life Cycle – stage of development (e.g., focused on raising children, launching adult children toward independence, simultaneously caring for older and younger generations...), family transitions (e.g., geographical moves, graduations, marriages, deaths...)
- Ecological Context – nature and values of community and work settings, religious and spiritual experiences and values
- Migration and Acculturation (applicable if experienced directly or in recent generations within the family) – migration experience including separation and reunions, experiences of trauma or disorienting anxieties, current cultural identities (e.g., a supervisee may be the first in family to complete college and may have transitioned further into American culture than other family members resulting in internal

tensions or challenges in connectedness with other family members). It is worthwhile to note that in problem-solving with students it is not uncommon particularly for adolescents to struggle to participate in traditional family culture and build alliances with peers of diverse backgrounds simultaneously.

Shared and Unique Supervisor and Supervisee Characteristics

As the supervisor and supervisee share their experiences and insights in the activities just described, it is inevitable that they will become aware of similarities and differences between them. In most cases there is an age difference, but there may also be racial, cultural, sexual orientation, religion, or other significant differences. It is healthy for establishing a supervisory alliance to discuss these differences and how they may affect supervision. These differences may provide an opportunity that enhances the supervisory relationship. On the other hand, if not addressed, some differences may limit the benefits of supervision. Take for example, the case of a Black female intern under the supervision of a White supervisor in a school district which is predominantly White. For the supervisor to be sensitive to the experiences of the intern, it can be helpful to understand not only the challenges of being a racial minority in this setting, but also what it may mean to this individual intern to share these experiences with an older White supervisor who will be evaluating their performance. (See earlier Case Example: “Racial Differences”).

Supervisee Exposure to Diverse Populations

At the beginning of a supervisory relationship, it is important to gain an understanding of the supervisee’s knowledge and personal exposure to diversity. What experience do they have in interacting or working with people from different cultures and worldviews? Within their family and educational experiences have they engaged with people with disabilities or those with differing religious backgrounds and socioeconomic status? Do they have friends with different sexual orientations or gender identities? What exposure have they had to different nationalities and races? Personal background is compared to the cultural influences present in the work setting. This exploration helps to define needs for knowledge, support, and practical exposures during the supervision experience. At the same time, supervisors should take stock of their experiences of working with supervisees with backgrounds and characteristics of their current supervisee. What more do they need to understand to relate effectively? What can they ask their supervisee to teach or share with them? Exploring these issues underlines the importance of a stance of cultural humility for supervisee and supervisor alike. The following self-reflection activity can serve as an advance organizer for exploring these issues within a supervision session.

SUPERVISEE SELF-REFLECTION ACTIVITY: EXPERIENCE WITH DIVERSE POPULATIONS

Our personal social experiences with diverse populations may range from extensive to minimal depending on a variety of factors from neighborhood and family life to schooling to travel. Take stock by reflecting on personal exposure to the following factors. Then compare it to the population characteristics of the supervision service setting. Be prepared to share this information in a supervision session.

- What were the characteristics of my own family and neighborhood in my formative years?
- What diversity was present in the schools I attended?
 - What level of interaction did I have with classmates of different cultural and identity characteristics than me?
- What exposure have I had to others with different socioeconomic, cultural, religious, and racial characteristics?
- Have I experienced relationships with those with disabilities?
- What were the religious or spiritual characteristics of my upbringing and later development?
 - Have I engaged with people of significantly different religious worldviews?
- Do I have family members or friends with a different sexual orientation or gender identity than my own?
- Have I had experience with urban and rural settings which may present different cultural characteristics?
- How does my personal experience match up with the school community in this setting?
 - What additional experience and exposures would be helpful?
 - How do I adopt a CULTURAL HUMILITY stance to increase my diversity responsiveness skills in my work here?

Expanding Cultural Literacy

As noted above, it is important for supervisees to increase their knowledge of the cultural characteristics of the general population and various subgroups they will serve in their specific work milieu. While graduate school courses may have explored various cultures, it is within the field setting that this activity becomes more meaningful and fruitful. The supervisor shares their knowledge of important diversity and cultural characteristics within the school and

local community. The supervisor has the extra benefit of experience working with diverse students and families present in this setting who are interacting with each other and within this school system.

To inform assessment and effective intervention, it is important to understand the cultural context for student behavioral and emotional regulation and for parent management styles. Encouragement and tolerance for expressed emotion can vary from culture to culture. Gender roles and expectations for children and for parents may vary and be more or less flexible. Behavior management assumptions and practices might differ, and what is deemed appropriate behavior for children at various developmental stages may be judged differently depending on a family's personal history and culturally defined expectations. Other diversity factors can have a direct impact on school performance and can present either as resources or barriers for change. Poverty, minoritized racial status, and the limitations on resources that families living in poverty may experience can individually or in combination influence assessment and intervention planning. Let's imagine the potential differences for understanding the ecological factors for an adopted boy under any of the following different circumstances: adopted near birth or later, adopted by parents of the same or different race, adopted by parents who are gay, adopted into a family with siblings naturally born to parents or one that routinely takes in and supports foster children. A healthy adoption can occur under any of these circumstances, but each one presents different variables that may influence psychological development. The ecological perspective requires addressing both individual and contextual factors for valid assessment and effective interventions. The supervisor structures discussion about cases and activities to ensure that these variables are addressed in all practice activities.

Diversity literacy is not limited to ethnicity and race, and there are an increasing number of families who blend different cultural backgrounds. Gender, sexual orientation, gender identity, disability, and other factors may be relevant to a full empathic understanding of students and families. Understanding the complexities of diversity also requires an awareness of the impact of discrimination, oppression, and compromised opportunities. The supervisor can direct the supervisee to explore psychological literature addressing cultural literacy and its clinical applications. Table 8.2 suggests several resources. The Falender, Shafranske, and Falicov (2014) text is an excellent resource for supervision practice.

Understanding the implications of diversity and culture improves professional practice. However, as we have cautioned earlier, it is important to strive to understand the uniqueness of each client, how they may be influenced but yet differ from others with similar backgrounds and developmental experiences. Guiding supervisees to understand the complex effects of the intersection of diverse identities impacting academic and psychological development

TABLE 8.2 Diversity and Multicultural Literacy Resources

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- Boyd-Franklin, N. (2003). *Black Families in therapy: Understanding the African American experience* (2nd ed.). Guilford Press.
- Clauss-Ehlers, C.S., Hunter, S.J., Morse, G.S., & Tummala-Naria, P. (2022). *Applying multiculturalism: An ecological approach to APA Guidelines*. American Psychological Association Press.
- Falender, C.A., Shafranske, E.P., & Falicov, C.J. (Eds.). (2014). *Multiculturalism and diversity in clinical supervision: A competency-based approach*. American Psychological Association Press.
- Falicov, C.J. (2014). *Latino families in therapy* (2nd ed.). Guilford Press.
- Lynch, E.W., & Hanson, M.J. (2011). *Developing cross-cultural competence: A guide to working with children and their families* (4th ed.). Paul H. Brookes Publishing.
- McGoldrick, M., Giordano, J., & Garcia-Petro, N. (eds.). (2005). *Ethnicity and family therapy*. Guilford Press.
- McGoldrick, M., & Hardy, K.V. (eds.) (2019). *Re-visioning family therapy: Addressing diversity in clinical practice*. Guilford Press.
- Sue, D.W., Sue, D., Neville, H.A., & Smith, L. (2019). *Counseling the culturally diverse: Theory and practice* (8th ed.). Wiley.
-

is an important supervisory task. This aspect of diversity responsiveness is required not only to understand and intervene with clients but is essential for the development of social justice advocacy skills.

Examining the School's Culture

To understand an individual student's behaviors it is essential to understand the context and environmental circumstances that influence those behaviors. This is the guiding principle of the Ecological component of DEP. Particularly during internship and early career supervision, it is the responsibility of the supervisor to guide the supervisee in an exploration of the school's culture and system dynamics. Like all systems, schools have strengths and weaknesses. There exist resources and barriers to change within the school system. It is important to understand the values and social practices embedded within the school's culture. This is essential knowledge for assisting individual students and for school personnel working with them. The goodness of fit between a student's needs and the school's programs and resources is important to consider in assessment and intervention planning. Limiting factors in school values and social practices may define the need for program development and system change initiatives.

The supervisor assists the supervisee in exploring the school's climate from multiple perspectives. The training goal is to increase sensitivity to the experiences and challenges of all stakeholders in the school from their own perspectives. The questions in Table 8.3 can serve as a guide for exploring the school's culture and its impact on individual students or subgroups within the student body.

TABLE 8.3 Assessing School Culture and Climate

-
- What appears to be necessary for a student to feel they are connected and belong in this school community?
 - Are there subcultures that feel like outsiders?
 - Are there students (particularly within recent immigrant families) who are caught between the expectations of two different cultures and struggling with accommodation and assimilation issues?
 - How are those tensions typically managed?
 - When significant differences exist among school community subcultures, how do they affect the overall school culture?
 - What is their impact on the learning experiences of students (particularly within minoritized groups)
 - Are there tensions or conflicts between subgroups?
 - Are there implicitly different learning expectations, support resources, or discipline monitoring?
 - Viewing the school culture through a social justice lens
 - Do students have a fair opportunity to learn?
 - Are students treated respectfully without discrimination?
 - Do discipline structures discriminate even if not overtly nor intentionally?
 - Are resources actively applied to achieve equity not merely equal opportunity?
-

SUPERVISORY PROCESS ACTIVITY: ANALYSIS OF THE SCHOOL'S CULTURE

Using the questions in Table 8.3 as a guide, the supervisee is directed to perform a system analysis of the school's culture zeroing in on its values, stated and unstated, and its social dynamics and practices. An approach to this exercise can involve several activities: (a) direct observations of students in classrooms (across ability groupings and academic subjects and in both general education and special education classes); (b) attending a sampling of extracurricular activities; (c) attending a School Board and/or Parent Teacher Organization meeting; (d) interviewing select faculty members chosen by the supervisor to obtain a broad sampling of staff perceptions on school culture and climate, and (e) reviewing the school's summary reports regarding disciplinary actions and enrollment in special programs (i.e., special education, advanced academic classes, and extracurricular programs). Throughout these observations and activities, the supervisee examines diversity of participation, equity of application of school resources, and diversity of leadership in administration, faculty, parent, and student groups. The

culmination of this exercise would be presenting an analysis of the system's strengths and weaknesses, and a description of its culture, climate, issues, and challenges incorporating the perspective of multiple stakeholders. The final step of this analysis involves a discussion with the supervisor regarding its implications for school psychology practice in this setting. This dialogue should address individual and systemic factors.

Cultural Adaptations within Evidence-Based Practice

As outlined above, development of diversity and multicultural responsiveness skills begins with increasing self-awareness to guard against unintentional bias, enhancing sensitivity to diversity and cultural variables affecting student performance, and expanding knowledge of the full range of ecological factors that impact academic and behavioral skills. The next step is integrating this knowledge into all problem-solving activities that are at the core of school psychology practice.

APA Task Force (2006) defined evidence-based practice as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (p. 273). Evidence-based interventions often target specific disorders, apply systematic protocols, and are defined through controlled efficacy studies. Evidence-based practice encourages consideration of culture and other factors to tailor evidence-based interventions to specific clients and the complexity of uncontrolled environments. Kendall and Frank (2018) use the term *flexibility with fidelity* to describe a process that maintains essential elements of evidence-based interventions while actively encouraging adaptations of protocols to incorporate the unique background and needs of clients. This approach will be delineated further in the next chapter on DEP's Problem-solving component.

Supervisees depend on their supervisors for training and exposure to culturally adapted, empirically supported assessments and interventions. Supervision introduces a case conceptualization process that establishes an approach to adaptation that achieves two goals: maintaining core features of evidence-based intervention protocols and learning how to adapt them to the uniqueness of each client. This learning process also addresses the need to increase minority access to evidence-based interventions. Consistent with the Ecological perspective, when engaged in case conceptualization for assessment, consultation, and problem-solving, the supervisor prepares the supervisee to consider the following factors as appropriate and relevant to each unique situation:

- Attend to additional risk factors and potential consequences for mental health that impact families with low incomes (poverty)
- Guide the supervisee in understanding the strengths and nuances that are common within ethnic groups

- Discuss cultural influences on parenting styles and expectations for typical roles of fathers and mothers or other caregivers
- Discuss the potential cultural differences regarding authority roles, gender roles, views of education, perspectives on psychological disorders, attitudes toward emotional expression, and behavioral and emotional regulation
- Explore the status of acculturation of immigrant families and its implications for school adjustment
- Address the issue of language and translation at meetings (need for trained interpreters whenever possible)
- Assist supervisees in examining their own personal biases by providing feedback regarding potential blind spots

The knowledge gained in exploring the above variables is then applied to case-work. Diversity factors that impact assessment procedures, case conceptualization, and intervention planning are explored. The supervisor applies their experience and expertise in adapting evidence-based interventions to individual clients and contexts. The full repertoire of clinical skills are required but practiced with cultural humility. In cross-cultural counseling, the use of metaphors and reframes may be particularly helpful to express understanding and to propose collaborative problem definitions and intervention strategies (Simon, 2016, 2020). For example, parents in a family that has migrated into the community may express dismay or concerns about their adolescent son's increased distance from the family and affiliation with new peers beyond their ethnic community. Having experienced uprooting, they may double-down on the importance of family cohesion and the maintenance of cultural customs, activities, and relationships. Adolescents striving for independence can be viewed differently across cultures. Parent-teen tensions may result in worry, conflicts, mistrust, and/or hurt. The parent's own migration story with all its risks, hopes, bravery, and trials can be a metaphor for their son's ventures into a blend of relationships beyond their subculture. The intensity of the parents' emotions can be reframed to their son as their high level of care and concern for his well-being and not just fear of loss of relationship. Reframing the parents' role as mentors for his social risk taking into a broader more diverse culture can then set a foundation for a dialog that might rebalance the expectations within their relationship. Family problem-solving might then be able to support adolescents striving for new experiences and relationships with a blend of appropriate parental monitoring and negotiated expectations for participation in family events. Positive reframes can recast problems to enable fresh perspectives for finding solutions. Redefining anger as worry or overprotection as loving too much can reduce tension and create a perspective for collaborative problem-solving.

The application of the ecological perspective in schools requires working closely with parents to build strong family-educator partnerships. This means

engaging parents and teachers in collaborative problem-solving when addressing concerns about student academic or behavioral performance (Simon, 2020). Evidence-based practice incorporates this systemic perspective and requires intervention-focused parent conferences to address behavioral, social, and emotional concerns (Boyd-Franklin & Bry, 2019; Simon, 2016, 2020; Weisz & Kazdin, 2017). The DEP Problem-solving component incorporates ecological factors into assessment and problem-solving activities and recognizes that interventions must address both individual and systemic concerns. This paradigm is delineated in Chapter 9.

Creating Supports for Supervisee Growth

Routinely incorporating diversity and multicultural issues into supervision is a *shared responsibility* of the supervisor and supervisee. However, the supervisor bears the primary responsibility for establishing a safe climate for personal and professional development.

Supervision Sessions as Safe Havens

Supervisees require a safe place to discuss diversity issues in their own work and, if relevant, within the supervisory relationship. Supervisors assist supervisees in examining their own biases, encouraging their own self-awareness of personal attitudes and values that might unknowingly influence their clinical work. This exploration can only occur in the context of a trustworthy supervisory alliance. As supervisors initiate and lead discussions, they must be sensitive to supervisee vulnerabilities that may emerge. Productive dialogue and personal growth can only occur if supervisees feel safe to discuss these issues. Consistent modeling of cultural humility by the supervisor sets a positive tone and encourages mutual exploration of these issues.

School psychology practice occurs in the context of the cultural and political tensions within our country and school systems. Supervision sessions should be safe places to process personal feelings and professional implications of recent national events such as the Covid-19 epidemic, the Black Lives Matter movement, calls for police reform, and the 2021 Capitol Insurrection. Supervision can explore how these and other events impact the supervisee's view of professional mission and core practice activities and the students and families they serve.

To create a safe space for the supervisee to explore their personal background and its implications for practice and to enhance sensitivity to the diverse experiences of clients, the supervisor must display non-judgmental empathic responding. Modeling cultural humility begins with respectfully responding to supervisee self-disclosures. By sharing their own experiences with racial and cultural biases and modeling a willingness to discuss diversity issues, the

supervisor communicates the importance of enhancing diversity and multicultural responsiveness. The supervisor shares expertise and experience while acknowledging the need for continuously striving to increase sensitivity and understanding. The supervisor initiates and invites discussions of diversity constructs including systemic racism, oppression, discrimination, and striving for equity.

Work with Diverse Clients at Individual and System Levels

The supervisor is also responsible for ensuring that the supervisee has sufficient varied opportunities and exposure activities with diverse populations. During internship and practicum, it is important for supervisees to work professionally with clients from diverse backgrounds. In addition to individual casework, supervisees can receive training and experience in cross-cultural problem-solving for mediation of peer conflicts. This may involve problem-solving conferences after conflict events between students from different subcultures, races, or even gangs in schools. Psychological services for students from minoritized backgrounds may require advocacy and attention to school-wide systemic barriers. Supervisors can involve supervisees in system change initiatives that foster social justice for all students.

Consultation with Diverse Professionals

Although supervisees generally work with a primary supervisor, it is beneficial to work on some cases or projects with collaborating supervisors. These other professionals may have particular expertise relevant to an individual case or experience with a special population. Collaborating supervisors can provide additional clinical perspectives to foster professional development. To enhance diversity and multicultural responsiveness skills, it is advantageous to create opportunities for supervisees to interact with school professionals from different cultural backgrounds. Whether in the role of collaborating supervisor, co-interventionist, or team member, professionals from diverse backgrounds can contribute significantly to professional development in diversity responsiveness. Primary supervisors should actively seek out these opportunities for their supervisees.

Preparation for Social Justice Advocacy

Empathic responses expressed with cultural humility to students and families who experience unwarranted stress, disadvantages, and discrimination are the first steps toward social justice advocacy. Diversity and multicultural responsiveness skills are the foundation skills for the pursuit of social justice. It is the supervisor's responsibility to prepare the supervisee to integrate these skills

into system change initiatives. The next section examines supervision for the development of system change skills, and Chapter 11 will address social justice advocacy in detail.

Illinois School Psychology Internship Consortium (ISPIC) Diversity Plan

ISPIC, Illinois' doctoral school psychology consortium, developed a multifaceted Diversity Plan "to contribute to the development of culturally competent professional psychologists" (<https://psychology.illinoisstate.edu/ispic/diversity-plan.shtml>). Several components of their plan serve as worthwhile examples for implementation elsewhere. ISPIC recruited multiple school psychology diversity mentors who served as educators and mentors for the interns. They participated in various ISPIC activities including leading monthly diversity training seminars. These sessions provided didactic instruction in a service area and a related diversity topic. They often included online videos that modeled cross-cultural service delivery skills followed by discussion of application to their intern sites. Assigned readings regarding diversity responsiveness were also discussed. ISPIC's direct application of DEP's ecological approach to service delivery maintained a focus on addressing systemic factors in all assessment, prevention, and problem-solving activities within supervision. The unique structure of a state-wide consortium enabled discussion of responding to cultural differences in urban, suburban, and rural communities during monthly training seminars.

Section B: Training in Program Development, Systems Change, and Multisystemic Interventions

Program Development and Systems Change

The NASP (2020a) Practice Model and the APA (2011) competency benchmarks incorporate attention to both student-level services and systems-level services. NASP Domain 5 specifies engagement in school-wide practices to promote learning and mental health. This means that training and supervision do not merely focus on interventions for individual students but also must include strategies for developing programs that foster a positive inclusive school culture, enhance supports for learning for all students, and promote psychological wellness.

Sometimes *changing the system* is the central component of intervention planning. For example, when working with an individual student who is struggling with identity issues related to sexual orientation, it can become readily apparent that changes are necessary in the school culture to support many similar students. There may be a need for support programs for students who

are questioning their sexual orientation or have identified themselves as lesbian, gay, bisexual, or transgender. At the same time, it will likely be necessary to promote system-wide initiatives to address discriminatory aspects of the school culture and to promote educational practices that teach and value inclusion related to all manifestations of diversity. Supervision must routinely include examination of the larger contexts that influence the experiences of individual students and consider implications for potential systemic interventions. Training in program development and organizational change skills is an important competency. School psychologists have an obligation to promote equity in education and mental health services. To fulfill NASP's (2017b) call for social justice advocacy requires the development and application of system change skills. While graduate training can provide the essential theoretical background and define the skill sets required to become an effective change agent, the ability to integrate this knowledge and apply these principles and skills generally first occurs during the internship in collaboration with the supervisor. Since many programmatic initiatives require a lengthy process that generally covers more than a single school year, the first substantive opportunity to apply change agency skills is likely to occur during early career practice. This underscores the necessity of making clinical supervision available to this professional cohort.

Training in program development and organizational skills applies strategies similar to those involved in other problem-solving activities. The process begins with an identification of a need and an assessment of its prevalence and severity. A clear operationalized problem definition permits collection of baseline data that can later be a reference point for progress monitoring. Potential programmatic interventions are examined in reference to the current research and consensus for best practices within the field. An analysis of the system which is the target for change involves a broad examination of its culture including values, organizational structure, overt and covert decision-making practices, subgroup tensions, and politics. Supervisors guide supervisees through a systematic assessment of resources for and barriers to change and healthy development.

Change plans or program development initiatives must be directly linked to the problem conceptualization. The supervisor assists the supervisee in designing a comprehensive change plan that delineates: (a) any capacity building required for staff implementers, (b) teaming methods, (c) the implementation process and timetable, (d) supportive resources, strategies for countering barriers, and (e) mechanisms for modifying the plan based on the experience of initial implementation and progress monitoring data. Many change initiatives begin as pilot projects. No matter what the scale of initial implementation, it is critical to project what actions are necessary to sustain the initiative. This may involve anticipating what funding, personnel, or other resources might be required for successful long-term implementation.

This analysis may need to include what other roles or tasks staff may need to deemphasize, reassign, or eliminate.

A systematic approach to program development and system change begins with the identification of the need. Assessment of the prevalence and severity of the problem follows. The problem definition is operationalized in a way that is clearly observable and can be quantified. This enables the collection of baseline data as a reference point for progress monitoring. Potential resources and barriers for change are identified so that they can be accounted for within the intervention plan. This step addresses ecological considerations as it examines family, peer, school, and community variables that relate to the problem manifestation. The design of the intervention plan should be consistent with evidence-based practice. Program implementation may require adaptation to the unique needs and culture of the target cohort of students, this school or district, and the community. It is critical to provide support, skills instruction, and capacity building for implementing staff before the initiation of the plan. Once the change plan is implemented, progress monitoring should assess its impact and inform program modifications. Many change programs begin as pilot projects. Particularly in these cases, it is important to envision the requirements of larger-scale programming and to plan for sustainability. A successful pilot project that cannot scale up or be sustained will not achieve system change.

This brief review of the process for new program development and systems change consultation reveals its complexity. While it still involves the same sequence of *assessment to intervention to outcome linkage* that characterizes all core psychological activities, systemic work must account for many more variables at each stage, and its success is largely dependent on the ability to marshal support from key stakeholders, form strong collaborative teams, and build and sustain the capacity of all implementers. Supervised field experience is the best training ground for developing these competencies, and supervisors must ensure opportunities for program development initiatives and provide supervision that fosters the required competencies for becoming a successful change agent. As in other areas of training and supervision, a well-delineated systematic approach improves learning and organizes supervisory guidance, feedback, and support. Table 8.4, *A Systematic Approach to Program Development and Systems Change*, provides a sample framework for organizing and processing program development and systems change initiatives (Simon, 2015b). Within the ecological perspective, faithful but flexible adaptations of empirically supported programs and best practice standards must incorporate attention to cultural and diversity variables impacting individuals and existing in school and community systems. For an extensive treatment of these topics, we recommend Forman's (2015) text on the application of implementation science to the development of mental health programs in schools and Losoff and Broxterman's (2017) on problem-solving approaches to school change.

TABLE 8.4 A Systematic Approach to Program Development and Systems Change

-
- 1 Need identification
 - a Observational data
 - i Identification of persistent problems in a specific area
 - ii Concerns over service gaps
 - iii Absence of best practice
 - b Assessment
 - i Operationally define problem or need
 - ii Find or develop assessment tools that both clarify needs and anticipate progress monitoring and outcome data requirements
 - 1 Assessment tools must be user friendly, practical, and economical and include clear qualitative and quantitative descriptors
 - 2 Tap existing data collections and resources that might contribute to baseline data or measurement of change
 - 3 Include assessment of staff's capacity to respond to need and potential staff development needs
 - iii Investigate relevant best practice standards
 - 2 Analysis of system
 - a Culture
 - b Organizational structure
 - c Problem-solving style
 - d Procedures for implementing and supporting new initiatives
 - e Assessment of resources for and barriers to change
 - f Identification of respected and influential faculty who may be encouraged to provide vocal support and/or be enlisted to participate in pilot programming
 - 3 Design a new program or change plan
 - a Link plan directly to conceptualization of problems
 - b Investigate empirically supported programs to address need and then adapt to school context as necessary
 - c Delineate all aspects of change plan specifying required advance capacity building for staff, teaming methods, resource requirements, implementation process and timetable, mechanisms for modifying plan in response to experience during implementation and data from periodic progress monitoring
 - d Plan ongoing supports for implementers
 - e Plan for management of anticipated systemic barriers to change
 - 4 Project actions required to ensure sustainability of project or innovation beyond pilot stage
 - a Anticipate funding, personnel, and other resources necessary to sustain new program or change initiative
 - b Outline ongoing natural, professional recognition, and other incentives that support motivation and long-term commitment of program implementers and change agents
 - c Keep all stakeholders informed of progress monitoring outcome data
-

CASE EXAMPLE: PERFORMANCE ANXIETY IN A HIGH ACHIEVING HIGH SCHOOL

Cindy is completing her internship under Jody's supervision at Washington High School (WHS). WHS is a selective enrollment school in a large metropolitan area. It has an earned reputation for outstanding performance on state and national tests and a strong record of graduates securing admissions to top-level colleges. Jody received a referral from a science teacher regarding a student whom she had conferenced with after a surprisingly poor grade on a test. The teacher reported that the student, Maria, was very bright and hardworking, did well in classwork and homework, but performed poorly on tests. During the student-teacher conference, Maria appeared very stressed and anxious, was occasionally tearful, and frustrated that she was not as successful as she had been in the past. Jody thought this would be an appropriate counseling case to assign to Cindy under her supervision.

When Cindy shared her initial assessment of Maria's stressors in supervision, she was concerned that this student was experiencing excessive performance anxiety and that her struggles on tests were contributing to self-blame and escalating depression. Maria shared that she had always been the best student in her family and had planned to be the first one to attend college. Her struggles were impacting her sleep, and she was experiencing high and pervasive levels of stress throughout the day. During supervision, Jody directed Cindy to examine the impact of the school and family cultures on Maria's anxiety level. While she guided Cindy through individual intervention planning for Maria, she raised questions about the need for a program to address performance and test anxiety for many students who might be overwhelmed by the academic pressures and highly competitive atmosphere of WHS. Jody prepared Cindy to raise this question at the next student services department meeting.

At the meeting, several school psychologists and other counseling personnel reported an increase in referrals for anxiety. Jody suggested that Cindy, under her supervision, could systematically collect data on referrals for anxiety that had academic performance anxiety as a contributing feature, and then they could pilot an assessment of a segment of students who had not been referred for counseling to estimate the incidence in the student body as a whole. If sufficient need was demonstrated, development of a test anxiety program might be warranted.

Having guided her intern in an examination of the ecological factors impacting her client, Jody used this opportunity to provide Cindy with supervised experience in program development. She worked with Cindy to

choose and develop assessment targets and instruments. They discussed the specific WHS systemic factors that may inadvertently exacerbate performance anxiety. They persuaded the science department to participate in the assessment process and subsequent pilot intervention programming. Cindy explored evidence-based curricula for addressing test anxiety. They enlisted an interested and well-respected teacher in the department to co-facilitate a pilot support group and provided her with the necessary training to ensure successful participation.

At each stage of program development, Jody helped Cindy examine the steps and skills necessary to initiate and eventually sustain new programming initiatives. Piloting this program proved to be an achievable training experience for the intern year. At the conclusion of the pilot, Cindy reported outcome data and shared potential next steps with members of the science department. This initiative sensitized this academic department to brainstorm how they could better support all of their students in not only test preparation but in managing the pressures of this high achieving school culture. In Cindy's report back to the student services team, she was able to suggest that they more systematically collect data on referrals to see if other group intervention activities might be appropriate.

Innovation and system change take time to fully develop. This supervised experience in the early stages of program development equipped this intern with skills to apply in her future practice.

Supervision for Program Development and System Change Competencies

Supervision does not just focus on individual students but must include teaching strategies that foster a positive inclusive school culture and enhance resources for supporting psychological health for all students. Contemporary school psychology service delivery has incorporated a focus on system-wide programming and service delivery for all students. This approach is consistent with public health initiatives that are designed to promote health and prevent academic or behavioral problems from developing. System change and program development activities are committed to proactive initiatives that support student educational progress, teach adaptive coping and stress management skills, and provide instruction and guided experiences in effective problem-solving. These system-level interventions are designed to address the inequities in educational services and ensure social justice for all. To be successful they will require close collaboration among educators, families, and community resources.

Supervision in this area falls at the intersection of the ecological and problem-solving domains of the DEP model. It emanates from the assumption that ecological

Supervisor Reflection Activity: System Change Challenges

Which of these might be the most critical skills for supervisees to learn to be competent agents of system change? Rank order in importance.

- How to negotiate school/district politics
- Understanding the decision-making culture of the school/district
- Identifying supportive faculty leaders
- Applying Assessment–Intervention–Progress Monitoring paradigm to program development
- Developing a thick skin for criticism while maintaining self-care skills

factors must be accounted for in all problem-solving assessments and interventions at both the individual and systems levels. We outlined a systematic approach to program development and system change above. However, it can be challenging for supervisors to create opportunities for supervisees to engage in system-level problem-solving, particularly during the time-limited internship year. Take a moment to reflect on

some of the issues and challenges involved in professional development in this area by engaging in the self-reflection activity above.

Incorporating Systems Change Activities into the Internship Year

From the perspective of the DEP's Developmental component, program development and system change activities involve skill sets that are generally appropriate for the latter stages of the internship year. Training in these competencies is further challenged because change initiatives in many cases require implementation beyond a single school year. Because of these factors supervisors often struggle to find appropriate training activities in this area. However, it is possible to address these limitations and still provide initial training in this competency area. A few examples follow.

Each school district will present different needs and opportunities for engaging in program development and system change activities. Sample approaches to teaching competencies in this area may involve any of the following. The supervisor can invite the supervisee to participate in one of their program development initiatives. This may begin with shadowing the supervisor's participation in developing a novel service program or participating in action planning with colleagues to address problematic school system concerns. This provides opportunities for observing the supervisor modeling advocacy and team collaboration skills regarding the introduction of a change protocol. This would be followed in supervision sessions by processing observations of system and collaboration issues. Like deconstructing an observation of a supervisor's counseling or academic intervention, discussion can detail the supervisor's internal thinking process for deciding how to frame an advocacy initiative and respond to potential resistance to change. Supervisees can learn critical information about assessing and navigating system politics when attempting a new

change initiative. Over time, the supervisee can become directly involved as a contributing partner knowing that project activities will likely persist beyond the current internship cycle.

Simulation provides another tool for learning competencies in this area. With supervision, the intern can go through most of the steps in the *Systematic Approach to Program Development and System Change* protocol described above short of the actual implementation of the plan. The intern can: (a) identify a school systemic issue, (b) define the need for change, (c) collect baseline data, (d) define and operationalize the problem, (e) investigate best practice standards, (f) analyze relevant cultural and organizational features of the system, (g) delineate resources and barriers to change, (h) propose a change initiative, (i) outline initial action planning, (j) delineate capacity building requirements for staff, and (k) project sustainability plans. It is always possible that this simulation process will lead to a realization that part of the program development or system change initiative could be implemented during the internship year.

Beyond a simulation, the intern might be able to design a small-scale pilot program for a target group of students or pilot a response plan for an identified system-wide issue. This would be done under supervision or in a leadership partnership with the supervisor. For example, in a school that reflexively relies on suspensions as a discipline strategy, a pilot alternative-to-suspension intervention program could be devised based on restorative justice principles and problem-solving skills training (Amstutz & Mullet, 2015). Another example may involve designing a depression management program to respond to a documented increase in suicidal ideation and self-harm activities identified by psychosocial support staff. A pilot program could target parent involvement and support (e.g., specific initiative to engage immigrant parents with limited English language proficiency or a support and skills training group for parents of students identified with ADHD). Academic intervention programs might address study and organizational skills, test anxiety, or specific reading interventions for students challenged in these areas. Interns often enter their supervision year with advanced experience and competency in a specific skills area. For example, they may have participated in a prior field experience in trauma-focused support programming. Identifying these strength areas in the skill assessment at the beginning of the internship may present an opportunity for earlier involvement and additional leadership in piloting a new program.

Supervisors can include intern participation on school teams that are initiating new “universal” or “early intervention” programs. By design these population-based initiatives require systemic analysis and intervention. Although universal screening for academic problems is typically the first to be implemented, programs such as universal screening for mental health issues are often

TABLE 8.5 Incorporating Systems Change Activities into the Internship Year*Sample Training Activities*

- Shadow supervisor participation in program development activities and system change initiatives
- Identify a school systemic issue and delineate resources and barriers to change and propose a change initiative
- Participate in a school team initiating a new “Universal” or “Early Intervention Program”
- Under supervision, design and initiate a pilot program for a target group or respond to a system-wide issue
- Involve supervisee with multisystemic resources (i.e., community agencies, wraparound services, or neighborhood partnerships)

met with a mixture of support and opposition. Learning how to address reticence to change in service delivery systems and how to promote the linkage between social–emotional health and academic progress involves critical skills necessary for acquiring system change competencies.

A final example falls at the center of the ecological perspective. Supervisors can involve interns in direct collaboration with multisystemic resources. This is required for all intervention planning even with individual student cases; but it is equally important to engage community resources that provide services and supports beyond what is currently offered within the school system. Interns can also be required to explore community services and develop a map of resources that can support students beyond the school day. An updated community resource guide may benefit all the school’s support staff in their work to address complex student problems. Participation in wraparound services (Eber et al., 2008) or neighborhood partnerships (Swenson et al., 2009) which often meet at schools provides another vehicle for understanding the complexity of the social ecology impacting student issues and the possibilities for change enhanced by multisystemic collaboration. Table 8.5 summarizes these sample internship training activities for system change skills.

Incorporating Systems Change Activities into Early Career Supervision and Mentoring

As they begin their first professional jobs, for the first time, early career psychologists have a genuine opportunity to address systemic issues without the time constraint of a limited training cycle. With supervision or mentorship, they can develop the full range of program development and system change competencies. In some cases, psychologists are specifically hired because they present with an identified specialty (e.g., trauma support experiences) that their new school district expects them to use for new program development. Other times

they may be specifically hired to bring the latest best practice paradigms to a school system that has been slow or reticent to embrace new initiatives (e.g., introducing a school-wide PBIS program or designing universal screening systems for academic or social–emotional issues). In all cases, the supervisor or mentor guides plan design and implementation and, importantly, provides consultation regarding school climate, culture, and political factors. One of the critical contributions of

mentors assigned to new staff is to acquaint them with the community and system culture, identify where power for and against system change may reside, and identify in-house support resources. (See Chapter 2 coverage of mentoring.)

Most of the training activities delineated for interns can benefit early career psychologists. However, rather than simulations, the newly licensed professional can become involved from conception through full implementation of a new program or system change initiative. What is important in our view, is that early career psychologists have clearly identified clinical supervision or mentoring supports that specifically target the development of competencies in this practice area. The complexity and importance of these skills requires direct supports beyond what is possible in graduate and internship training.

Supervisor Reflection Activity: Overcoming Barriers to Teaching Program Development and System Change to Interns

- Reflect on how you personally learned skills for system change. What, if any, supports aided your professional development in this area?
- What are some of the realistic opportunities you have utilized to provide experience under supervision for your interns in program development and system change?
- What are some of the challenges in incorporating single-year interns into these activities and how might they be overcome?
- What are some experiences you can offer your intern after reading this section?

Balancing Advocacy and Self-Care

Particularly during internship supervision, supervisors may begin the training year by protecting their interns from district or school system dysfunctions. Supervisors want to support the educational purpose of their field experience and not allow them to be pressured to participate in activities that would limit the training perspective (e.g., a district may want to overload an intern with special education re-evaluations to address a backlog to the exclusion of a well-rounded training experience). Some schools are marked by tensions between faculty and administration or burdened by community discord and politics. The supervisor may help the intern understand these tensions but initially protect them from unnecessary involvement in system conflicts or dysfunctions.

However, at some point it is essential to prepare them for responding to and managing system dysfunction. This is an important skill set, and interns will undoubtedly encounter these challenges to some degree in their first jobs.

SUPERVISOR REFLECTION ACTIVITY: LEARNING TO MANAGE SYSTEM DYSFUNCTION

- How do we teach supervisees to survive and thrive in school politics?
- How do we teach them to be social justice advocates but still manage self-care?
- What have been your experiences in managing these supervision challenges?
- What have you found to be effective?

Balancing advocacy and self-care require essential competencies to become an effective change agent and to avoid professional burnout or paralyzing discouragement. Supervisors want to teach and encourage leadership and activism but guard against professional isolation. An important place to start is with a frank discussion of system issues considering each of the following: (a) the welfare of students, families, and faculty, (b) possibilities and constraints for advocacy, (c) the realities of systemic barriers to social inclusion and educational equity present in the school, (d) barriers for support for diversity within the school community, and (e) the presence of indicators of systemic racism. It is important to maintain a long-term hopeful vision for change. Encouragement for the possibilities inherent in applying program development and system change skills to address student and system needs must be emphasized. A more detailed discussion of addressing self-care in supervision will be found in Chapter 10.

Supervisor self-disclosure can provide perspective regarding the pace of evolution toward positive change and provide a model balancing advocacy and self-care. Successful change agents have a passion for the welfare of their students, assume the risks that come with advocacy for change, but avoid burning bridges with potential collaborators. Instead, they commit themselves to persistent efforts to influence and collaborate with colleagues, to solicitation of social supports from like-minded professionals, and to engagement in healthy self-care. Supervision requires a focus on self-care, and a later chapter will specifically address this critical skill. Modeling and teaching strategies to avoid burnout should begin in preservice training, and self-care is an important element in supervision at every career stage. Early career psychologists are at risk for feeling overwhelmed by the intensity of student, family, and faculty needs.

Mid- and late-career psychologists may experience advocacy fatigue and can be at particular risk for professional burnout.

Summary Rationale for Supervision of System Change Competencies

We have attempted to underline the critical importance of teaching skills for program development and system change advocacy. Both NASP and APA have identified these skill sets as required core professional competencies. School psychology has the capacity to directly impact the systems that advance or constrain their clients' (students, families, and faculty) welfare. Similar to other essential professional competencies, these areas of focus within supervision require systematic protocols, attention to empirically supported practice, and direct instruction in specific skill sets. These skills can only be crystallized in field experiences. Supervision may be the only opportunity for many preservice supervisees to learn and practice these skills before being thrust into leadership roles. In some cases, they soon become the single psychologist in a small school or district. Given the complexity of these skills and the time-limited nature of preservice training, it is important that direct clinical supervision or mentorship support and refine competency development in program development and system change at least through the early career period.

Multisystemic Interventions

The ecological perspective embedded in DEP assumes that individual functioning cannot be fully understood without understanding the contextual variables that influence behaviors, thoughts, and emotions. Not only immediate environmental factors but the persistent influences embedded in critical social systems that the student participates in must be considered in assessment and intervention planning. These include the family, peers, classroom, school, neighborhood, and larger community. The implication of this perspective for psychological intervention activities is that problem-solving strategies should not only focus on the individual student but address change in the contexts and systems that contribute to behavioral concerns and academic issues. The implication for supervision is that supervisees must be trained to assess and intervene individually and systemically in an integrated plan. Supervisors assist supervisees in understanding the larger picture and designing strategies to alter systemic variables that can support student health and academic success.

Supervised intervention activities include classroom consultations, extensive collaboration with parents and caregivers, programming to address school and peer cultures, and collaboration with community resources. Multisystemic therapies (Henggeler et al., 2009, 2012; Swenson et al., 2009) and functional

family therapy (Alexander et al., 2013) provide evidence-based paradigms for coordinated intervention strategies that involve parents, school staff, and community resources. Wraparound social service initiatives provide an additional vehicle for helping schools marshal and coordinate a broad range of community support resources to assist students and their families (Eber et al., 2008). Drawing from the best available empirically supported protocols, contemporary best practice in school psychology integrates intervention strategies for the student, classroom, family, school, and community (Simon, 2016, 2020). One key role of supervision is to assist supervisees in perceiving the linkage among these domains and then guide them in practical individual and systemic intervention planning and execution.

This is the juncture where the ecological perspective and the Problem-solving component of the DEP model intersect. Figure 8.7 summarizes the key implications of the ecological perspective for problem-solving. The next chapter will extend this discussion to examine supervision of problem-solving activities, the core function within school psychology.

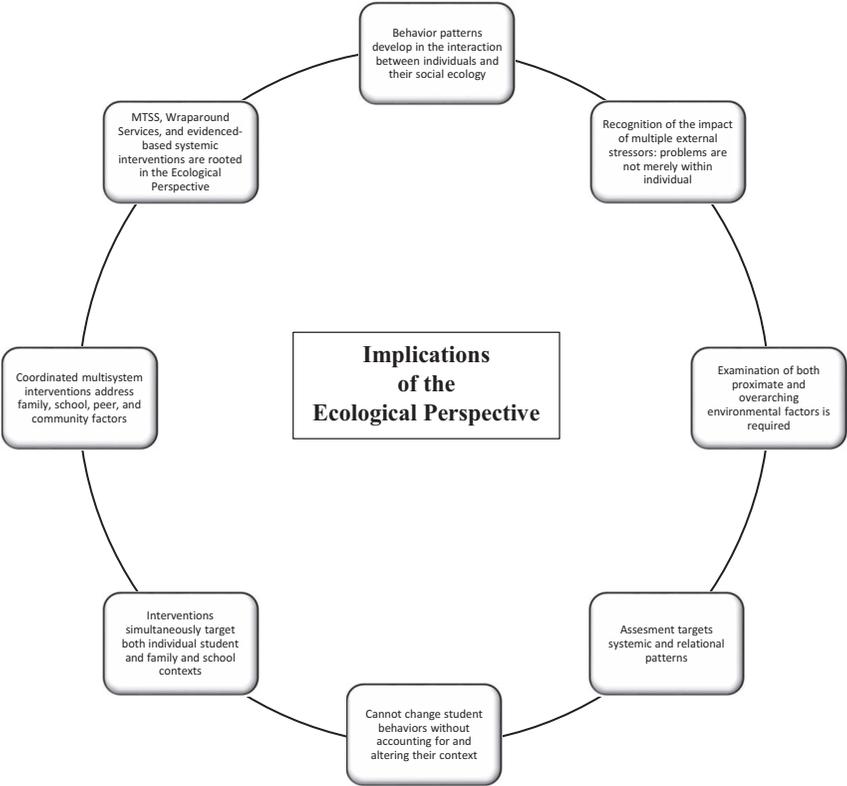


FIGURE 8.7 Implications of the Ecological Perspective.

Section C: Implementation Integrity of Ecological Component: Behavioral Markers

Behavioral Markers

The DEP supervision model not only provides a theoretical framework for supervision but defines specific approaches and activities for the day-to-day practice of supervision. As with any core training or intervention strategy, there are behavioral markers that can be monitored to ensure implementation integrity. We will now summarize these supervision activities or markers for the Ecological component of the DEP model. A similar summary occurs after the Developmental and Problem-solving component chapters. These behavior markers are incorporated into the DEP-SSFS described in Chapter 4 and located in Appendix 4A.

The following supervisory and supervised activities are consistent with the implementation of the Ecological component of DEP:

- Establish and define diversity and multicultural responsiveness as a supervisory goal from the beginning of the supervisory relationship.
- Orient the supervisee to the school and community cultures.
- Orient the supervisee to the representative ethnic cultures present in the school community.
- Discuss supervisor and supervisee cultural backgrounds and their potential implications for psychological practice (strengths and limitations) and for the supervisory relationship.
- Discuss the influence of local socioeconomic factors and family histories of oppression and privilege within a social justice framework.
- Assess supervisee training and attitudes relative to psychological services for sexual minority students and implement supervisory and training activities as necessary to ensure diversity competency in this area.
- Incorporate attention to relevant diversity and multicultural issues into all practice activities.
- Provide feedback as appropriate for the interference of any blind spots, personal biases, or limiting cultural perspectives on clinical work.
- Provide supervised training opportunities in universal interventions designed to promote wellness and prevent psychological and academic problems (e.g., universal screening, PBIS, social-emotional learning curriculum).
- Provide sufficient opportunities for problem-solving parent conferencing and parent skills training activities.
- Provide sufficient opportunities for classroom behavioral management consultation.
- Provide supervised opportunities for program development and system change activities.
- Direct supervisee to research services and collaborate with community resources.

Table 8.6 summarizes the Ecological component's Behavioral Markers.

TABLE 8.6 Ecological Component's Behavioral Markers

-
- Establish Diversity and Multicultural Responsiveness as goal at beginning of supervision
 - Attend to relevant diversity and multicultural issues for all practice activities
 - Orient to school and community cultures
 - Orient to representative ethnic cultures in school community
 - Discuss supervisor and supervisee cultural backgrounds and their implications for psychological practice
 - Explore the influence of SES and family histories of privilege and oppression within a social justice framework
 - Implement training activities to ensure responsiveness to sexual minority students
 - Provide feedback for any interference from blind spots, personal biases, or limiting cultural perspectives
 - Provide opportunities for universal interventions to promote mental health and academic success
 - Provide experiences for problem-solving parent conferences and consultations
 - Provide opportunities for classroom behavioral management consultation
 - Provide opportunities for program development and systemic change activities with attention to social justice advocacy
 - Direct supervisee to collaborate with community resources
 - Teach an evidence-based case conceptualization and problem-solving model that addresses both individual and contextual variables
 - Teach and employ a case conceptualization and problem-solving model that addresses both individual and contextual variables.
-

Summary

The ecological perspective assumes that individual functioning cannot be fully understood without understanding the contextual variables that influence learning, behaviors, thoughts, and emotions. Not only immediate environmental factors but the persistent influences embedded in critical social systems that the student participates in must be considered in assessment, consultation, and intervention planning. These include the family, peers, classroom, school, neighborhood, and larger community. The Ecological component of DEP focuses on the development of diversity and multicultural responsiveness, ecologically sensitive assessment and consultation practices, integrated intervention planning that addresses individual and systemic factors, and training in program development and systems change. Specific behavioral markers indicate implementation integrity of the Ecological component of DEP. Chapter 11 will provide expanded coverage of diversity responsiveness and social justice advocacy including practical examples of supervisory activities.

9

THE PROBLEM-SOLVING COMPONENT

Core Activity of Psychological Practice

The third component of the Developmental, Ecological, Problem-solving (DEP) model is problem-solving. Empirically supported problem-solving is the central professional activity of school psychologists and thus a core focus within supervision. Problem-solving is involved in all aspects of psychological practice. It is intrinsic to assessment, intervention, consultation, program development, and systems change activities. Problem-solving activities incorporate consideration of all the ecological factors reviewed in the last chapter. Diversity, multicultural, and environmental influences and other contextual or systemic factors must be addressed in the process of problem-solving. Supervisory practice focused on teaching problem-solving requires integration of all three DEP components. This integration is necessary both to ensure the provision of effective service for clients and to effectively connect theory, research, and practice for supervisees amid the complexities of the field setting.

The Developmental and Ecological components essential for supervision are also required for all assessment, consultation, and intervention activities. Age, coping and social skill levels, personal history, and health status are just some examples of developmental factors that influence problem-definition and problem-solving strategies. Even when engaged in program development and system change initiatives, it is necessary to understand the developmental history of the school community and how successful change occurs within the system. As just noted in the previous chapter, it is impossible to fully understand a student without taking into account ecological considerations such as family, school, and community contexts; cultural influences; personal identities (e.g., race, sexual orientation, disability, and intersectionality); socioeconomic status; and personal resources. Evidence-based practice requires that supervisees learn problem-solving strategies that address both individual and systemic factors.

Data-based Decision-making

The NASP (2020a) Practice Model describes data-based decision-making and accountability as practices that permeate all aspects of psychological service delivery. Data-based decision-making applies scientific principles to the problem-solving process. Systematic analysis of both individual and contextual factors occurs during assessment and intervention planning. Comprehensive multimethod and multisource data collection utilizing valid and reliable methods and instruments is the foundation for problem definition, problem analysis, solution generation, and intervention plan evaluation (Simon, 2016). This approach enables school psychologists to directly link assessment results to intervention. Accountability comes through the collection of routine progress monitoring and intervention outcome data. In turn this information may influence modifications of intervention strategies until desired results are achieved.

Evidence-based Interventions

Effective problem-solving requires the application of intervention strategies that are supported by research and tailored to the unique characteristics of clients and their presenting problems. Supervisors are responsible for guiding supervisees in the selection and application of evidence-based interventions that are consistent with assessment data and are appropriate for an individual student.

Individualized Applications of EBIs

Evidence-based interventions must adapt to individual student differences and the contexts and systems within which they are implemented. Unfortunately, presenting problems are often complex and characterized by comorbid conditions (Prinstein et al., 2019). Evidence-based interventions proven efficacious in well-controlled research studies may require adaptation to be effective in applied school settings (Simon, 2016). A strong advocate for empirically supported interventions, Kendall (2012c) notes that they are not uniformly successful and often do not sufficiently take into account common comorbidities. Still, they remain essential guideposts for interventions in all circumstances and are the foundation for problem-solving practices.

Evidence-based protocols are frequently manualized prescribing specific intervention strategies in a structured sequence. Recognizing that setting demands differ and that a one-size-fits-all approach can be a disservice to some clients, Kendall and Frank (2018) recommend application of evidence-based interventions with *flexibility within fidelity*. They underline the necessity of utilizing essential core intervention techniques consistent with the demonstrated change mechanisms of the evidence-based intervention while creatively

adapting therapeutic approaches to account for the unique characteristics of the client and setting.

Chorpita (2007) proposed a modular approach to implementation of manualized evidence-based intervention protocols. He advocated for assessing the individual skill sets of the child and then selecting the modules in the intervention protocol that fit the individualized profile of their strengths and needs. For example, some students experiencing anxiety may require interpersonal skills training and anxiety management strategies to counter social anxiety and enhance social participation, while others may have sufficient social skills but still require extensive application of cognitive restructuring and exposure strategies. The supervisor guides the supervisee in defining assessment to intervention links that result in individually appropriate and parsimonious applications of evidence-based interventions.

Implementation Science

The emerging focus on implementation science is particularly relevant to clinical supervision (Forman, 2015). APA's Division 16 (School Psychology) study group outlined the need to focus research efforts on examining the essential components required for effective implementation of evidence-based interventions in school settings (Forman et al., 2013). The challenge is to adapt research-supported intervention protocols, whose efficacy has been proven in controlled studies, to the complexity of problem-solving in daily school psychology practice where implementation of evidence-based interventions has been low (Kratochwill & Shernoff, 2004; McKeivitt, 2012). While researchers may protest insufficient utilization of empirically supported strategies, practitioners question whether they can be effectively applied in the messier realities of schools and clinics (Forman, 2015; Kratochwill & Shernoff, 2004). Implementation science strives to bridge that gap by determining which implementation strategies will result in increased utilization and effectiveness in applications of evidence-based interventions. The National Institutes of Health define implementation science as "the study of methods to promote the adoption and integration of evidence-based practices, interventions and policies into routine health care and public health settings" (National Institutes of Health, 2021). Relevant to our focus on clinical supervision, Forman (2015) emphasized the importance of technical assistance and coaching as methods to support implementation of evidence-based interventions. She noted that what is required is not only knowledge of the core features of an evidence-based intervention but familiarity with the typical intervention approaches currently used by the implementing psychologist and the culture, context, and characteristics of clients in the setting. Clinical supervisors serve an important function by assisting supervisees in identifying relevant evidence-based interventions for specific cases and then coaching them to adapt and apply these research-based strategies to

specific circumstances and settings. Supervisors combine their extensive clinical experience with their competencies in evidence-based practice to help supervisees integrate theory, research, and practice for individual clients, families, classrooms, and schools. Effective implementation of evidence-based interventions must consider diversity and cultural factors as just described in the Ecological component chapter.

This same broker role must often be applied during practicum and internship training when supervisees encounter the differences between best practices defined in their graduate training and the actual degree and limitations of implementation in their field training site. Here the supervisor promotes supervisee development of the skills required to adapt classroom learning to best practices in the field. In each case, the supervisor insists on empirically supported best practices while guiding the supervisee to manage setting constraints.

Multidisciplinary Problem-solving Teams

School psychologists routinely function in collaborative multidisciplinary problem-solving teams. These teams bring diverse specialist expertise to a joint enterprise of assessing needs and planning integrated intervention strategies for students. Psychologists make a unique contribution to problem-solving teams but must be sensitive to and incorporate the perspectives of other professionals. As experts in data-based decision-making, systematic problem-solving, and collaborative group processes, school psychologists often have leadership or coordination roles in problem-solving teams. They ensure that decisions are based on the best available data and that intervention plans are routinely monitored for progress with data collection consistent with problem definitions and intervention goals.

Skills for rapport building, teaming, and collaborative problem-solving are essential targets for supervisee development in preparation for effective participation and leadership in problem-solving teams (Burns et al., 2014; Cates et al., 2011). Supervisors observe and provide feedback on these collaborative skills as essential competencies for effective school psychology practice.

A major benefit of problem-solving teams is their capacity to integrate interventions across contexts and disciplines. Supervisors are responsible for developing supervisees' facilitation skills that result in integrated intervention activities across home, classroom, and other peer settings and that address individual needs in academic, psychosocial, language, health, and other relevant domains (Simon, 2016, 2020).

Multitiered Systems of Support

Contemporary school psychology strives to practice within a framework of Multitiered Systems of Support (MTSS) (NASP, 2020a; Stoiber, 2014). Consistent with public health intervention models, MTSS emphasizes the promotion

of wellness in all realms of adaptive functioning, problem prevention, and early identification of at-risk behaviors to enable early intervention. Typically organized within three tiers of supports, academic and social-emotional-behavioral intervention services are matched to the level of needs exhibited by individual students.

Universal Supports and Progress Monitoring

The first tier provides universal support and progress monitoring to the entire school population. A strong core academic curriculum, psychoeducation, and universal social-emotional learning supports are taught to all students. This maintains a focus on essential basic academic skills and includes integrating systematic social, coping, and problem-solving training into the general curriculum as core activities. School psychologists are involved in designing and implementing these services in close collaboration with teachers. School-wide support programs like Positive Behavior Interventions and Supports (PBIS) include school-wide and classroom activities, individual student monitoring and reinforcement strategies, and alternative approaches to discipline that focus on instruction in prosocial skills (Sugai et al., 2008). Social-emotional learning (SEL) programs have been demonstrated to not only promote psychological health but to support academic achievement (Durlak et al., 2015). Learning implementation of evidence-based SEL curricula is an essential supervisee goal similar to acquiring knowledge and skills of evidence-based intervention therapeutic protocols. Supervisors also facilitate the development of supervisees' consultation skills in academic areas including analysis of academic concerns and applications of evidence-based academic interventions.

Universal screening for academic, behavioral, social, and emotional problems is essential for first-tier activities. Similar to early identification of reading or language problems, universal social-emotional-behavioral screening facilitates the provision of early intervention services for students at-risk for both internalizing and externalizing psychological problems. When school districts have not yet fully established universal screening programs, supervisors can work with their supervisees in program development activities to establish such screening programs.

Targeted Interventions

The second tier within MTSS targets early intervention for identified at-risk students. Students served at this level of support may be experiencing academic, social, emotional, or behavioral concerns that have been identified by routine screening data collection or through teacher or parent referrals to multidisciplinary problem-solving teams. Particular attention is paid to students with known risk factors such as exposure to trauma, recent loss, substance abuse

history, chronic medical illness, low achievement, or repeated absences from school. While second-tier interventions should be linked to targeted skill deficits and can take many forms, in the social, emotional, and behavioral arena, structured therapeutic support groups are a common intervention strategy (Simon, 2016). An exciting development in the field has been the expansion of empirically supported group programs that were specifically designed and validated for implementation in the school setting (e.g., Bierman et al., 2017; Conduct Problems Prevention Research Group, 2020; Jaycox et al., 2018; Larson & Lochman, 2011; Stark, 2014; Stark et al., 2006). A comprehensive meta-analysis of Cognitive Behavioral Therapy (CBT) school-based group programs for anxiety and depression management strongly supported the effectiveness of these programs (Mychailyszyn et al., 2012). Rather than generic support groups, these evidence-based intervention group programs employ structured intervention protocols that target specific symptom profiles such as depression, anxiety, anger management, or trauma (Simon, 2013). These programs are designed to integrate with classroom activities and include progress monitoring with teachers and parents. Even though these programs are designed for school-friendly implementation, they still require supervisory guidance for adaptation and utilization.

Similarly, there is a growing body of empirically supported interventions targeting academic skills including strategies for those who experience both behavioral and academic issues (Alperin et al., 2021; Nelson et al., 2008). Summaries of evidence-based protocols for academic and social-emotional-behavioral problems can be located at websites such as Evidence-Based Intervention Network (<http://ebi.missouri.edu>), What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), Intervention Central (www.interventioncentral.org), and the RTI Network (<http://www.rtinetwork.org/home?sk=1>).

Training and supervision should focus on these evidence-based intervention programs that systematically address academic problems and specific social, coping, and problem-solving skills (Cates et al., 2011; Simon, 2013, 2016). Consistent with best practice, they are capable of linking assessment to intervention to outcome. Progress monitoring can include data on performance in the classroom, home, and other relevant settings. Second-tier group programs provide an excellent opportunity for co-therapy or co-academic intervention work with supervisees. In our experience, the most challenging aspect of group leadership for supervisees is not the implementation of the prescribed curriculum but the simultaneous behavior management requirements that ensure effective child participation. Many evidence-based intervention programs that teach social and coping skills specifically recommend co-therapy for group work (Larson & Lochman, 2011; White, 2011). Supervisors can model both intervention protocol implementation and behavior management. Consistent with the Developmental component of DEP, supervisors can gradually cede primary leadership responsibility to supervisees and eventually be replaced by

other support personnel. This co-leadership experience enables direct observation of supervisees' therapeutic work with a variety of youth and thus provides content for review in supervision sessions.

Identification of at-risk students often occurs during crisis intervention activities, particularly when assessments are required for risk for harm to self or others, after a major behavioral episode, or a personal or school-wide traumatic event. Crisis intervention activities often generate service needs particularly at the second-tier level of intensity (Brock et al., 2014, 2016; [also see NASP Online Resources: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis>]). In terms of the Problem-solving component of DEP, supervision in crisis intervention is a core supervisory activity particularly for intern, postdoctoral, and early career supervisees. Crisis intervention often includes significant safety concerns and requires responsible risk management. Because of vicarious liability, supervisors may be tempted to limit supervisee participation in crisis intervention; however, this is a critical training activity that requires extensive practice with supervision. Supervisees should participate in crisis intervention appropriate to their developmental competencies for this skill set. Supervisees in preparation for independent practice should be provided with sufficient crisis intervention experience to ensure independent competency and a thorough understanding of when and how to seek consultation or supervisory support. When supervising crisis intervention activities, it is important to also address the emotional reactions of supervisees to engaging in these intense activities (Corey et al., 2021). The extended case example at the end of this chapter provides an example of supervision and training during internship in crisis intervention skills.

Intensive Services

The third tier of MTSS responds to students with intense needs that cannot be fully addressed with less comprehensive or specialized services. Some of these students are served in special education programs that provide multidimensional integrated academic interventions and social-emotional-behavioral support at a high level of intensity. For students with significant mental health needs, it is necessary to intervene simultaneously in instructional and therapeutic domains for maximum benefit (Simon, 2016). At this tier, supervisees require development of skills for advanced collaborative problem-solving for the second stage of analysis of academic and/or behavioral-social-emotional concerns and for application of evidence-based therapeutic interventions for serious and complex psychological disorders and/or significant academic skill deficits. Many of these students present with comorbid conditions that require sophisticated multifaceted intervention protocols.

Casework at this intense level of service requires vigilant supervision. Key issues requiring focus in supervision include: comprehensive assessment

to guide intervention; selection of appropriate evidence-based intervention approaches; management of potential resistance to treatments, including dividing and manipulating supervising adults; and coordination with relevant community resources. These students with complex mental health needs and poor academic performance often require multisystemic interventions with close coordination of teachers, parents, and community-based professionals (Alexander et al., 2013; Henggeler et al., 2012; Simon, 2016, 2020; Swenson et al., 2009).

These intense cases can easily overwhelm preprofessional supervisees and are the typical cases for which credentialed supervisees request consultation or supervisory guidance. The extensive clinical experience of supervisors enables them to see through the complexity of these cases and plan practical sequential intervention strategies. Talking through decision-making strategies first in cases managed by the supervisor and then in those assigned to the supervisee is an important supervisory method. Co-therapy and recorded or live observations are particularly relevant in these more challenging cases. The supervisory goal is not only to help the supervisee with case-specific problem-solving but to teach case conceptualization and problem-solving approaches that can eventually be independently applied to future cases.

These challenging cases often present with a great deal of complexity and may require innovative adaptations of evidence-based intervention protocols (Forman, 2015). It is particularly in these situations that supervisees encounter the blend of art and science in intervention planning. Supervisors must ensure that supervisees maintain the core elements of empirically supported approaches, and when required to innovate or respond to problems minimally addressed in the research literature, supervisors make sure that supervisees monitor the outcomes of their revised strategies. The challenge is to know when to patiently stay the course and when to modify intervention plans. Supervisors' advanced clinical experience enables them to support supervisees in clinical decision-making.

Parallel MTSS Programming for Parents

DEP's ecological perspective requires working closely with parents to build strong family-educator partnerships to ensure student success. Consistent with evidence-based practice, the DEP Problem-solving component incorporates ecological factors into assessment and problem-solving activities and recognizes that interventions must address both individual and systemic concerns. This means that MTSS programming should be designed to work closely with parents and guardians, offer them support services that will in turn benefit their children, and engage them in collaborative problem-solving when academic or behavioral concerns emerge. Simon (2020) outlined a parallel MTSS paradigm for services to parents and guardians. The first tier provides educational

programs to promote healthy psychological development for their children, paying particular attention to anticipating and managing developmental transitions. The second tier provides early intervention services to assist parents with supporting students that are struggling and at-risk for significant academic or behavioral problems. Supports may involve parent skills groups or psychoeducation regarding specific conditions like ADHD, autism, or depression. The third tier requires intense coordinated home-school interventions and, at times, assistance to families for accessing community resources. Table 9.1 presents an MTSS framework that integrates parallel services for students and parents for behavioral health (Simon, 2020).

TABLE 9.1 Multitiered Systems of Support for Behavioral Health for Parents and Students

<i>Students</i>	<i>Parents</i>
<p>Tier 1 Universal Services</p> <ul style="list-style-type: none"> • Universal screening • Programs to promote health & prevent problems • Social Emotional Learning (SEL): social, coping, & problem-solving skills training • Peer support programs <p>Tier 2 Early Intervention & At-Risk Programs</p> <ul style="list-style-type: none"> • Targeted psychological assessment • Crisis intervention • Short-term counseling interventions • Structured support groups applying evidence-based protocols for specific symptom profiles • Problem-solving Parent Conferences (PPCs) • Referrals to community resources <p>Tier 3 Intense Intervention & Support Services</p> <ul style="list-style-type: none"> • Structured intense programming supports that may include special education services <ul style="list-style-type: none"> ◦ Coordinated support across classes targeting both academic & behavioral issues 	<p>Tier 1 Universal Services</p> <ul style="list-style-type: none"> • Orientation for supporting academic progress • Orientation to the goals & methods of health promotion & prevention & SEL programs • Parent education regarding psychological development & mastering developmental transitions <p>Tier 2 Early Intervention & At-Risk Programs</p> <ul style="list-style-type: none"> • Parent behavior management training • Parent networking for the prevention of antisocial behavior & substance abuse • Crisis intervention • PPCs • Referrals to community resources <p>Tier 3 Intense Intervention & Support Services</p> <ul style="list-style-type: none"> • Comprehensive multisystem intervention and support services <ul style="list-style-type: none"> ◦ PPCs & routinely scheduled family-school interventions

(Continued)

*Students**Parents*

-
- | | |
|--|---|
| <ul style="list-style-type: none"> ◦ Integrated individual & group counseling applying evidence-based protocols ◦ PPCs & routinely scheduled family-school interventions ◦ Referrals to community resources | <ul style="list-style-type: none"> ◦ Advocacy for access to & then collaboration with appropriate community resources (i.e., medical, mental health, social service agencies, youth programs, & child welfare & legal authorities if involved) ◦ Wraparound or MST Neighborhood Partnership services if appropriate |
|--|---|
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Source: Simon, D.J. (2020). *Problem-solving conferences in schools: Ecological-behavioral perspectives*. Routledge.

Within supervision, it is necessary to focus on skill development for collaborating with parents and teachers and for direct interventions in classroom and family systems. Interns need experience working across MTSS levels with both students and parents. An integrated application of DEP components is necessary. The developmental status of the supervisee's skills and the developmental status of students and families are considered. The ecological variables that influence the student and family, school, and community systems are assessed. Problem-solving activities intervene at both the individual student and systemic levels.

Program Development and Systems Change

The degree to which individual school sites have successfully implemented MTSS varies greatly. Some school districts may have fully developed a comprehensive service continuum while for others this framework remains largely aspirational. As noted in the chapter on the Ecological component, program development and involvement in system change initiatives are important roles for school psychologists. As such, supervisees need to be provided opportunities to participate in these activities under supervision. Concepts defining best practice are continually evolving, and individual districts may have unique challenges to address. Supervision sets the tone for balancing individual and small group service delivery and systemic work while fostering a professional attitude that both embraces a commitment to implementing current best practice and an openness to continuous improvement in psychological service delivery. Striving to support educational equity for all students requires the application of system change skills to social justice advocacy. Chapter 11 will address this in detail.

Training Across All NASP Practice Domains

Particularly during practicum, internship, and postdoctoral supervision, it is important for supervisees to receive training across the complete realm

of school psychology practice domains as articulated in the NASP Practice Model (NASP, 2020a) and delineated in the APA (2011) competency areas. This means that preprofessional supervisees should receive supervised experiences at all levels of MTSS and be involved in the full range of psychological practice activities. This includes assessment, consultation, intervention, collaborative problem-solving, and program development and work with students, faculty, parents, and community resources. While professional roles may specialize even during early career practice, entry-level psychologists should attain a broad foundation of competencies, but it may take from 5 to 10 years to develop particular expertise in any one area of practice (Ysseldyke et al., 2006). Often later supervision is required when a school psychologist moves into either a specialized area of practice or one targeting a population for which they have minimal experience. Given constantly evolving research and conceptualizations of best practice, NASP (2018) recommends participating in clinical supervision across the career lifespan.

Sharing Problem-solving Expertise

Supervision guides supervisees in the development of expertise in problem-solving both for individual casework and consultation and in the context of multidisciplinary problem-solving teams. Embedded in the MTSS framework is the assumption that all students and adult consultees should be trained to be competent problem-solvers. Universal services such as SEL programming teach these skills to students to promote healthy psychological development and coping capacity and to prevent problems. At targeted and intense levels of service, intervention goals continue to focus not only on remediation of the referral problem but on equipping students to independently respond to future challenges. This perspective of *giving problem-solving skills away* has been rooted in psychology for decades (G.A. Miller, 1969) and is a perspective to be embraced by supervisees. The development and validation of systematic skills training models for teaching effective coping and problem-solving skills has armed school psychologists with advanced tools for achieving this goal (Simon, 2016). In addition to learning problem-solving skills in supervision and teaching psychosocial skills to students, supervisees can be provided opportunities to train teachers and parents in problem-solving skills both in the natural course of consultation work and in structured psychoeducational programs (e.g., Barkley, 2013; Fristad et al., 2018; Simon, 2020; Webster-Stratton, 2019).

Case Conceptualization

Since problem-solving is the core professional activity of school psychologists, teaching case conceptualization skills is likewise a core supervisory activity. Supervisors not only help supervisees in problem-solving focused on single

cases but teach supervisees a framework for organizing case conceptualization to apply across the variety of case presentations. Consistent with the Developmental component of supervision, the supervisory goal is to teach processes for eventual supervisee independent problem-solving regarding both individual and systemic issues.

Linking Assessment to Intervention

Problem-solving is rooted in data-based decision-making. Supervisors assist supervisees in collecting data from multiple sources utilizing multiple methods. In the behavioral realm, this could include: direct behavioral observations in a variety of settings over time; classroom and school-wide data from PBIS and other available sources; interviews of students, parents, and teachers; functional behavioral assessments (FBAs); and behavior rating scales and other psychological assessment instruments as appropriate. In the academic realm, assessment data could include classroom work samples, teacher reports, curriculum-based measurement data, referral-specific psychoeducational testing, and classroom observations. Assessment activity should be parsimonious but sufficiently comprehensive. The purpose of assessment is to collect data to address all referral questions, to form unbiased problem definitions, and to inform intervention selections. Assessment data also establish objective baseline performance information that provides a benchmark for progress monitoring regarding the effectiveness of intervention activities. There is a direct link from assessment to intervention to outcome evaluation.

Case Conceptualization within an Evidence-based Framework

It is important for case conceptualization to be delineated within an evidence-based framework. For social-emotional-behavioral concerns, contemporary evidence-based practice relies heavily on cognitive-behavioral-systemic paradigms (Kendall, 2012c; Prinstein et al., 2019; Weisz & Kazdin, 2017). These approaches are exceptionally compatible with practice in schools. CBT utilizes psychoeducational frameworks which are consistent with other forms of instruction in schools. CBT's emphasis on skill-building through systematic instruction in social, coping, and problem-solving skills training integrates easily into school curricula; thus, when applied in therapeutic interventions, CBT strategies can lessen the stigmatization that is too often associated with psychological interventions. When schools develop adaptive skill-building SEL programs, specialized applications of CBT for at-risk and severely needy students become more intense but build upon a coping and problem-solving framework that students have already experienced.

The systemic focus of contemporary evidence-based intervention protocols is consistent with the paradigm shift in school psychology to address

contextual and systemic issues that may contribute to or sustain social–emotional–behavioral problems (NASP, 2020a). Examples of this focus shift are seen in the organization of MTSS; in the development of school-wide programming like PBIS and trauma support programs like Cognitive Behavior Intervention for Trauma in Schools (CBITS, Jaycox et al., 2018) which is consistent with the Substance Abuse and Mental Health Administration’s guidance for a trauma-informed approach to services (SAMHSA, 2014); in attention to school supervision and support patterns for bullying prevention; in classroom management consultations; and in models for family-school problem-solving collaboration (Sheridan & Kratochwill, 2010; Simon, 2016, 2020).

Many student referrals are involuntary, initiated by teachers, parents, or other adults. Supervisors counsel supervisees regarding building therapeutic alliances and managing possible youth resistance to interventions. A particular risk for novice interventionists is to personalize oppositional behaviors from students. Supervisors can guide supervisees in applying motivational interviewing and similar strategies to engage challenging students who may fear change or loss of autonomy (W.R. Miller & Rollnick, 2013; Naar-King & Suarez, 2021; Rollnick et al., 2016).

School-centered Case Conceptualization: The Self-Understanding Model (SUM)

Case conceptualization in schools must be in line with contemporary best practice, capable of integrating evidence-based interventions into the school setting, practical, solution-focused, and problem-solving centered. Effective school-centered models must be capable of incorporating contextual and environmental variables into intervention planning. Clear linkage from assessment to intervention to outcomes must be maintained.

The important requirement within supervision is to teach a model that supervisees can eventually learn to independently use in their professional practice. There are a variety of case conceptualization models in clinical and school psychology literature. The Self-Understanding Model (SUM) meets the requirements just delineated and has been employed extensively in school settings (Kapp-Simon & Simon, 1991; Simon, 2012, 2016, 2020). We will use it as an example of a case conceptualization model appropriate for clinical supervision targeting social, emotional, and behavioral concerns.

Contemporary evidence-based therapeutic intervention is rooted in an integration of cognitive, behavioral, and systemic interventions (Kendall, 2012c; Simon, 2016, 2020; Weisz & Kazdin, 2017). Treatment assumptions include the following. Uncontrolled physiological reactions to stress interfere with effective coping and problem-solving. How information is processed through thoughts and cognitions directly impacts emotions. Understanding emotional experience and providing empathy are essential parts of effective therapy.

Modifying the systems or the contexts that influence problem manifestation is often required to effect change and sustain improvements.

Building on these assumptions, the SUM case conceptualization model asserts the need to analyze symptom manifestation and maintenance by understanding the connections among a student's experiences, physical reactions to stressors, thoughts, feelings, and behaviors *and* the influence of context. Assessment must take into account each of these domains and then plan interventions as appropriate to address them in an integrated fashion. Guiding a student to gain awareness of the linkage among these factors will increase self-control and self-efficacy. For example, a student with social anxiety faced with a challenging social situation may experience intense *physical reactions* such as a racing heartbeat or tense stomach. His *thoughts* may quickly respond to these bodily reactions with a stream of negative self-talk and visual images of social failure. This will in turn exacerbate the intensity of his *feelings* of anxiety and may even escalate to panic. As his physical, cognitive, and emotional reactions accelerate, the *behavior* he displays is a rapid withdrawal from the social encounter as he isolates himself. Uninterrupted this pattern can become a self-reinforcing cycle escalating his anxiety and compromising any attempts at social interaction.

Other contextual factors influence his social anxiety as well (*family, school, peers, and culture*). His parents are very supportive and caring but overly protective. In his early school years, he experienced teasing and bullying which contributed to his social withdrawal. He is a Latino student in a predominantly White student body and is self-conscious about not being in the social mainstream.

After this assessment in the SUM domains, an intervention plan in a CBT-Systemic framework addresses each one of these domains. The student is taught physical self-calming strategies to control arousal. Cognitive intervention strategies are employed to help counter his overblown perception of threat. His instinctual flood of self-defeating thoughts is replaced with a self-instruction protocol that begins with an early recognition that his physical tension signals an emerging anxiety reaction. He learns a subvocal script to initiate his physical calming strategy followed by an individualized set of self-instructions to direct him to engage in planned coping responses. He uses behavioral rehearsal and role-plays to practice adaptive social participation skills; but they are paired with the coping responses in the other SUM domains.

Consistent with the DEP's Ecological component, SUM requires an assessment of systemic and contextual variables and an accompanying intervention plan as appropriate in these domains. For this socially anxious student, this process may involve a range of interpersonal skills training and social guidance activities such as the following: teacher-selected safe academic peer group; structured support for any corollary performance anxiety; increased faculty supervision if his social awkwardness targets him for bullying; facilitated participation in non-competitive social extracurricular activities (e.g., scouting, social

service activities); and parent training to counter any unhealthy overprotection practices and to equip parents with skills to support social competency and prompt adaptive coping strategies. Contingent reinforcement plans can support healthy coping and social participation to counter the unfortunate temporary reinforcement gained through social withdrawal. This student's experience may raise a larger systemic concern regarding social acceptance and inclusion of Latinx students within the school's culture and activities. Exploration of this issue and engagement in program development or system change advocacy may be required.

The systemic strategies just listed above target changes in adult supervision and support patterns, structured inclusive social supports, and direct guidance for the application of anxiety management and social initiation skills in peer environments. Collaboration with parents in problem-solving is a key element of the SUM CBT-Systemic approach. When teaching a case conceptualization model to supervisees, it is necessary to incorporate skills training for collaborating with parents. The Problem-solving Parent Conference (PPC) model is specifically designed for collaborative problem-solving with parents and teachers in schools (Simon, 2020). It serves as an example of a short-term systemic intervention that integrates home and school efforts for supporting students experiencing social, emotional, or behavioral issues. The PPC model targets changes in interactions and context:

...(a) changes in adult (parent, teacher, and school staff) behaviors; (b) modifications in environmental conditions; (c) changes in interaction patterns between parents and teachers, between these adults and students, and among peers; and (d) development of multisystem supports when required.

(Simon, 2020, 70–71)

In the case of this socially anxious student, it is important not only to teach individual social and coping skills but impact the context in which they need to occur. Table 9.2 provides a summary of the stages, goals, and methods of PPC.

This brief assessment to intervention description demonstrates a comprehensive approach to case conceptualization that addresses individual and systemic factors in an integrated manner. School psychologists have the advantage of being able to design interventions that are integrated across individual, classroom, peer, and family domains. This multidimensional approach can significantly improve outcomes. Evidence-based intervention protocols for specific psychological disorders can be integrated into this approach (e.g., Kendall & Hedtke's [2006] *Coping Cat* program for anxiety and Kendall et al. [2013] *EMOTION*, a transdiagnostic program for anxiety and depression).

This brief case example highlights a systematic and comprehensive case conceptualization protocol that can be taught to and then applied by

TABLE 9.2 PPC: Stages, Goals, and Methods

<i>Stage</i>	<i>Goals</i>	<i>Methods</i>
1 Tone & goal setting	<ul style="list-style-type: none"> • Engagement • Collaborative tone 	<ul style="list-style-type: none"> • Request for assistance & collaboration • Project shared ownership of problems & solutions • Focus on future solutions • Block excessive blaming & redirect repetitive conflicts • Externalize symptoms • Educate regarding identified disorders
2 Problem assessment & definition	<ul style="list-style-type: none"> • Shared problem definition & intervention goals • Comprehensive assessment of individual & systemic factors that require intervention 	<ul style="list-style-type: none"> • Solicit all perspectives • Collect home & school data • Assess relational functions of behaviors • Assess family & classroom structures & processes • Link home & school behaviors • Explore development transitions & trauma history • Summarize resources & barriers to change
3 Collaborative problem-solving	<ul style="list-style-type: none"> • Collaborative intervention planning • Application of relevant evidence-based interventions 	<ul style="list-style-type: none"> • Brainstorm interventions • Use active listening & reframing to create shared empathy & positive intentions • Use motivational interviewing strategies for reticence to change • Review prior attempts • Focus on “Do’s not Don’ts” (positive behaviors & skills) • Focus on positive incentives not punishments • Link home & school plans • Address barriers to change • Explore resources for change • Apply evidence-based interventions
4 Action planning & behavior contracting	<ul style="list-style-type: none"> • Coordinated home-school action plan summarized in behavior contract 	<ul style="list-style-type: none"> • Target individual & systemic change • Structure changes in relational patterns & environmental conditions • Delineate the plan in the written behavior contract • Develop contingency contract centered on motivational incentives but with response cost too • Reinforce short & long term goals using successive approximation as necessary • Create a path for positive behaviors to address functions of prior negative behaviors • Link home & school interventions & motivational systems • Collect data for contingency management & progress monitoring

Stage	Goals	Methods
5 Follow-up consultation & implementation monitoring	<ul style="list-style-type: none"> • Consultation & implementation monitoring • Advocacy 	<ul style="list-style-type: none"> • Contact all participants and reinforce the reinforcers • Monitor implementation integrity • Troubleshoot challenges • Use motivational interviewing strategies • Advocate for a student with school & community resources

Source: Simon, D.J. (2020). *Problem-solving parent conferences in schools: Ecological-behavioral perspectives*. Routledge. Copyright Routledge. Used with permission.

supervisees. Early in training, the supervisor may take a more directive role in assessment and intervention planning. Consistent with the Developmental component of DEP, supervisees should take increasing responsibility for intervention planning and monitoring the effects of problem-solving activities. The SUM schema provides an organizational format that can be used in supervision session planners. Facility with this process prepares supervisees for eventual independent case conceptualization and problem-solving. Figure 9.1 provides a graphic summary of the SUM components. Table 9.3 provides a sequential flow chart for applying the SUM approach. The *School-Centered Interventions* (Simon, 2016) text provides a comprehensive treatment of this model with specific applications to the most common child and adolescent symptom profiles and a framework for intervention planning within a school setting.

Case Conceptualization for Academic Concerns

SUM provides a comprehensive protocol for case conceptualization for social, emotional, and behavioral concerns. A systematic approach to problem-solving is required for academic issues as well. One system, the RIOT-ICEL Matrix, provides an organizational schema to support systematic and comprehensive assessment data collection (Hosp et al., 2014). It is not a diagnostic instrument but rather an organizational framework for the process of data collection. The matrix's four methods of data collection (Review, Interview, Observe, Test) are applied to four domains of learning (Instruction, Curriculum, Environment, Learner). Similar to social-emotional-behavioral assessment described above, academic assessment needs to be multimethod and multi-informant, with collection of data readily linked to practical evidence-based intervention planning. This approach does *not* assume that the problem lies within the learner but strives to account for the interaction between learner and a range of contextual variables, consistent with incorporation of ecological concerns

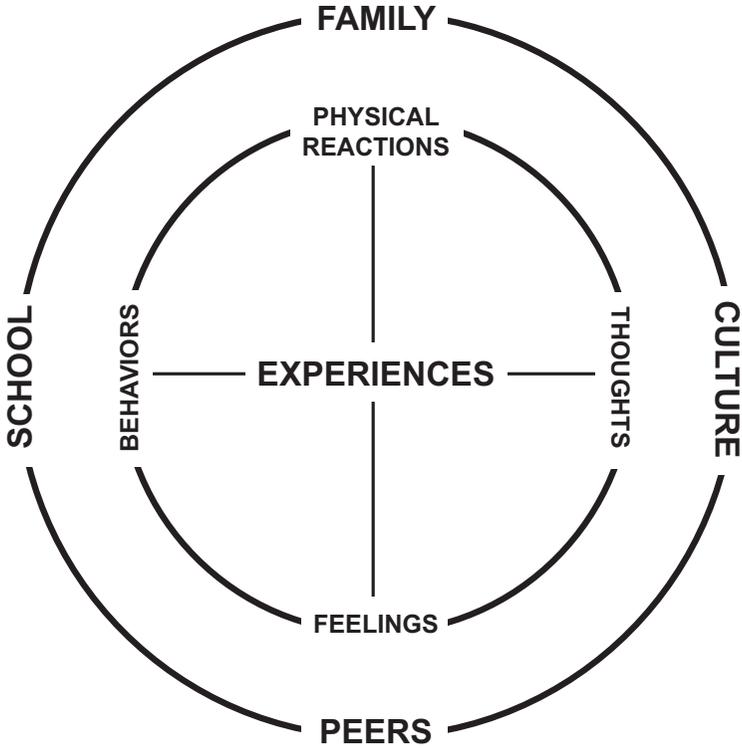


FIGURE 9.1 Case Conceptualization: The Self-Understanding Model.
Source: Adapted from Simon, D.J. (2016). *School-centered interventions: Evidenced-based strategies for social, emotional, and academic success*. American Psychological Association Press. Copyright 2016 by American Psychological Association Press. Adapted with permission.

into the problem-solving process. Addressing the four domains of learning ensures that contextual factors are addressed. For example, are there instructional strategies that appear more or less helpful (Instruction); are there gaps in the student’s skills that interfere with meeting curriculum expectations or has the student not been exposed to the skills as part of the curriculum (Curriculum); are there classroom behavior management issues or instructional methods that impact learning (Environment); and are there learner characteristics that impact academic progress, such as attentional or performance anxiety issues (Learner)? These questions are a small sample of inquiries tailored to referral questions that might be fruitful to explore within these categories. Figure 9.2 provides a graphic for the RIOT-ICEL Matrix. The Intervention Central website offers an example of additional data collection activities (https://www.interventioncentral.org/sites/default/files/rti_riot_icel_data_collection.pdf).

TABLE 9.3 Case Conceptualization Flow Chart. The Self-Understanding Model (SUM)

-
- 1 Assessment**
- a Baseline data are available through PBIS, RtI problem-solving data collection, etc.
 - b Functional behavioral assessment
 - c Assessment of cognitive variables
 - i Self-talk patterns
 - ii Attributional style
 - iii Locus of control
 - d Assessment of dominant mood states
 - i Stress management style
 - ii Capacity for self-awareness
 - e Systemic/ecological/contextual analysis
 - i Family
 - ii Peers
 - iii Culture/Diversity
 - iv SES factors
 - f Biological, neurological, medical factors
 - i Learning issues
 - ii Health concerns and medications
 - iii Relevant genetic history
 - g Diagnostic considerations (evidence-based interventions are symptom specific)
 - i Psychological testing (as necessary)
 - ii Comorbidities
- 2 Intervention Planning**
- a Chart current functioning and potential intervention strategies within each SUM domain
 - i Experiences
 - ii Bodily reactions
 - iii Feelings
 - iv Thoughts
 - v Behaviors
 - b Define social, coping, problem-solving skill needs
 - c Delineate systemic/contextual factors
 - i Family
 - ii Peers
 - iii School
 - d Investigate evidence-based intervention for symptom profile
 - e Prioritize concerns and set initial intervention targets
 - f Design and implement an intervention plan
- 3 Progress monitoring and Outcome Assessment**
- a Establish behavioral markers consistent with baseline and pre-intervention assessment data
 - b Utilize progress monitoring data to modify intervention planning
 - c Within special education build into IEP benchmarks

(Continued)

Essential Domains for Comprehensive Treatment Planning

- Symptom/diagnostic profile examined
- Developmental considerations (assessment and treatment)
- Empirically supported therapeutic intervention strategies
- Classroom instructional and behavior management strategies
- Crisis intervention (differentiated)
- Parent/family intervention considerations

Source: Self-Understanding Model (SUM) Case-Conceptualization Flow Chart from Simon, D.J. (2016). *School-centered interventions: Evidenced-based strategies for social, emotional, and academic success*. American Psychological Association Press. Copyright 2016 American Psychological Association Press. Reprinted with permission.

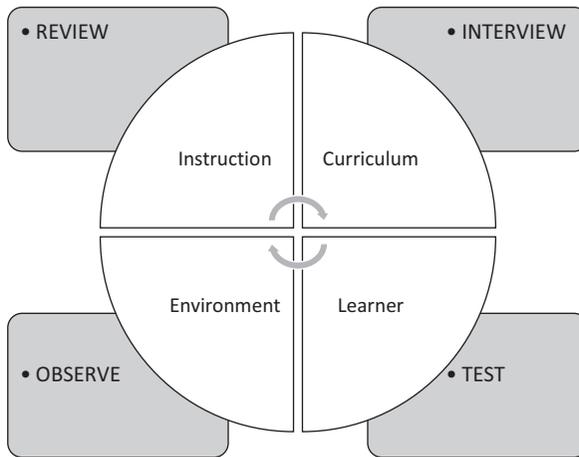


FIGURE 9.2 RIOT-ICEL Matrix.

For example, when a parent or teacher raises a concern regarding difficulties with reading skills, assessment must include a collection of multimethod and multisource data regarding the various components of reading skills (i.e., phonemic awareness, alphabetic principle, accuracy and fluency in text, vocabulary, and comprehension) (Joseph, 2014). However, to attain a complete assessment picture including contextual variables, it is advisable to utilize the multiple strategies outlined above and collect information regarding instruction, classroom, home, and other individual variables. After a review of records, this process starts with teacher and parental reports followed by examination of student work samples, classroom assessment instruments, and curriculum-based measurement (CBM) data. Direct observation during routine reading instruction provides information on the student's participation, motivation, and skills in comparison to classmates; classroom climate and behavioral management variables that may influence learning; instructional approaches used by the teacher; and the student's response to the teacher's class-wide instructions and individual interventions

targeting their difficulties. The home learning environment for schoolwork and potential social and environmental stressors are examined as well.

This initial analysis determines whether further assessment is required and points to what reading skills should be examined in greater detail. For example, if the initial data identify problems in reading fluency, then formal assessment may examine the subskills required for fluency. Then if test data reveal that weaknesses in phonics skills are central to fluency deficits, more intense and explicit instruction targeting phonics skills would be recommended. Instructional strategies would be prescribed from evidence-based approaches for both classroom and individualized instruction. Supervisees should be directed to research-based practice and intervention sources that link assessment to academic interventions (i.e., Burns et al., 2014; Theodore, 2017; Truckenmuller et al., 2020). Progress monitoring to assess the response to these additional interventions would involve frequent reviews of class assessment and curriculum-based measurement data and periodic formal assessment of phonics and reading fluency skills (Hosp et al., 2014).

Since academic problems often co-occur with behavioral and emotional issues, it is important to routinely consider whether a student with academic challenges is also experiencing anxiety, depression, or other psychological concerns. When this is the case the SUM case conceptualization protocol can supplement information from the academic assessment and contribute to a comprehensive support plan for the student.

The similarity between the SUM and academic case conceptualization approaches is readily apparent. Each is multidimensional, collects data from various sources, addresses the subcomponents of the student's experience, and assesses contextual and systemic factors. Integrated assessment of academic and social-emotional concerns contributes to a comprehensive case conceptualization that guides selection of empirically supported interventions on behalf of the student. This permits a systematic link from assessment to intervention to outcome analysis. In summary, supervision provides supervisees with empirically supported case conceptualization models that organize the problem-solving process into a systematic schema for linking assessment to intervention to progress monitoring. The supervisory goal is to provide supervisees with frameworks and tools that can transfer to eventual independent practice. Developmental and ecological considerations are integrated into the problem-solving process from the perspective of both supervisee professional development and critical elements in problem analysis and intervention for clients.

Supervision of Consultation

As noted above, collaborative problem-solving has become a central focus within school psychology practice. Consultation skills are core competencies for school psychology and require a specific focus within supervision (NASP,

2020a; Newman & Rosenfield, 2019). An important advantage of effective consultation practice is that it benefits not only the client (generally the student) who may be the initial target of concern, but the consultee (i.e., teacher, parent, or administrator) who works with and supports that client. When the skills of a teacher are enhanced during the consultation, this increased expertise can be applied to other students and classroom instruction and management. Within consultation practice, the consultee is primarily responsible for executing the intervention plan. This approach builds the professional capacity of the teacher and enables the school psychologist to influence a wider range of students. In effective collaborative consultation relationships, the consultant grows in skills as well. Consultee teachers and administrators not only share their specialty knowledge but enhance the consultant's understanding of barriers and nuances that must be navigated to support clients. This knowledge will in turn benefit future consultees and clients.

Consultation relationships are defined differently from direct intervention relationships. These relationships are voluntary and nonhierarchical. Both the consultant and the consultee bring expertise to the collaboration. Intervention planning emerges from collaborative problem analysis, brainstorming of alternatives, and intervention selection. The consultee maintains the right to reject suggestions from the consultant. Even when a consultant is engaged with a request for sharing specific expertise (e.g., social support for a child on the autism spectrum), the consultee has the responsibility for filtering the appropriateness and feasibility of recommended strategies and contributes to the classroom, school, or organization-specific knowledge regarding effective implementation. These defining parameters of consultation practice are important to review in supervision. They influence the character of the entry of the supervisee into a consultation relationship, foster a collaborative relationship, and define the dual purpose of consultation as assistance to student and teacher skill development. Understanding the shared responsibility in problem-solving collaboration can limit the tendency of novice consultants to feel like they must be the "answer person" with the wisdom to solve all aspects of psychological and instructional problems. As novice consultants, interns may experience frustration that their knowledge of contemporary best practices from graduate school may not be immediately accepted by consultees as is, or that barriers to implementation are far more complex than anticipated. Supervision helps supervisees understand and navigate these challenges.

A consultee-centered consultation approach is characterized by the collaborative structure and relationship characteristics described above (Newman & Ingraham, 2017; Newman et al., 2014). The key benefit to this approach is the potential for both consultee and consultant professional development that can benefit other individuals and systemic problem-solving. To establish an effective and trusting working alliance with a consultee requires time, patience, application of a coherent problem-solving process, an understanding of the

school's culture, and the full range of communication skills required in all school psychology practice relationships (Newman & Rosenfield, 2019).

Supervision of skills for program development and consultation for systems change were addressed in Chapter 8's treatment of the Ecological component of DEP. Diversity and multicultural responsiveness and multisystemic intervention strategies described there are applicable to consultation practice. The case conceptualization models provided above are relevant as well. The interpersonal skills and attitudes described above for creating an effective consultation relationship are essential for system-level consultation as well. Two common roles for consultation work will be addressed here: consultation with individual teachers and leadership/participation in multidisciplinary problem-solving teams.

Integration of Content and Process Skills

Consultation is an indirect form of service delivery that requires an integration of content and process skills (Newman, 2012; Newman & Rosenfield, 2019). All of the skills in assessment, instruction, intervention, and progress monitoring for both individual and systemic issues are required for effective consultation; but in addition, skills for engagement, collaboration, and motivation to support change and implementation are essential. Similar to the importance of establishing an effective alliance with clients for direct service delivery, establishment and maintenance of effective collaborative relationships with consultees is of paramount importance and thus also a focus of supervision. Teachers are likely to request consultation when they feel stymied or even frustrated by a challenge in helping a student. It is important that supervisees form affirming consultation relationships founded on communicating empathy for the consultee, countering any unhelpful focus on self-blame or student-blame, and contributing positive energy that shared expertise will generate effective solutions.

Consultation requires both art and science. Supervisees benefit from learning a systematic framework for problem-solving. Organizational schemas for behavioral and academic problem-solving involve similar elements. While incorporating the steps of prior consultation models, Newman and Rosenfield (2019) have added a contracting stage to emphasize the importance of establishing a clearly defined consulting relationship, with clear expectations, commitments, and a mutual understanding of the consultation process and its collaborative nature. Table 9.4 summarizes their five stages and their purposes. Organizational schemas not only provide structure and support for supervisee development; but, in the case of consultation, they guide against the trap of engaging in too frequent on-the-fly consultations that lack a purposeful and accountable problem-solving process.

TABLE 9.4 School Consultation Problem-solving Stages

<i>Stage</i>	<i>Purpose</i>
Contracting	<ul style="list-style-type: none"> • Introduce consultee to consultation model, its assumptions, expectations, and process • Gain agreement to work together
Problem identification and analysis	<ul style="list-style-type: none"> • Create shared perception of consultee concerns • Define problem in observable and measurable terms • Establish baseline of current performance • Establish goals
Intervention planning	<ul style="list-style-type: none"> • Collaborative development of strategies targeting goals
Intervention implementation, monitoring, and performance feedback	<ul style="list-style-type: none"> • Ensure adherence/accurate implementation of intervention
Post-intervention planning and closure	<ul style="list-style-type: none"> • Formal conclusion of consultation relationship

Source: Adapted with permission from: Newman, D.S., & Rosenfield, S.A. (2019). *Building competence in school consultation: A developmental approach*. Routledge.

The science of data-based decision-making and selection of evidence-based interventions is essential to this process; however, a mechanistic approach to collaboration that does not address professional support and relationship variables will prove insufficient (Newman & Rosenfield, 2019). Problem-solving is effective when it emerges from a creative and dynamic collaboration between contributing professionals with distinct expertise. Supervisors guide supervisees in the application of systematic problem-solving approaches with simultaneous focus on the interpersonal skills of empathy, productive inquiry, affirmation and trust-building, integration of diverse points of view, and appropriate reinforcement for consultee effort and expertise.

Supervision Methods

Supervision methods applied to learning consultation skills are similar to those beneficial for other competencies. Newman and Rosenfield (2019) described a developmental process that matches methods to the skill level of the supervisee that is consistent with the DEP's Developmental component. Their progression moves from didactic presentations of concepts to modeling to simulation to direct practice under close supervision. Within training and supervision, they require audio or video recording of consultation sessions and direct supervisees to complete process notes that highlight communication patterns, identify positive and problematic interactions, propose questions for supervision, and suggest the next consultation steps. This approach is consistent with the DEP emphasis on self-reflection and monitoring. Segments of recordings are

reviewed in supervision sessions with attention to both process and content considerations.

Review of logs and recordings includes a focus on a variety of communication and problem-solving variables such as the following: empathy, encouragement, clarification, summarizing, checking for understanding, supportive nonverbals, collaborative language, information sharing, descriptive questioning, positive reinforcement, behavioral-specific problem formulation, and intervention recommendations. This approach is similar to observations of assessment and intervention work. Many elements of the *Counseling Skills Identification* recording system described in Chapter 7 and Appendix 7H are applicable. In his examination of supervision training for preservice consultants learning Rosenfield's model, Newman (2012) developed a coding system to analyze supervisee interactions with consultees and supervisor strategies. He found the dual focus on process and content to be beneficial and to contribute to appropriate developmental changes in supervisee skills and supervision focus. While review of both content and process is essential for supervision of consultation, it remains important to evaluate the outcome of consultation activities in terms of student progress, continued productive engagement with the consultee, and, when available, reports of applications of strategies to additional students.

In their summary of learning consultation skills, Newman and Rosenfield (2019) underline a framework consistent with all supervisory practices: assessment, feedback, and deliberate practice. Assessment evaluates the supervisee's consultation content knowledge and process skills and the outcomes for consultees and their clients. Formative and summative feedback define areas requiring further skill development. Specific deliberate practice activities are then designed to improve skills with supervision supports (Newman, Gerrard et al., 2021). Their text *Building Competence in School Consultation: A Developmental Approach*, is an excellent resource for supervisors.

Managing Resistance to Change

Just as struggle with change can be evident in direct interventions, anxiety related to change or hesitancy to attempt new approaches can occur in consultation relationships. Supervisors can help supervisees ensure that their data collection and communication are clear and persuasive, that patience and persistence are necessary to achieve change, and that supportive intervention approaches such as motivational interviewing (W.R. Miller & Rollnick, 2013) are beneficial for challenging consultation relationships.

Tempering Consultant Anxiety

While novice consultants might fear resistance from consultees, our experience in supervision suggests that consultant anxiety can contribute to an unrealistic

TABLE 9.5 Characteristics of Effective Consultation with a Teacher

-
- Defined purpose and process (verbal contract)
 - Nonhierarchical consultant–consultee relationship
 - School psychologist contributes psychoeducational and problem-solving process expertise
 - Teacher contributes curriculum and classroom and school specific knowledge
 - Dual purpose of assistance to student and teacher skill development
 - Problem-solving involves systematic data-based decision-making and a commitment to evidence-based practice
 - Attention is paid to any relevant ecological or systemic issues
-

Supervision Note: To learn effective consultation skills, supervisees require specific process and content skills supported by multimethod supervision with deliberate practice of specific skills. To ensure fidelity to evidence-based practice, the supervisor coaches the supervisee in interpersonal skills for sharing information and motivational interviewing and related skills for addressing hesitancy in adoption or implementation.

urgency in problem-solving. The need to quickly demonstrate competency and rapidly resolve student problems can have a negative effect if insufficient time and effort is placed in relationship building and careful problem definition and analysis. When this occurs, the consultant risks prematurely recommending interventions that might not address central concerns that would be revealed in a comprehensive problem analysis. Many problems that are initially presented as primarily behavioral concerns have learning or instructional match issues that contribute to problem manifestation, and certainly, the reverse is true as well. Hasty intervention may miss the environmental or systemic aspects of problems and mistakenly focus strictly on within-student factors. Collaborative problem-solving should be focused and efficient but must involve accurate and complete assessment and data collection. Supervisory oversight monitors the efficiency, pace, and thoroughness of consultation activities. We conclude this section with Table 9.5 summarizing the characteristics of effective consultation with a note regarding supervisory tasks.

Problem-solving Teams

The principles of consultation with an individual teacher are applicable to participation and/or leadership in school-wide problem-solving teams. Due to their expertise in data-based decision-making and problem-solving methods, school psychologists often serve as facilitators of multidisciplinary problem-solving teams. In addition to the skills already described, group leadership skills are required. A primary concern is to ensure that all members are able to contribute (i.e., managing monopolizers and drawing out reticent participants) and guide the group process to remain faithful to systematic and empirically supported problem-solving methods. The *Problem-solving Team Observation Checklist*

(Cates & Swerdlik, 2005) referenced in Chapter 7 and Appendix 7I is a tool for monitoring and supporting effective team functioning.

An additional benefit of team leadership is the ready identification of systemic needs and staff development requirements that emerges through repeated individual and single classroom problem-solving cases. For example, cumulative data developed in problem-solving teams might point to the need to examine particular areas of academic struggle. If written expression is a frequently raised academic concern regarding individual students, it may suggest the need to explore school-wide improvements in this area of curriculum or to research additional training and support resources for teachers. Similarly, if problem-solving teams discover that behavior incidents frequently occur in certain less structured or minimally supervised school locations, the consultant may bring this to the attention of administration, and faculty supervision responsibilities can be adjusted as a preventive measure. If in a high school with an intensely competitive and high achieving educational culture, problem-solving teams discover a high incidence of underachievement related to difficulties with stress management and performance anxiety, then, support programs might be developed school-wide to teach students coping and test taking skills. Within supervision, training in consultation skills progresses from a focus on core content and process skills for individual consultation to participation and eventual leadership in problem-solving teams to system-wide consultation and systemic intervention planning.

Problem-solving Supervision Incorporates Developmental and Ecological Components

Even though we have delineated each of the DEP components at length individually, in the process of problem-solving supervision, it is essential to integrate them within the supervisory process. When supervising problem-solving activities, the developmental status and case-specific skill levels of the supervisee will influence selection of supervision methods (e.g., early in training, didactic instruction and modeling may be required and particularly challenging cases may require co-consultation or co-therapy with the supervisor). Case conceptualization activities require and facilitate case planning, implementation, and outcome documentation which were initially designated as structured requirements in the Developmental component. The formative feedback focus of the Developmental component provides frequent direction for supervisees during problem-solving interventions. As supervisees gain competency in case conceptualization, they gradually function more independently. For the internship year, the Developmental component's goals target-independent functioning as a competent problem-solver across NASP practice domains and APA competency areas (for doctoral interns) by the conclusion of the training year.

The Ecological component's incorporation of diversity and multicultural and social justice perspectives into problem-solving is essential throughout

supervision in the problem-solving domain. The ecological perspective's emphasis on consideration of environmental, contextual, and systemic factors influences intervention selection. Engaging in problem-solving activities within an ecological framework requires employing interventions that address individual and systemic issues simultaneously. Analysis of ecological considerations also prompts program development and system change activities that go beyond a focus on individual intervention by implementing prevention and problem-solving initiatives that impact whole classrooms or the school-wide community.

Implementation Integrity of Problem-solving Component: Behavioral Markers

The following supervisory strategies and supervised activities are consistent with the implementation of the Problem-solving component of DEP:

- data-based decision-making formats applied across intervention domains linking assessment to intervention to progress monitoring;
- application of a systematic case conceptualization model (must incorporate ecological considerations);
- intervention strategies targeting both individual and contextual or systemic variables in an integrated manner;
- utilizing evidence-based strategies consistently, monitoring fidelity of implementation, adapting to unique client and school setting needs as appropriate while maintaining core empirically supported intervention elements, collecting routine progress monitoring data to gauge effectiveness and guide decisions to modify protocols;
- supervisee involvement in intervention activity across multiple tiers of service delivery;
- application of problem-solving protocols to indirect service delivery through supervision of instructional and behavioral consultation.

See Table 9.6 for a summary of behavioral markers for the problem-solving component.

Integrative DEP Case Example

We will now present a case example drawn directly from cases in our own clinical supervision experience that delineates the supervisory process and illustrates the integration of the Developmental, Ecological, and Problem-solving components of the DEP model. The within-case commentary highlights supervisory responses that illustrate each component in action (D = Developmental; E = Ecological; and P = Problem-solving). All three are required for effective supervision.

TABLE 9.6 Problem-solving Component Behavioral Markers

-
- Utilization of data-based decision-making formats across intervention domains linking assessment to intervention to progress monitoring
 - Application of a systematic case conceptualization model which incorporates ecological considerations
 - Intervention strategies targeting both individual and contextual variables
 - Consistent utilization of evidence-based strategies
 - Monitoring fidelity of implementation
 - Adapting to unique client and setting needs
 - Collecting progress monitoring data
 - Incorporation of diversity and multicultural factors into problem-solving
 - Attention to internal process when engaged in problem-solving
 - Supervisor “thinks out loud” about internal process of clinical decision-making
 - Encouragement of supervisee emotional awareness how their thoughts and feelings impact responses to clients
 - Involvement of supervisee in interventions across multiple tiers of service delivery
 - Universal/preventative
 - Targeted
 - Intensive
 - Application of problem-solving protocols to supervision of instructional and behavioral consultation
-

CASE EXAMPLE WITHIN THE DEP SUPERVISION MODEL

The following case example illustrates the practical applicability of the DEP model for guiding the supervisory process. Sally, a school psychology intern in a high school placement, is approached by Pauline, a student she has begun to work with in a counseling support group. Pauline shares serious concerns about a friend, Mary, who has been depressed and begun talking about whether she would be better off dead. Pauline remembered that the school’s universal suicide prevention program had addressed the important responsibilities that peers had for assisting each other when friends discussed harming themselves. This prevention program encouraged students to approach a trusted staff member or one of the presenting psychologists to share concerns about a friend in crisis. [*E: Intern participates in a systemic program that attempts to impact the culture of the school.*]

Pauline informs Sally that she is afraid for her friend but worried she will be angry at her for talking about it with a school staff member. Her friend has not specifically threatened suicide, but she is concerned over how depressed and withdrawn she has become. She asks Sally what she should do. Sally reassures Pauline that her concerns are valid and important and that

she has taken appropriate action to seek help regarding her friend. As they discuss Pauline's concerns further, it becomes clear to Sally that despite the absence of a direct suicidal threat, this is a potentially serious situation requiring further assessment and intervention.

[P: Actively engaged in a problem-solving activity.] She convinces Pauline to attempt to bring Mary in to see her together, making suggestions about how to encourage Mary, emphasizing how impressed she is with her concern for her friend, and noting that joining her in the meeting will make Mary feel more comfortable. While expressing confidence that Pauline's support will be successful in bringing Mary in for a session, Sally reassures her that she is committed to reaching out to Mary even if she is hesitant. Sally notes that she is in training as a psychologist, supervised by Ms. Grace Jones. *[D: As per supervision contract, intern identifies self as a trainee and identifies supervisor and her role.]* She tells Pauline that she wants to make sure she is doing everything possible to be helpful to her and Mary and will be consulting with Ms. Grace Jones who may join them for the meeting to provide additional expert support.

Sally is in the second month of her internship. During the assessment stage in the development of her internship plan, Sally and her supervisor determined that one of her training goals would be to become more proficient in counseling skills. She has studied suicide assessment at the university but has never actually conducted a risk assessment. Her internship contract specifies that all concerns related to student safety must immediately be brought to her supervisor's attention. Right after meeting with Pauline, she contacts her supervisor to share the contents of this interview and consult about how best to proceed. Grace, her supervisor, takes time to review the situation with Sally and confirms that she has taken the correct action steps. Grace reviews the process of engaging in a suicide risk assessment and outlines the best way to proceed including planning ahead for following up with Mary's parents. Given the nature of the case, Sally's experience level, and the early stage of the internship, Grace decides she will join Sally in the session with the students. She encourages Sally to take the lead noting that she will lend support and ensure that the risk assessment is thorough and accurate. *[D: Entry-level assessment of intern skills levels defines the focus of training. Supervision contract specifies actions to be taken in risk-for-harm situations. Supervisor provides direct instruction in suicide risk assessment (multimethod supervision). Supervisor provides formative feedback. Given the critical nature of assessment and the intern's early stage of training, supervisor will sit in the next session.]*

Sally and her supervisor meet together with the girls. *[E: Involving peers in support of intervention is consistent with the ecological perspective.]* After Pauline expresses her concerns for her friend, Sally asks Mary if she would like Pauline to remain in the meeting for further support or whether she would like to explore these concerns privately. Still anxious about discussing these

issues with unfamiliar school staff, Mary asks Pauline to stay for support, and the assessment process ensues. While Mary does not appear to be at immediate risk for self-harm, it is clear that she is clinically depressed and requires therapeutic intervention to address multiple concerns. She reports a recent break-up with a boyfriend, intense conflicts with her mother, significant academic difficulties, and some growing alcohol use “to try and take a break from my problems.” When Mary initially resists Sally’s recommendation that they meet together with her mother, Grace becomes more active. *[D: Since welfare of the client is the highest value, supervisor becomes more active to ensure positive outcome.]* She skillfully models an approach that not only achieves cautious agreement from Mary but prepares her to appropriately share her concerns directly with her mother with their support. *[D: Supervisor modeling is part of multimethod supervision.] [E & P: Involving parents recognizes the need for a systemic intervention. This whole sequence is an example of problem-solving activity that will address both the individual and the context.]*

In a follow-up supervision session, Grace and Sally review the content and the process of the interview. They examine the content of Mary’s disclosures and compare it to empirically supported suicide assessment protocols. *[P: Focus on evidence-based strategies is consistent with Problem-solving component requirement.]* The impact of the empathic interview and her friend’s support and the dynamics of Sally’s emerging relationship with Mary are processed. Grace guides Sally through a summary review of the interview exploring the connection between the data gathered and the decisions required for follow-up interventions. While Grace provides Sally with specific feedback and suggestions, she fosters her intern’s self-reflection. *[D: Supervisor’s feedback facilitates intern’s self-monitoring.]* She repeatedly encourages Sally to share both her internal process during the session and her reflections on the intervention skills she demonstrated. They then plan the structure and approach for their upcoming meeting with Mary and her mother. *[P: Supervisor engages intern in specific practice in problem-solving.]* Finally, they summarize what other information and data would be required to begin to plan an intervention for Mary’s depression and engage her in a multidimensional problem-solving process. They conclude the supervisory session with a review of their own process of working together. Grace and Sally comment on the dynamics of their co-therapy and the effectiveness of their postvention review. *[D & P: Processing the dynamics of their supervisory relationship is an important aspect of intern development. This dialogue models sound supervisory practice and collaborative problem-solving.]* Grace asks her intern if she has any further questions or needs at this time or any additional feedback regarding the supervisory process in this instance.

Documentation of student contacts is particularly important in circumstances like a suicide risk assessment. *[D: Practice is consistent with accountable*

recordkeeping and risk management.] Grace directs Sally to draft a summary documentation of this intervention and share it with her. She in turn will document the supervisory process for her own records.

This case review illustrates the dynamic range of supervisory practice in school psychology. Within this single sequence, the supervisor engaged in multimethod supervision including direct instruction, modeling, co-therapy, live observation, and summary case review. [*D: Multimethod supervision is appropriate to case requirements and developmental level of intern.*] Complex developmental, ecological, and problem-solving dimensions of this case were addressed as they applied to the student's welfare, the context of her relationship to parents and peers, and the professional skill development of the intern toward competence in suicide risk assessment (e.g., Cramer et al., 2013).

Developmental Considerations

In this example, the developmental perspective provided the supervisor with a framework for balancing her intern's training needs with the client's welfare. The supervisor prepared her supervisee for a critical intervention, provided her a developmentally appropriate level of responsibility, engaged in direct observation, modeled intervention strategies as a secondary co-therapist, facilitated processing of the interaction, provided constructive feedback, and guided initial planning for problem-solving.

Ecological Considerations

Ecological considerations were evident on many levels. From the very beginning, interventions were planned to address the individual and accompanying contextual factors. This student requires individual support for coping with her depression, but her debilitating affect cannot be remediated without attention and intervention in relation to familial, peer, and academic contexts. This systemic focus begins immediately with the joint session with her supportive friend and directly engages her mother's involvement at the outset of the intervention sequence. It will later need to address her academic stressors. Further assessment might indicate a need to address her involvement with peers that encourage underage drinking. This ecological perspective places Mary's issues with depression in context, provides a realistic picture of the complexity of the problems, and points to the multiple intervention targets required for effective problem-solving.

Problem-Solving Considerations

The formal assessment of the student's suicidal risk and the identification of overwhelming stressors began the assessment and problem definition

phase of the problem-solving domain. It can be anticipated that the session with the student and her mother will provide important insight into the nature and intensity of the student’s depression, potential intervention requirements, and resources and barriers to change. Separate strands of intervention strategies need to be explored to address depression management, development of adaptive coping skills, resolution of family conflicts, healthy peer engagement, and academic support. Within each strand, the supervisor will guide the intern in collecting baseline data, choosing and implementing targeted evidence-based intervention strategies, and monitoring the outcomes of their efforts.

Within each DEP domain, the supervisor demonstrated fidelity to the behavioral markers of this school psychology-specific supervision model.

Figure 9.3 provides a graphic summary of the DEP model. The arrows indicate the dynamic interaction among the Developmental, Ecological, and Problem-solving components.

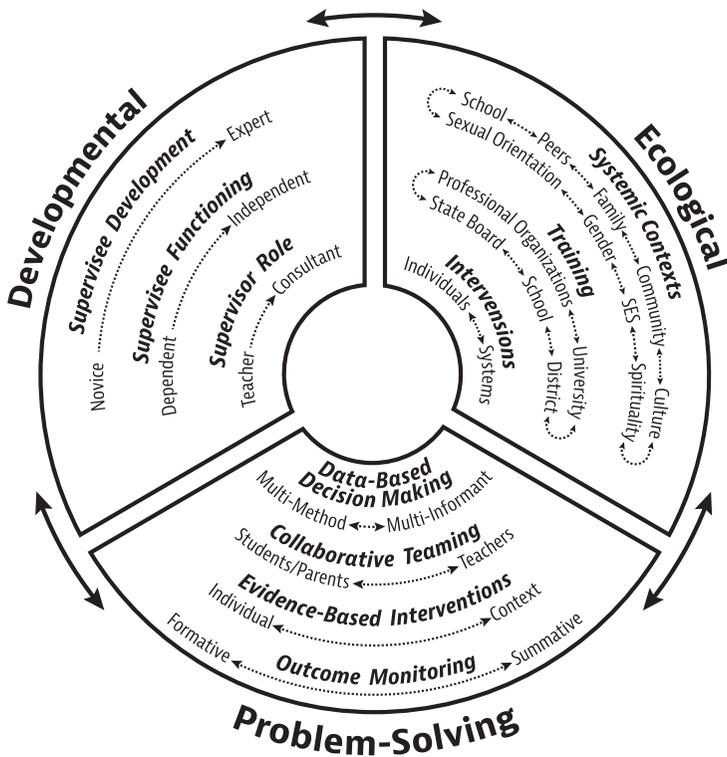


FIGURE 9.3 DEP Model of Supervision.

Summary

Empirically supported problem-solving is the central professional activity of school psychologists and thus a core focus within supervision. It is intrinsic to assessment, intervention, consultation, program development, and systems change activities. Problem-solving integrates all three DEP components to ensure the provision of effective service for clients and to effectively connect theory, research, and practice for supervisees amid the complexities of the field setting. Supervision teaches systematic case conceptualization that links assessment to intervention to outcome and prepares supervisees for independent problem-solving. DEP examines the integrity of delivery of evidence-based practices while addressing necessary adaptations to each unique school setting. The extended case example demonstrates the integration of the DEP supervision components and illustrates the behavior markers that monitor implementation integration of the Problem-solving component of DEP.

PART 3

Essential Skills within DEP Supervision



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10

SELF-CARE

*Anna Hickey**

Self-care and personal wellness are relatively new to the vernacular of school psychologists and other health care psychologists. While we often encourage such practices in our students and other clients, it was only in the past two decades that self-care began to be recognized as important to the providers of psychological services. Indeed, during the era when your authors were in training and the early years of their practice, there was little mention at all of the importance of self-care. More recently, however, greater attention has been afforded to the topic of psychologist wellness as a means of reducing distress and impaired practice, focusing largely on prevention and early intervention through the practice of self-care (Advisory Committee on Colleague Assistance [ACCA], 2006).

Self-care Defined

Self-care, broadly defined, can include any number of actions or thought processes intended to promote one's physical, emotional, spiritual, intellectual, social, or relational wellness, as well as a sense of safety and security (ACCA, 2006). Examples of self-care in various domains are outlined in Figure 10.1. Such strategies help to sustain a sense of personal well-being despite experiencing stressors that are common to the practice of school psychology. At its worst, self-care is essentially absent, and the psychologist or trainee can easily drift into a state of distress and eventually impairment. At its best, self-care is intentional, thoughtful, and meaningful, and the psychologist maintains a greater sense of wellness, recovers more quickly from distress, and continues to function effectively in their roles both in and outside of work.

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Physical <ul style="list-style-type: none"> • Physical activity • Eating habits • Sleep 	Relational <ul style="list-style-type: none"> • Time with family • Social activities • Phone calls 	Spiritual <ul style="list-style-type: none"> • Organized religious activities • Meditation • Other personal reflection 	Occupational <ul style="list-style-type: none"> • Reaching professional goals • Peer consultation • Networking
Emotional <ul style="list-style-type: none"> • Whatever makes you feel happy... • Hobbies • Check your own thinking 	Financial <ul style="list-style-type: none"> • Keeping a budget • Saving for a big expense • Paying off loans 	Intellectual <ul style="list-style-type: none"> • Stimulating conversations • Keep up on current literature • Learn something new 	Environmental <ul style="list-style-type: none"> • Clean/organize home • Go outside and explore nature • Grow some plants

FIGURE 10.1 Examples of Self-care Strategies.

Self-care in Ethical and Competent Practice

Self-care has increasingly been recognized as a core area of professional competency (American Psychological Association [APA], 2011) and essential to ethical practice of psychology (Barnett et al., 2007). Indeed, the APA *Ethical Principles of Psychologists and Code of Conduct* (2017a) specifies under Principle A: Beneficence and Nonmaleficence that psychologists “strive to be aware of the possible effect of their own physical and mental health on the ability to help those with whom they work” (p. 3), and Standard 2.06 requires psychologists, when they become aware of personal problems that may interfere with their ability to perform their work adequately, to “take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties” (p. 5). Similarly, the National Association of School Psychologists *Principles for Professional Ethics* (2020a) outlines in Standard II.1.2 Personal Problems that school psychologists are to “refrain from any work-related activity in which their personal problems may interfere with professional effectiveness” (p. 45).

Both the APA and American Board of Professional Psychology (ABPP) have explicitly identified professionalism, reflective practice, self-assessment, and self-care as competencies to be achieved during psychology training programs and maintained during professional practice (ABPP, nd; APA, 2015b). Although NASP has not yet identified self-care as an essential practice domain or skill, the practice model does highlight the importance of professional characteristics such as effective interpersonal skills, adaptability, and dependability, which are likely to be impaired in the presence of distress and absence of self-care (NASP, 2020a).

Developmental Context of Self-care

Consistent with the Developmental component of the Developmental, Ecological, Problem-solving (DEP) supervision model, effective self-care may take on different forms at various stages of supervisees’ training and career. Novice

professional psychologists are more vulnerable to work-related stress than their more experienced psychologist counterparts (Newman, 2020). However, supervisees may fear that their supervisors will question their dedication to develop professionally if they focus on self-care (Norcross & Guy, 2007). To address this barrier, supervisors need to create an atmosphere in which self-care is valued, modeled, and explicitly taught and encouraged (Barnett & Cooper, 2009; Elman & Forrest, 2007).

According to the APA Competency Benchmarks (2011), a supervisee just entering practicum should have a basic level of self-awareness, understand the importance and various methods of self-care, and begin to attend to their own self-care needs. At this level of training, supervisees may need more explicit instruction, focused discussion, and modeling of self-care strategies. Supervisors can provide additional structure in supervision sessions to allow for discussions about balancing the graduate school mentality (do ALL the work!) with the need for self-care and wellness. For example, they can develop self-care goals along with other related professional skills such as assessment and consultation.

A supervisee entering internship should have greater self-awareness and more regularly initiate self-reflection related to their skills and wellness (APA, 2011). They should self-monitor, along with their supervisor, their own use of self-care to help maintain effective practice. At the start of internship, and especially for interns who have moved to a new area, supervisors should take time to learn about the interns' interests and values to help them identify meaningful self-care activities in the community. Supervisors may still need to provide structure in supervision sessions for discussions about balancing work responsibilities with self-care and wellness; but interns should also begin to initiate these discussions more independently, a process that is facilitated by creating a culture of self-care in the internship site.

A supervisee ready to enter practice (or perhaps pursue a postdoctoral fellowship) should be able to engage in self-reflection during and after professional activities and use that process to develop plans for improvement (APA, 2011). They independently monitor self-care needs and intervene promptly when they notice problems emerging. At this level of training, supervisees might be expected to engage in these self-care practices more independently; but it is still important for supervisors to encourage discussions about balancing work responsibilities with self-care and wellness. The supervisor might need to give the supervisee "permission to pass" on certain responsibilities, such as giving an extra presentation or contributing to an article.

Ecological Context of Self-care

Consistent with the Ecological component of the DEP supervision model, the specific nature of self-care strategies varies greatly across individuals based on personal preferences, values, cultural differences, spiritual practices, and

abilities. As such, prescriptive recommendations for developing self-care are difficult to delineate and may actually prove to be counter-productive, pushing supervisees to engage in activities that do not, in fact, contribute to their personal wellness. Rather, the development of self-care can be promoted through general practices that encourage self-reflection, model possibilities for self-care, permit challenging systemic barriers, and allow for setting professional boundaries.

In considering efforts to promote self-care and reduce burnout, it is also important to examine the ways in which various work-related organizational factors either detract from or contribute to one's wellness (Huebner et al., 2002; Leung & Jackson, 2014). Such factors could include (a) the role of a school psychologist in a particular district or building, (b) their perceived impact on students, (c) overall workload, levels of administrative support, resistance from the recipients of services, (d) need levels of the students (e.g., community violence, percentage of students with special education needs), and (e) social inequities that permeate the school system. Importantly, these organizational factors may have differential effects on each individual depending upon their own traits, preferences, and coping strategies (Huebner et al., 2002); and building positive resilience through self-awareness, healthy balance, and lifelong learning may help protect against stress and burnout when such organizational stressors are encountered (Leung & Jackson, 2014). In addition to promoting those individual resilience factors, giving space for supervisees to discuss systemic barriers to wellness and then advocating for change is an essential task for the supervising school psychologist. This may require adjustments to workloads, expectations for reports, or time allotted to broader school- and district-level initiatives.

Addressing systemic inequalities through social justice advocacy efforts has also moved to the forefront of school psychology training and practice. It is essential and rewarding work as change begins to take shape; but that process of change can be long and frustrating. In such situations, self-care and collegial relationships may be even more important to manage the stressors faced when confronting systemic injustices. Some practitioners, supervisors, and supervisees alike, may not feel well-prepared to take on these challenges, or they may not feel that they adequately understand the experiences of marginalized groups in order to effect meaningful change. By leaning into that discomfort and taking an approach of cultural humility, we can begin to manage our own anxiety through personal accountability, openness to learning, building collaborative partnerships, and challenging injustices through empowerment and advocacy (Pham et al., 2021). Social justice advocacy is further discussed in Chapter 11.

School psychologists and trainees who are members of historically marginalized groups may face unique challenges and stressors in their daily work. These groups continue to be underrepresented in the field of school psychology, which may contribute to feelings of "othering" and perpetuation of White-dominated values and practices in the field (Pham et al., 2021). Thus,

to encourage self-care and a sense of safety and wellness, it is essential to invite discussions about the experience of microaggressions or overt prejudice/discrimination, the dissonance between values and school policies/practices (and their historical context), and opportunities to advocate for change in policies and power structures.

It is also important to consider other ecological factors outside of work that impact self-care and wellness and how we strive to maintain some balance between our professional and personal lives (Suldo et al., 2021). We must consider commitments to families, friends, recreational activities, religious activities, volunteer work, or other groups. Supervisees may be cautious about discussing these commitments and relationships with their supervisors, perhaps out of concern that they may be perceived as prioritizing things other than work. However, attending to those interpersonal relationships and meaningful activities outside of work is essential, as these factors can play a key role in promoting or depleting one's sense of wellness. Each supervisee, however, may have different levels of interpersonal needs and thus may prioritize time for these relationships and activities differently.

As a parent, for example, it can be difficult to feel like you have dedicated enough time to your children while still keeping up with work, caring for your home, maintaining healthy connections with others (e.g., a partner or friends), and still having time for yourself. Meeting this challenge is difficult, but not impossible with careful attention and planning (Branstetter, 2020; Suldo et al., 2021). Both supervisors and supervisees may need to become more cognizant of how they structure the workday to enable the greatest amount of productivity during regular work hours. They may need to designate time for certain tasks in which they do not allow interruptions. They may need to allow themselves to do good work but not perfect work, both in the school/office and at home. By lightening our own expectations for perfection, we may suddenly find ourselves with much more time for enjoyable activities during the workday and at home.

Self-care as a Problem-solving Process

Consistent with the Problem-solving component of the DEP supervision model, developing self-care skills can be integrated into the context of problem-solving in supervision. Much like school psychologists would approach other problems, building self-care begins with a process of assessing and defining the problem, followed by identifying and implementing interventions at the individual or systemic level and monitoring outcomes. To help make self-care a more natural part of the day (and thus more likely to be used), interventions should be driven by a positive mindset, intentionally planned, and integrated into daily routines (Wise et al., 2012). When this occurs, the benefits are shared not only by supervisors and supervisees but also with the students they serve.

Promoting Self-care in Supervisees

Make Self-care a Topic of Discussion

If we want to promote self-care in our supervisees, it is important that they know at the start of a supervisory relationship that these topics are acceptable and encouraged in supervision sessions. Explicitly mention self-care, in the written supervision contract (see Chapter 7) and initial discussions early in the supervisory relationship, and inform supervisees that you will be checking in periodically to see how they are managing their personal and professional wellness. This topic could be built into supervision session planners and supervisor notes (see Chapter 7) to help ensure that it is a topic addressed on a fairly regular basis. Supervisors can ask their supervisees to rate their level of stress or wellness at the beginning of supervision sessions so that concerns can be addressed in the moment if needed.

Encourage Assessment of Self-care and Wellness

In order to develop any “intervention” to promote supervisees’ self-care efforts, it is important to have a clear assessment of strengths, challenges, and contributing ecological factors. A “wellness wheel” (see Figure 10.2) is one example of a strategy to encourage supervisees to assess their level of wellness. Once rapport and trust are established in the supervisory relationship, supervisees can be asked to rate their level of wellness in various domains that they find relevant in their lives, with 1 referring to low levels of wellness (i.e., an area that may need to be addressed) and 7 referring to high levels of wellness. For example, a supervisee who has prioritized exercise might rate their “physical fitness” as relatively strong (6 or 7) but may feel that school/work has consumed too much time and taken away from their personal relationships, thus leading them to rate that domain lower (2 or 3). In this way, a wellness wheel or other similar activity can facilitate the identification of important self-care goals to target and be used as a progress monitoring tool throughout the year. Supervisors should also be attentive to and ask about indirect indicators of wellness and stress (e.g., excessive sick days, complaints of headaches, missed deadlines, late arrivals) and help their supervisees draw connections between observed challenges and their current self-care practices.

Guided Activities and Discussion

A variety of activities can be used to guide interns through a process of examining their self-care practices and to explicitly teach strategies to promote self-care and wellness. Ensuring that we are spending our time in productive and efficient ways is one key component of self-care and preventing burn-out (Branstetter, 2020; Suldo et al., 2021). Supervisors can discuss time management and assist supervisees with outlining a daily schedule that includes

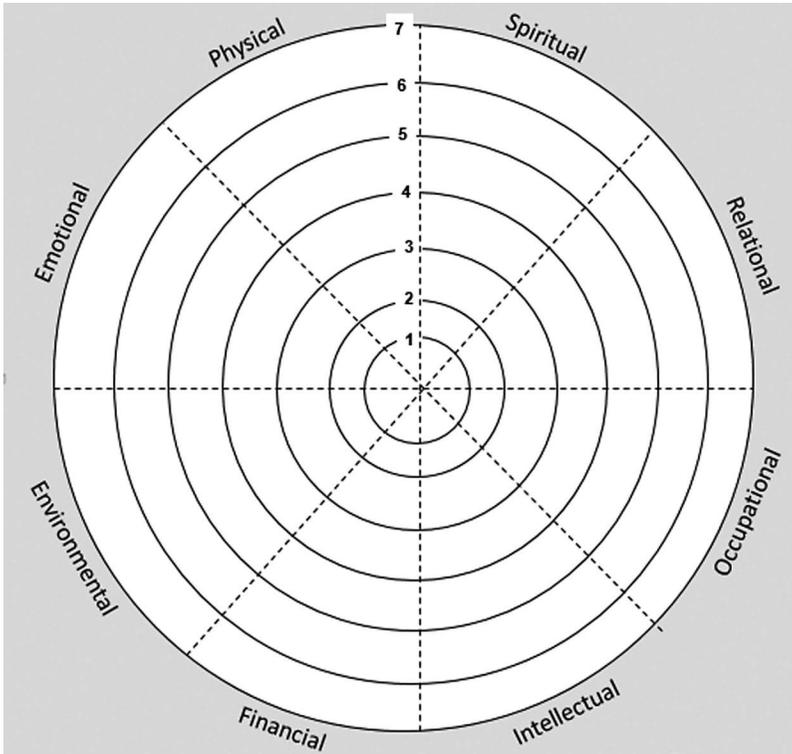


FIGURE 10.2 Wellness Wheel to Assess Levels of Wellness across Domains.

protected time for select tasks. Supervisors can also share strategies that they use to work more efficiently (e.g., use of templates, trimming reports to include only essential information), set priorities for work duties, and decline additional responsibilities when overwhelmed or when those activities do not align with your professional goals or values, which models for supervisees that this is acceptable when needed. Supervisees could also be encouraged to engage in activities to examine the balance between their work and personal lives (a picture of a tight rope walker carrying bags is a nice metaphor) or practice mindfulness or relaxation strategies in session. Additional ideas about activities and discussion topics can be found in the description of the Illinois School Psychology Internship Consortium's curriculum series targeting professionalism and self-care (see Hickey et al., 2019).

Engage in Goal Setting and Intervention Planning

Once supervisees have identified areas of relative challenge with regard to their self-care and wellness, supervisors should engage them in a discussion around

goal setting. It may be helpful to incorporate motivational interviewing strategies, particularly if supervisees are cautious about their willingness or ability to make any changes to their self-care practices. Encourage them to start small and identify interventions, cues, or social supports that they can utilize to help them reach their self-care goals. Encourage them to be very intentional with scheduling their self-care activities, such as building in a 5-minute break to get fresh air, scheduling time for physical activity or social events, or grocery shopping to get healthy foods for the week. If systemic barriers are playing a role (e.g., extremely high testing caseload), assist the supervisee as you collaborate to promote some systems-level change (e.g., participating in data review and consultation to promote effective instructional practices). Routinely check on progress and monitor how effective these strategies have been so that changes can be made, or new goals set if needed.

Model Positive Self-care Habits

It is essential that supervisors explicitly model positive self-care behaviors and attitudes for their supervisees. Think out loud to illustrate how you challenge your own thought processes to manage emotions and expectations more effectively. The supervisor can give permission for supervisees to not be perfect, and can give examples of what “good enough” performance might look like. When difficult personal situations occur and to the extent that self-disclosure is appropriate, the supervisor can model for their supervisees more effective ways of responding (e.g., taking time off, prioritizing family, sharing with colleagues). They can share with their supervisees how they manage their time, set professional boundaries, prioritize their activities, and change their mindset. This may look different depending on your personal situation and preferences. For this author, leaving the office at 5 pm is essential to get home and spend time with family, but in order to feel good about the work I am doing, sometimes I then need to do a little work after the children are asleep or on weekends while they play with extended family. It is all about the balance that allows you to feel like you are doing a good job both in and outside of work.

Practicing Self-care as a Supervisor

Supervising psychology trainees can certainly be a rewarding way to expand your role and give back to the profession; but it also comes with additional stressors (e.g., time commitment, vicarious responsibility for supervisee’s work, protecting the profession). As such, it is important that we, as supervisors, continue to reflect on our own wellness and engage in self-care practices to help maintain our professional and personal well-being. In addition to the strategies discussed previously, the following are important strategies to keep in mind in your role as a supervisor.

Engage in Self-reflection

Self-reflection and personal awareness are essential to the practice of self-care and maintaining personal and professional wellness. Periodically check in with yourself to evaluate your own well-being and how effectively you are managing your work and your personal responsibilities. Reflect on what is working for you and what is no longer effective or practical. Consider how others might view your self-care practices and what that modeling may convey, particularly to your supervisees.

SUPERVISOR REFLECTION ACTIVITY: TAKING ACTION FOR SELF-CARE

- How do I manage self-care and balance responsibilities in my professional and personal life?
- How do I want my supervisees to describe my self-care behaviors?
- What steps can I take to move toward greater wellness? What barriers should be anticipated and how can I overcome them?

Designate Time for Supervision

When you agree to supervise a trainee, make sure that your own supervisor is aware of the time commitment involved and that you may need to cut back on some other duties in order to provide quality supervision. Think about how much time you will need to be set aside each week for face-to-face supervision meetings, on-the-fly questions, observing the supervisee's activities, and providing feedback on documentation.

Maintain Professional Support Networks

With busy schedules, it is easy to fall into the trap of focusing only on getting your work done, which could lead to a tendency to work independently and isolate from others. However, other school psychologists and educational professionals can be a valuable resource for sharing ideas, problem-solving, and providing emotional support. Consider ways that you can stay connected with your former classmates from graduate school or former colleagues from previous places of employment. Build in time to connect with your colleagues in your current work environment. Check out online resources where other school psychologists interact, ask questions, and share ideas and resources (e.g., groups on social media, blogs, listservs). Additional strategies to build collegial support networks will be discussed in more detail in Chapters 14 and 15.

Engage in Peer Consultation or Metasupervision

Being a supervisor does not mean that you should have all the answers all the time. Engaging with other colleagues specifically to discuss difficult cases (yours or your supervisees'), legal/ethical dilemmas, or administrative challenges can be a helpful tool for providing better services to students while also reducing some of the stress or worry that you may have about your professional practice. Consider scheduling a monthly meeting with colleagues specifically to discuss these challenging situations. If you do not have other school psychologist colleagues nearby, you could even establish a virtual meeting with others who are more distant. When more pressing issues emerge, reach out to colleagues quickly and schedule a brief time to discuss them. Metasupervision can also be an invaluable resource, both as a new and a seasoned supervisor. Accessing metasupervision will be discussed in more detail in Chapter 14.

Summary

As supervisors, we are tasked not only with establishing our own self-care practices to maintain our personal and professional wellness; we also hold some responsibility for developing these skills in our supervisees. This can be achieved through careful planning and time management, intentional discussion and activities to promote self-care, and collaborative efforts to reduce systemic barriers to change and improve job satisfaction. At times, it may feel like “one more thing” to do; but when effectively planned and integrated into our current practices, self-care transforms from just another task to a more consistent way of being – one that promotes wellness and satisfaction, reduces burnout, and leads to a more fulfilling and enjoyable career as a school psychologist. Table 10.1 highlights additional resources tailored to psychologists.

TABLE 10.1 Additional Self-Care Resources

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- The Thriving School Psychologist Collective (<https://www.thrivingschoolpsych.com/for-school-psychologists/>)
 - NASP Self-Care for School Psychologists (<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/self-care-for-school-psychologists>)
 - APA Self-Care Resource Center (<https://www.apa.org/topics/working-psychologist/self-care>)
-

11

SOCIAL JUSTICE ADVOCACY

*Stacy A.S. Williams and Sarah R. Fritz**

The Developmental, Ecological, Problem-solving's (DEP) Ecological component requires a focus on the promotion of professional competencies for diversity and multicultural responsiveness and social justice advocacy. Skills required for the development of expertise in these two areas are completely intertwined. When engaged in collaborative problem-solving, empathic responsiveness to diversity defines the need for social justice advocacy at both individual and systems levels. Consistent with our core premise that school psychology services must simultaneously address individual and systemic change, both domains require skills for program development and system change. In Chapter 8 on the Ecological component of DEP, we described the importance of each of these areas and how they are related to effective problem-solving. While there is consensus about the importance of these skills, much less attention has been paid to how to teach them and engage in supervisory activities that foster professional development in these areas. This chapter expands our presentation of the Ecological component by presenting explicit supervisory strategies and activities to develop professional competencies across these domains.

Social Justice Advocacy in School Psychology

As Shriberg et al. (2008) noted, school psychology's mission has long been concerned with social justice in terms of equal access to education for all students. This is apparent in the profession's critical role regarding special education and services to students with disabilities. Surveys of school psychologists attempting

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to define social justice within professional practice have identified a focus on (a) ensuring the protection of educational rights and opportunities of all students, (b) promoting nondiscriminatory practices, (c) employing a systemic and ecological worldview, (d) evaluating the impact of educational policies on immediate communities, and (e) advocating for communities who are unable to self-advocate (Shriberg et al., 2008, 2011). Citing the history of systemic racism in educational institutions, Proctor (2016) asserted that: "...to ensure social justice for racially diverse students it is imperative for school psychologists to also understand and acknowledge how race uniquely influences students' access, opportunities, and outcomes" (p. 234).

NASP's (2017b) position statement articulated that social justice practices should empower families and communities through "culturally responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth." Shriberg et al. (2008) identified six salient topics to cover in becoming social justice practitioners: institutional power, advocacy, equity, culturally competent practice, addressing prejudice and discrimination, broadening the definitions of diversity to include other dimensions (i.e., gender, religiosity, gender identity and sexual orientation), and the role of the school psychologist in promoting social justice. These six areas are starting points for both supervisor and supervisee to access their level of comfort and knowledge to guide development in this area. The call to action in the field highlights not only the importance of nondiscriminatory practices (e.g., non-biased assessment practices), but the need to address systemic issues and engage in system change activities to alter unjust institutional practices (e.g., disproportionality in discipline practices, lack of access to advanced courses). The NASP Social Justice Task Force (2021a) has identified resources to address these needs.

Social justice is an ethical imperative within psychology practice delineated in ethics codes (APA, 2017a, Principle D; NASP, 2020a, Guiding Principle 1.3) and included in the NASP Practice Model and the Standards for Graduate Preparation of School Psychologists (NASP, 2020a). Social justice advocacy requires critical self-reflection; diversity responsiveness skills; open and frank dialogue; collaboration with educators, administrators and policymakers, and students and families impacted by unjust disparities; and a commitment to action at both individual and systemic levels (Shriberg & Moy, 2014; Shriberg et al., 2021).

National Crises and Professional Responsibilities

Unfortunately, racism, sexism, and discrimination targeting sexual orientation and gender identity have a long history in American culture. However, the crises, political polarization, and traumatic events that occurred since 2016 have intensified the need for school psychologists and all educators to advocate for

social justice and counter discriminatory practices. As outlined in the chapter on DEP's Ecological component, the context of both macro and microsystems impacting students and families must be addressed in service delivery and thus in training and supervision.

During the years 2017–2020, several federal policies delivered via Executive Orders impacted the educational experiences of minoritized and marginalized communities in the United States (Garcia, 2018). The travel ban on Muslims coming into the United States increased antimuslim rhetoric in schools. In addition, the administration's anti-immigration policies disproportionately targeted Latinx communities, creating toxic stress for families and school communities (Costello & Dillard, 2019). The Southern Poverty Law Center reported an increase in bias targeting race and ethnicity, sexual orientation and gender identity, and antisemitism. Hate incidents in schools frequently occurred in hallways (i.e., unsupervised areas), bathrooms, and classrooms, with high schools seeing the most hateful incidents (Costello & Dillard, 2019). Furthermore, there has been an increase in anti-Asian racism as a result of politicizing the recent Covid-19 virus (Ruiz et al., 2020). Hate in our schools is not going away, and it is something that educational practitioners cannot ignore and must address in preservice and post-degree supervision and mentoring. To ignore the impact of these incidents on vulnerable communities is to perpetuate inequities that support a hostile learning environment in our schools (Costello & Dillard, 2019).

In response to the Executive Orders targeting minoritized and marginalized communities, school psychology professional organizations reaffirmed the values and virtues of the profession via various position statements and press releases. For example, the National Association of School Psychologists (NASP) and Trainers of School Psychologists (TSP) issued several statements throughout this period to affirm psychology's social justice practices and remind its members of the importance of advocating for all students (NASP, 2020b; TSP, 2020a). Issuing a statement in response to the "Assault of the USA Capitol" on January 6, 2021, NASP (2021c) recognized the role of White supremacy and racism in the behaviors of rioters and in differential law enforcement practices during Black Lives Matter protests compared to the Capitol riot. NASP encouraged its members to "teach students the skills of appropriate assertiveness, conflict resolution, perspective taking, and dealing with situations that do not always turn out in one's favor" (NASP, 2021c, para. 6). Supervised field experiences must prepare practicum students and interns to effectively teach these social and problem-solving skills to students as core components of social-emotional-learning (SEL) curriculums. If this psychoeducational programming is absent or inadequate in a school, supervision focuses on training in program development and system change initiatives to address this need, as outlined in Chapter 8 covering DEP's Ecological component. NASP reaffirmed the need to address racism and privilege as central when supporting all students' psychoeducational needs.

In the summer of 2020, APA Division 16 School Psychology, TSP, Council of Directors of School Psychology Programs, Society for the Study of School Psychology, American Board of School Psychology, and the National Association of School Psychologists collaborated on a “Unified Anti-Racism Statement and Call to Action” (Garcia-Vazquez et al., 2020). The organizations highlighted the need to have a coordinated response to the increase in hateful rhetoric directed toward minoritized communities and the trauma experienced as a function of the policing of Black bodies. The document highlighted both the urgency and the continued training needs for antiracist practitioners including preservice trainees. The call to action encouraged university educators, field supervisors, and practitioners to engage in reflective and ethical practices to support the needs of all students. Future school psychologists will need both didactic training and supervised field experiences to develop antiracist skills (Garcia-Vazquez et al., 2020). Kendi (2019) defines an antiracist as “one who is supporting an antiracist policy through their actions or expressing antiracist ideas” (p. 27). Thus, an antiracist endorses equality, challenges inequalities, and more importantly recognizes the problem lies in the system. An antiracist understands the dynamics of power and the execution of policies that perpetuate inequities. Being an antiracist is aligned both with the Ecological component of the DEP model and NASP’s goal of developing social justice practitioners.

The Need for Professional Development of Social Justice Advocacy Skills

In a seminal article examining school psychologists’ preparation to work with communities traumatized by police violence, Proctor et al. (2020) noted the lack of exposure to this topic in school psychology preparation. Trauma experienced by Black individuals or communities at the hands of the police has a negative impact on achievement, mental health, and school attendance (McIntosh, 2019; Smith Lee & Robinson, 2019). In fact, practitioners reported getting information regarding police violence against communities of color from outside sources rather than from graduate training including supervised field experiences. Participants identified several barriers to discussing system-sanctioned violence against Black bodies. These obstacles included: lack of student and faculty racial diversity, feelings of discomfort, racial topics perceived as political, lack of knowledge about Black Lives Matter (BLM), perception of BLM as irrelevant to school psychology, and negative perceptions of BLM (Proctor et al., 2020). These directly identified barriers are like those documented by Malone and Ishmail (2020) in the teaching of multiculturalism in school psychology programs. They found that diversity-related coursework and supervised field experiences were often related to the number of faculty and students of color in a graduate program. Therefore, the less diverse programs are in the

composition of students and faculty, the less likely are topics related to social concerns integrated into the curriculum. In addition, programs that hosted faculty members conducting diversity-related research tended to have more diversity-related coursework (Malone & Ishmail, 2020).

Given the composition of school psychology practitioners and the K–12 population they serve (Walcott & Hyson, 2018), it is imperative that school psychologists are equipped to deal with the social justice challenges of our times. Current patterns indicate that traditional methods of preparation continue to underprepare practitioners to support social justice advocacy (Jenkins et al., 2018). Jenkins et al. (2018) found that practitioners continue to face challenges navigating social justice issues even when graduating from programs with a social justice focus. These challenges tend to include working with others who have a limited social justice mindset and encountering systemic barriers that often temper an individual's advocacy. Respondents suggested that programs could “create more authentic experiences to help prime students for work as social justice agents” (Jenkins et al., 2018, p. 74). Supervision in field settings working directly with students and families provides an opportunity to engage in authentic experiences to support important skill development for social justice advocacy.

Even when social justice issues are addressed in graduate school, supervision during field training is essential for helping supervisees develop skills to support communities that have been traumatized. Clinical supervision can support experienced credentialed school psychologists as well (NASP, 2018). As noted earlier in this text, senior practitioners have been challenged to develop skills that can address ecological considerations, prevention and early intervention programming, and system change. These areas of practice may not have been a focus of their own graduate training. A school psychologist transferring from a predominantly White upper-class community to a new assignment in a community with high levels of poverty and a primarily Latinx or African American population may benefit from supervision as well. Supervisors too must continually further their personal understanding and professional development in social justice advocacy skills.

Social justice education and advocacy are essential in all school communities. School psychologists must be prepared to support social justice education in classrooms and faculties as part of their supervised field experiences. The NASP Social Justice Task Force (2021b) developed a curriculum that individuals and groups can access to support knowledge acquisition of key concepts in social justice. Both in preservice and later professional development training, supervision plays a key role in helping supervisees develop the skills needed: (a) to advocate for historically marginalized communities; (b) to become antiracist; (c) to learn the skills to support students experiencing discrimination because of color, ethnicity, gender, gender identity, or sexual orientation; and (d) to apply system change skills to social justice advocacy.

The process to learn skills for social justice advocacy extends the learning steps delineated in Chapter 8 on DEP's Ecological component. Rooted in the ecological perspective that all behaviors must be understood in their social context, it is necessary to maintain a systemic perspective to understand the political, organizational, and educational structures that impact students, their families, and communities. Even in individual casework, supervisors must challenge supervisees to examine the environmental considerations and systemic barriers and constraints that must be addressed to assist students. Increasing awareness of the pervasive presence of systemic racism and discrimination against minoritized populations such as LGBTQ students is part of this process. The learning tasks include: (a) expanding racial and other forms of diversity awareness, (b) engaging in race talk, (c) increasing self-awareness to monitor unintentional biases, (d) directly exploring differences in race or other personal identities between supervisors and supervisees when present, (e) recognizing and countering microaggressions, (f) fostering the development of cultural humility, and (g) applying system change skills to advocate for social justice. Addressing both individual and systemic concerns in all problem-solving activities, integrating developmental and ecological factors is a core principle of the DEP approach to supervision (see Chapter 9 on Problem-solving). The remainder of this chapter will describe how these learning tasks can be supported by supervision.

Social Justice and Racial Awareness

During the summer of 2020, many Americans experienced what Cross (1991) would describe as an encounter experience. In his original thesis on the process of becoming Black, Cross argued that a racial encounter experience makes salient or explicit what was once hidden. For Black Americans, it is coming face to face with the realities of racism. This encounter sets the individual on a journey of Black identity exploration. Helms (1995) has noted a similar pattern in White Americans' interaction with racism. Helms (1995) in her research on White identity development highlighted six identity statuses, of which disintegration is the second status. During the disintegration status, White Americans' exposure to new information about racism and system-sanctioned violence heightens awareness of racial privilege and the inequities experienced by minoritized groups. Helms' model identifies the process by which White Americans may develop antiracist ideology and practices. Hence, the BLM movement during the summer of 2020 may have acted as a catalyst for many Americans to examine systemic racism.

The summer of 2020 saw educators, administrators, and practitioners seeking resources to understand racial relationships in the USA. For example, in school psychology, university educators shared resources via the trainers' list-serve to increase awareness of concepts such as privilege, White supremacy, and

systemic racism. Due to the outpouring of resources, Trainers of School Psychologists (TSP) later collated social justice resources and made them available to trainers on their website (TSP, 2020b). In addition, different academic communities shared resources online (Nova Southeastern University, 2020), held teach-ins (Academics for Black Survival and Wellness, 2020), or provided access to webinars to help individuals increase awareness of social justice issues. The outpouring of resources and questions generated via professional listservs suggested a need to further examine concepts of systemic racism, violence, and trauma experienced by Black Americans. Furthermore, it highlighted the need to support programs, supervisees, supervisors, and practitioners as they navigated the effects of social movements and their impact on the communities they served.

The BLM movement and subsequent protests across the USA highlighted the need to understand the historical and societal impact of racist ideology and the policing of Black bodies (Proctor et al., 2020). BLM is a social justice and political movement which began in 2013 to address state-sanctioned violence against Black males. It seeks to educate and mobilize allies to fight against and end state-sanctioned violence against Black people. The lack of continued exposure to this topic in our field meant many practitioners were left unprepared to deal with the trauma experienced by the community (Proctor et al., 2020). The response of the profession to the racial trauma experienced highlighted the importance of culturally responsive practitioners steeped in social justice pedagogy. It also made relevant the need to provide both content knowledge and skills for navigating the nuances of the American racial and justice system. Furthermore, it made relevant the need to understand the impact of these systems on the education of students traumatized.

Despite years of multicultural research and training in school psychology (Butler, 2003; Eklund et al., 2014; Glossoff & Durham, 2010), experiences during the summer of 2020 highlighted the continued need for exposure and growth in social justice and race pedagogy (Williams & Conyers, 2016). The lack of exposure in this area is one of the functions of White supremacy that makes whiteness invisible (Rothenberg, 2016) and perpetuates non-engagement in topics that are likely to trigger strong emotional responses (Sue, 2010, 2015). One of the barriers to developing social justice advocacy is tackling emotionally laden topics and challenging belief systems (Butler, 2003; Mena & Rogers, 2017; Rogers & O'Bryon, 2008). Hence, providing supervised field experiences rich in navigating social justice nuances is one method of developing practitioners who can be responsive to the needs of communities traumatized (Eklund et al., 2014; Newell et al., 2010).

Social justice is often defined as both a process and a goal. It requires the practitioner to interrupt systems of oppression at the individual and institutional levels (NASP, 2017b). To practice from this lens requires a journey in self-exploration and development of advocacy skills supported by supervision.

It necessitates examining one's relationship and participation in systems of oppression. It encourages one to approach others with cultural humility, the "ability to maintain an interpersonal stance that is other-oriented in relation to aspects of cultural identity that are most important to the person" (Hook et al., 2013, p. 2). (See Chapter 8's treatment of *cultural humility*.)

School psychologists are increasingly practicing in a time when understanding the impact of macro-policies on the lived experiences of both supervisees and clients is paramount to facilitating a healthy and productive learning and teaching environment. Let's review Brian's case before going forward. As you review his case, think about the knowledge one would need to support this student. Consistent with the Ecological and Problem-solving components of

Supervisory Process Activity: Racial Trauma

Brian is a sixth-grade African American male student who lives at home with his mom and grandparents in an urban community. Brian woke one morning to see his family glued to their TV screen watching the reporting of a Black male shot by a White police officer. Before leaving for school, his mother hugged him and reminded him to be respectful if he encountered the law. At school, Brian goes about his day. No one at school brought up the incident, so he didn't either. The next day, Brian once again wakes to see his family glued to the screen watching another shooting. His family was speechless. His grandparents appeared to be crying; his mom hugged him a bit longer before heading to school. At school, he felt off but couldn't quite understand what was going on with him. He found himself snapping at his peers and just not motivated to do schoolwork. The following day, he wakes again to news of another Black male being killed by the police. His family looked lost, and he felt lost. He wanted to stay home, but his mom encouraged him to go to school. At school, he got into a fight and was sent to the school psychologist's office. What should the school psychologist do in this case? What is the best course of action in supporting this student? If Brian met with your supervisee, what guidance would you offer? How would you suggest connecting the support for Brian with recognition of the stressful events that he is struggling to process?

DEP, how may a school psychologist using a social justice lens support the student at the individual and institutional level? How may supervision increase the supervisee's skills in responding to this student?

Race Talk: Courageous Conversations

Courageous conversations are those with uncomfortable content that is often avoided or unstated. These conversations can create personal and interpersonal vulnerability. Learning the interpersonal skills to be an effective school psychologist requires a capacity for self-examination, a willingness to take risks and engage in new behaviors, and the patience to understand that professional improvement is a lifelong adventure. Assuming DEP's developmental perspective, supervisors take the lead in challenging and supporting supervisees by raising essential topics and enabling participation in growth-oriented

activities. They also provide support, empathy, and an appropriate level of self-disclosure to establish a trusting relationship to enable supervision sessions to become safe places for supervisee exploration and growth. Consistent with supervisory characteristics delineated in Chapters 2 and 3, Butler (2003) argues that culturally responsive supervisors are flexible, critical thinkers, have an ability to work across cultures, can manage their anxiety, have a well-established sense of identity, and are effective in their use of humor, humility, and patience. In essence, culturally responsive supervisors recognize the dynamics of power and privileges (Glosoff & Durham, 2010). More importantly they recognize the intersections of identities in establishing the professional relationship.

Supervisors need to be intentional in the spaces they create for supervisees to develop both social justice pedagogy and advocacy skills. It is necessary to purposefully plan for courageous conversations. In fact, Sue (2015) recommends instigating “race talk.” Sue (2015) defines race talk as a dialogue or conversation that involves the topic of race, racism, whiteness, and White privilege. Understanding these concepts and how they inform educational policies that promote inequities is paramount for social justice advocacy. Engaging in race talk highlights the potential clash of racial realities and lived experiences of those engaged in the dialogue. Sue (2015) writes “when topics on race, racism, power, and privilege arise in conversations, the ground rules governing how they are handled and discussed among individuals are triggered and influenced by the norms of social context, the impression management strategies used by participants, and the implicit and explicit conflict-avoidant transactions” (p. 62).

Sue (2015) notes that one of the reasons for the lack of engagement in race talk is that individuals tend to operate from the “academic protocol,” which attempts to be

Supervisory Process Activity: Race Talk

This activity provides an opportunity to directly discuss issues related to disproportionate police violence targeting Black youth and the impact it has on their learning and development. Given the background of your supervisee and the circumstances of your school setting, you may choose to engage in conversations about race emitting from a different focus or explore issues and revised questions for other identities (e.g., sexual orientation, immigration status). For this dialogue, engage in a discussion regarding the following questions.

- What is known about the difference in policing and judicial practices between Black and White citizens?
- What is known about differences in school discipline practices?
- What impact on learning and development for students of color would these differential responses to behavioral monitoring and discipline have?
- What would be productive ways to change these disparities in system actions?
- What, if anything, might be necessary for this school setting?
- What would be necessary to create equity in academics for these students?

rational in discourse and void of emotions. For example, the academic protocol does not talk about race because it is either not polite to do so, or it's too political to do so. The academic protocol governing professional spaces is said to be marked by objectivity and intellectual inquiry. However, social justice issues are likely to be emotive, subjective in nature, and invoke storytelling (Proctor et al., 2020). Hence engaging in race talk can trigger avoidance strategies to reduce dissonance (Proctor et al., 2020). When participating in conversations that elicit emotions, facilitators operating from an academic protocol tend to do nothing, sidetrack the conversation, appease rather than challenge the discussant, terminate conversations, or become defensive (Sue, 2015; Williams & Conyers, 2016). Nevertheless, to develop growth spaces, supervisors will need to plan for the emotions that will be triggered when race talk is instigated. Facilitating growth spaces will require supervisors to be versed in managing the process and emotions of these learning opportunities.

Increasing Self-awareness

Before supervisors create growth spaces, they will need to do their own work regarding unpacking the biases of their practitioner lens. This initial step is akin to putting on one's oxygen mask before helping others. Williams and Conyers (2016) provide an advanced organizer to help individuals develop a plan for increased understanding of self and the impact of their intersecting identities in the spaces they practice. This plan requires individuals to employ a self-study program to increase self-awareness before learning about the lived experiences of others. Finally, the plan highlights facilitation skills needed to navigate courageous conversations.

In understanding the self, Williams and Conyers (2016) encourage individuals to examine their empirical and experiential realities. Empirical reality relates to unearthing the gaps in graduate preparation. Even though training in multicultural responsiveness is a core goal in graduate programs, supervised fieldwork is necessary before a student can begin to have adequate exposure, experience, and expertise working with diverse populations. Indeed, a central purpose of supervised fieldwork is to integrate and apply knowledge gained during on-campus training into actual professional practice. If social justice issues are not made a priority during fieldwork, it is likely that supervisees will not be equipped with the knowledge or skills to advocate for students once they begin independent practice. Therefore, supervisors are encouraged to do an in-depth analysis of their own graduate preparation and identify areas for growth. Supervisors may complete the *NASP Self-Assessment* to identify gaps in their graduate training (available at: https://apps.nasponline.org/standards-and-certification/survey/survey_launch.aspx). Upon completion of the assessment, supervisors are provided with the *NASP Professional Growth Plan* to help set achievable professional goals (<https://apps.nasponline.org/>

search-results.aspx?q=professional+growth+plan). For example, supervisors may realize that they had no training in supporting LGBTQ+ students and would identify ways in which to increase their knowledge in this area. An emphasis on the application of the ecological perspective in problem-solving may post-date the training of many supervisors and require even well trained and competent supervisors to incorporate new strategies into their skill sets.

In addition to attending professional conferences, a book study is a cost-efficient way to increase awareness about a given topic. An example of a book study plan is provided in Figure 11.1. This is an example of one approach for increasing awareness of supervisees and students who identify as non-binary or transgender. It is important to note that the study plan is guided by a culture of humility, which uses the art of storytelling to promote empathy and reduce dissonance. The first two books are autobiographical and share the authors' lived experiences. The last two books provide recommendations for supporting families and non-binary students in schools. This method of creating a curriculum for self-study may also be prescribed for supervisees during supervision.

Experiential reality relates to understanding our personal identities and unearthing the implicit biases that may perpetuate or trigger microaggressions when dealing with diverse community members. Microaggressions are communications or actions, whether intentional or unintentional, that communicate discriminatory or negative attitudes toward stigmatized or marginalized individuals or groups. NASP Social Justice Taskforce (2021a) provides ample resources for understanding our experiential realities. In addition, the Social Justice Task Force provides readings and webinars on concepts such as explicit and implicit bias and its relationship to microaggression. Exploring these concepts is key to understanding our experiential realities and unearthing the nuisances experienced when communicating across and within diverse spaces. Microaggressions will be addressed in greater detail later in this chapter. The following resources may be helpful for exploring experiential realities as it pertains to race and racism: (a) *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor* (Saad, 2020a); (b) *Me and White Supremacy: A Guided Journal* (Saad, 2020b); and (c) *Waking Up White* (Irving, 2014). In particular, Saad's (2020a, 2020b) writing is infectious, as she challenges the reader to unlearn behaviors, assumptions, and attitudes that perpetuate inequities against minoritized groups. Furthermore, her writing explores the relationship between White supremacy ideology and policy development at the macro level and the impact of these policies on our lived experiences. Saad's (2020b) guided

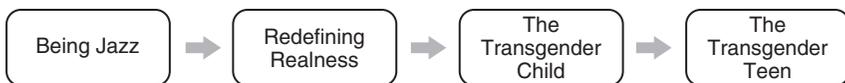


FIGURE 11.1 Sample Reading Plan to Promote Diversity Awareness.

journal provides an avenue whereby supervisors may examine their experiential realities in a private space.

While examining one’s connection to White privilege and membership in the majority race and culture is necessary to increase awareness for White supervisors and supervisees, it is also valuable to explore the concept of race and discussion of racism in multiple spaces. For example, Tim Wise’s work explores understanding the concept of race and whiteness from a dominant perspective: (a) *White Like Me: Reflections on Race from a Privileged Son* (2011) and (b) *Dear White America: Letter to a New Minority* (2012). On the other hand, Coates (2015) examines the concept of race and racism from a Black perspective: *Between the World and Me*. To explore concepts of racism, bias, and microaggressions, supervisors may review the following resources: (a) *Race Talk and the Conspiracy of Silence* (Sue, 2015); (b) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation* (Sue, 2010); (c) *How to be Less Stupid about Race* (Fleming, 2018); (d) *White Fragility: Why it’s so Hard for White People to Talk about Racism* (Diangelo, 2018); and (e) *How to be an Antiracist* (Kendi, 2019). See Figure 11.2 for an example of a self-paced book study program to increase awareness about racial issues. The proposed reading plan uses storytelling (i.e., first-person account) paired with academic writings. Its goal is to increase racial awareness. Supervisors and supervisees can discuss racial awareness content in supervision, thus engaging in courageous conversations. Infield experiences, it is always important to focus on implications for and applications to professional practice, and to continually define additional areas for further professional development that will enhance preparedness for social justice advocacy. Moreover, supervisors may examine their biases by taking any of the implicit bias assessments administered by Project Implicit (2011).

Practicing from a social justice lens requires going beyond understanding individual differences. It requires understanding how policies and procedures at the macro level perpetuate inequities in our schools. This is a central principle of DEP’s Ecological component and consistent with the Problem-solving component described in the previous chapter. Effective problem-solving often requires simultaneous and integrated individual and systemic interventions. Efforts at systems change can produce organizational changes that benefit all students and mitigate the stressors or other factors that influence the behaviors and academics of individual students.

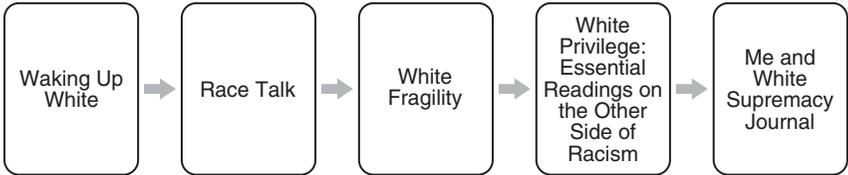


FIGURE 11.2 Proposed Reading Plan to Increase Racial Awareness.

The ecological perspective understands the power of systemic racism, the deeply rooted prejudices and discriminations present in institutional and cultural practices, policies, and laws. Unequal distribution of educational resources, redlining real estate practices, discrepancies in access to employment opportunities, and discriminatory legal and school disciplinary practices are only some examples. Critical Race Theory (CRT) provides supervisors with a theoretical and historical lens to understand the evolution of state-sanctioned policies that perpetuate inequities for minoritized communities (Haskins & Singh, 2015). CRT centers on the experiences and narratives of minoritized communities in the USA. CRT “makes explicit the embeddedness of racism in every area of American society, including law enforcement and its unequal protection of Black Americans” (Smith Lee & Robinson, 2019, p. 148). CRT makes visible the ways in which race-neutral institutions (i.e., law enforcement, public education, housing) and policies (e.g., *The Every Student Succeeds Act*, zero tolerance, school choice) maintain a system of White supremacy (Smith Lee & Robinson, 2019). Hence, studying the etiology, execution, and pervasiveness of White supremacy is central to CRT. Fleming (2018) identifies three core values of CRT: (a) White supremacy is studied as a system of power designed to allocate resources to individuals defined as White; (b) White supremacy refers to how society is curated so power is maintained by a few Whites; and (c) White supremacy is linked to other forms of oppression (e.g., class, gender). CRT encourages individuals to understand the historical implications of policies and examine whether policies promote inequities. For example, Williams and Crockett (2012) examined the relationship between public education funding and under-resourced schools in urban areas. Funding in urban schools is tied to housing and zoning policies that undervalue homes in some urban neighborhoods, thus leading to a tax base that is unable to support public education. Having this awareness may shift the blame or attitudes one may have toward students attending schools in these communities. The intersection of poverty, tax policies, and unequal access to resources has a profound effect on public education. Having this awareness allows us to examine educational policies that continue to erode public education and identify ways to advocate for families in this system.

While the use of CRT language may be new to school psychology, social justice researchers have used this orientation to systematically identify policies and procedures that promote harm to marginalized communities (Haskins & Singh, 2015). In their edited work, Shriberg et al. (2013) documented the evolution of educational policies and practices that perpetuate inequities for minoritized communities. Their work highlighted the importance of understanding the history of some educational policies and their impact on communities of color. CRT encourages us to identify the ways in which practitioners participate in systems that perpetuate poor outcomes for vulnerable communities. For example, the District Advancing Racial Equity (DARE) tool may be

used to help supervisors identify policies within their school community that promote equity (access at <https://www.southerneducation.org/publications/districts-advancing-racial-equity-tool/>). The tool “helps conceptualize and organize systems-level equity work and provides a guide for district leaders to interrogate their systems, set equity-oriented goals, and track progress over time.” (Hyler et al., 2021). While the DARE tool is primarily for district leaders, supervisors may tailor the activities to help them evaluate practices and policies that perpetuate unequal educational experiences for students. Furthermore, the tool may be used in supervision to help supervisees concretely apply a social justice lens when identifying and interrupting practices that promote inequities. The systems change skills outlined in Chapter 8 (DEP Ecological component) provide the skill set for social justice advocacy and emphasis on systems-level change.

Microaggressions: Managing Relationship Dynamics

As supervisors increase their self-awareness related to these areas, they are better prepared to understand the experiential realities of their supervisees. Developing awareness is a lifelong journey. Understanding supervisee’s experiences will guide the development of activities to explore social justice issues. Supervisors’ understanding of bias, power dynamics, and privileges should guide the development of learning experiences for supervisees. To foster trust, supervisors will need to be aware of the impact of microaggressions when facilitating the learning experience. Microaggressions are everyday verbal or non-verbal slights that may be intentional or unintentional. These slights communicate a negative message to the individual based primarily on their minoritized membership (Sue et al., 2007). Microaggressions are experienced by marginalized groups in our society. They may be based on any sociodemographic variables such as gender, race, socioeconomic status, sexual orientation, nationality, or religion (Haskins & Singh, 2015; Sue, 2010). These messages may be perpetuated by any educational practitioner. Microaggressions attack one’s self-esteem, create anger and frustration for both perpetrator and victim, deplete psychic energy, produce health problems for victims, and overall deny equal access to opportunities for minoritized groups (Sue, 2010). In a supervision dyad, microaggressions may lead to mistrust thus eroding the learning experiences of the supervisee. Therefore, an awareness of microaggressions on the part of the supervisor is paramount when diversity broadly defined is present in the dyad or the student body (see *Supervisory Process Activity below*). This is particularly important given the perceptions of racial microaggressions among Black supervisees in cross-racial dyads (Constantine & Sue, 2007).

There are three types of microaggressions: microassaults, microinsults, and microinvalidation. Microaggressions vary in terms of awareness and

intentionality by the individual in the power position. Microassaults are explicit and conscious attitudes or behaviors that are communicated through environmental cues, verbalizations, or behaviors. The intent of these messages is to threaten, intimidate, and make individuals feel unwanted (Sue, 2010). For example, hanging a noose in a school building would be an example of an environmental microassault. Spray painting swastikas on school property would be an example of a microassault. Politicizing Covid-19 against Asian Americans would be an example of a microassault. Individuals who engage in microassault incidents are often called racists in our society. As a result, microassaults leave no room for ambiguity.

Microinsults are subtler in that the message communicates stereotypes and is insensitive to a person's identity. Microinsults tend to operate outside of conscious awareness and are influenced by implicit biases (Sue, 2010). Understanding the implicit and insidious nature of microaggressions is one of the reasons why it is important for supervisors to understand their relationship to oppression before creating a space to process courageous conversations or support supervisees who may be victims or perpetrators of microaggression. Sue (2010) identified several microinsults that are influenced by biases based on an individual minoritized group membership. Some examples include adopting a color-blind stance negating or denying a person's racial or ethnic experiences, questioning the intelligence of candidates of color, or questioning where an Asian student came from assuming they are an alien in this country. Other in-school examples include teachers expressing surprise if a student from a minoritized background performs at a high level academically, teachers assuming students from minoritized backgrounds are familiar with the foods associated with their minority group, or permitting students to touch the hair of an African American classmate. Examples from cross-racial supervision include assuming the supervisee has a high degree of cultural responsiveness upon entering the supervisory relationship or has a special interest in social justice issues upon entering the supervisory relationship.

Microinvalidation is communication or interaction that negates the lived experiences of minoritized communities. It is negating the narrative shared by a minoritized individual and instead imposes one's view and thoughts about the experience. For example, it is akin to telling someone who shares that they have experienced racism, that they are being too sensitive. Critical Race Theory makes salient and validates the lived experiences of minoritized communities (Haskins & Singh, 2015). Supervisors need to be aware of how microinsults and microinvalidations within and outside of the dyad may impact the quality of supervision (i.e., see *Supervisor Reflection Activity: Exploring Microaggressions in Professional Relationships*). This awareness will enable supervisors to create learning opportunities to limit the impact of microaggressions or support supervisees who may be victims of microaggressions.

SUPERVISOR REFLECTION ACTIVITY: EXPLORING MICROAGGRESSIONS IN PROFESSIONAL RELATIONSHIPS

Charmaine is an Afro-Caribbean young woman from Jamaica. She is placed in a suburban district during her internship year. Her supervising school psychologist is a White female from the community. The school boasts limited diversity in both student and faculty composition. However, recently the student body has seen an increase in transient students due to a homeless shelter opening in the neighboring district. Charmaine is having a difficult time connecting with teachers and parents. She expresses this concern frequently during supervision but is encouraged to try harder to build relationships. She shares that teachers often fail to turn in data, are absent from consulting meetings, and talk to her in a demeaning manner. Additionally, parents refuse to acknowledge her presence at Case Study Evaluation meetings or often challenge recommendations made for their children. Her supervisor suggests she read “The School Psychologist’s Survival Guide” to better connect with parents and teachers. Charmaine believes her supervisor is not taking her seriously and decides to no longer communicate her experiences with her parents and teachers. However, recently Charmaine received an email from a parent requesting another intern or psychologist to complete her child’s evaluation. The parent did not provide any reasons as to why this request was made. Charmaine wants to share this challenge with her supervisor but is hesitant.

Reflect on the challenging issues presented by this case example by addressing the following questions.

- What issues is Charmaine likely experiencing at the school and within her supervisory relationship?
- Is Charmaine experiencing microinsults from parents and teachers?
- What do you think are the implicit biases of the teachers and Charmaine’s supervisor that may be triggering these microinsults?
- Is Charmaine experiencing microinvalidation from the supervisor? If so, how?
- Given the supervisor’s earlier responses, how do you think she is likely to respond to the parent and Charmaine?
- What support does Charmaine need in order to thrive in this environment and within her relationship with her supervisor?
- Craft an appropriate empathic response from the supervisor to Charmaine regarding the parental request for a different evaluator.
- What course of action should the supervisor take to address the parent’s request and guide Charmaine’s responses to this challenging situation?

Microaggressions are often difficult to negotiate for both the perpetrator and victim. Two dilemmas often plague this interaction: a clash of lived experiences and difficulty deciding how to respond. The clash of realities comes into play because the perpetrator does not understand the impact of their actions and may perceive the victim to be overacting (i.e., microinvalidation). The perpetrator believes they acted without bias and the victim is misinterpreting the situation. Additionally, the perpetrator believes their actions create minimal harm and the victim should let it go. Sue (2010) noted that individuals on the downside of power are in a better position to identify whether a microaggression has occurred, rather than those in privileged positions. Typically, victims will struggle with how to respond when a microaggression occurs. While victims may choose not to respond, the inability to act is predicated upon a host of variables. First, victims process whether or not a microaggression has occurred. If a microaggression did occur, victims oscillate between action and inaction. Victims may struggle with the perpetrator denying the incident occurred, anticipating nothing will change and weighing an action's impact on the power dynamics in the relationship (Sue, 2010). As a supervisor, it is important to validate the experiences of the victim and examine incidents expressed from a social justice and critical race theory lens.

Supervision Learning Activities

Effective learning activities and courageous conversations regarding topics related to race, gender, sexual orientation, gender identity, religion, and other challenging issues related to diversity and social justice advocacy can only occur within a trustworthy supervisory relationship. There is an inherent vulnerability associated with these topics and with professional work focused on social justice advocacy. Singleton and Linton (2006) highlighted four ground rules that may be used to guide courageous conversations and be explicitly shared with supervisees: (a) stay engaged, (b) expect to experience discomfort, (c) speak your truth, and (d) expect and accept a lack of closure. Individuals tend to retreat to behaviors that are protective of their ego and sense of self when engaged in courageous conversations (Williams & Conyers, 2016). Sue (2015) noted that individuals have an inherent interest in how they are perceived and evaluated by others. In essence, individuals may be afraid of saying the wrong things because they wish not to be identified as a racist or having an oppressive view. Thus, supervisees may withdraw and initially resist engaging in the process (Butler, 2003). Some may introduce an alternative topic rather than focus on the discussion. Supervisors need to alert supervisees to emotions that are likely to promote disengagement. It may be helpful to prompt supervisees to keep a journal of topics or situations that are likely to trigger a flight response (Butler, 2003; Williams & Conyers, 2016). Journaling is a valuable activity to process fears in a safe space. If supervisors are struggling to identify

prompts for journaling, they may use Saad's (2020b) journal to help supervisees process their fears and attitudes when talking about oppression. Additional examples of prompts can be found at a BLM website (https://blm.btown-in.org/uploads/1/1/8/6/118615243/me_and_white_supremacy_workbook__final_book_.pdf).

Staying engaged means sitting with a level of discomfort and moving beyond the emotion. Moving beyond is aligned with the second ground rule. If a supervisee anticipates discomfort, they are likely not to be surprised by the emotions stirred by the planned experience. Given that we are all a constellation of identities and experiences, it is imperative to allow for storytelling, which encourages supervisees to speak their truth from their lived experiences (Haskins & Singh, 2015). This is often a great lesson in empathy. To model speaking truth and how one may respond to storytelling, supervisors may introduce Brene Brown's YouTube talk on empathy (Royal Society for Arts, Manufactures and Commerce, 2013). In this short video, Brene Brown highlights the difference between empathizing and sympathizing with someone's lived experience (<<https://www.youtube.com/watch?v=1Evwgu369Jw>>). Finally, being able to practice from a social justice lens requires one to be a lifelong learner. It is likely that the supervision learning activity may elicit more questions than answers. Therefore, supervisees should expect a lack of closure.

As engaging in courageous conversations becomes more routine and comfortable, the supervisor is better able to model how a social justice lens can be used in practice. Supervisors may concretely ground each professional activity within a social justice perspective. Supervisors may challenge supervisees to explore the impact of macro-policies on student behavior such as school discipline policies. Below is an example of a learning experience that connects concrete knowledge with applied practice. There are five assignments to be completed in this mini-lesson. The example below while developed for consultation could be applied to other areas of school psychology practice and utilized during supervision (see Table 11.1). Furthermore, supervisors and supervisees may choose to change the format of how these assignments are completed. The assignments include self-reflection exercises and traditional learning assignments: (a) becoming an antiracist consultant (Shriberg et al., 2021); (b) historically oppressed educational experience; (c) cultural consultation; (d) school culture analysis paper; and (e) case summary reflection. These assignments are linked in that each exercise informs the next activity (see Table 11.1 for an explanation of the assignments). The most important caveat is to have linked learning opportunities, so that supervisees may connect their training to practice.

TABLE 11.1 Planned Learning Experience

<i>Assignment</i>	<i>Description</i>
Becoming an antiracist consultant	<p>Supervisees are encouraged to use the “Starting a Social Justice Action Plan” (Shriberg et al., 2021) to identify a social justice issue in their school setting to discuss in supervision. The manifestation of the issue may be blatant or subtle. Supervisees then identify their personal/professional strengths and weaknesses for advocating for the group identified, and then identify barriers and allies to support this work. This is an opportunity to reflect on the skills/strengths the supervisee currently possesses and the areas that need to develop in order to support Black Indigenous People of Color (BIPOC) students in K–12 schools.</p> <p>The principles involved in anti-racism apply to consultation regarding discrimination targeting other marginalized groups (e.g., sexual minorities), and alternatively, an action plan can be drafted to address their issues. Note though, that antiracist advocacy is essential in school communities that are nearly all-White in composition. Action plans should be as specific as possible, describing consultation content and incorporating system change activities.</p>
Historically oppressed educational experience	<p>Supervisees are expected to explore empirical research information about the educational experiences of the social justice issue identified in the first assignment, and then share findings in supervision. For example, if racial trauma was identified as an area of interest, supervisees could research the relationship between racial trauma and the educational experiences of Black males. For example, supervisees may focus their discussion in supervision on any of the following in their narrative (achievement gap, school to prison pipeline, disciplinary practices, home/school connections, teacher/student relationship).</p>
Cultural consultation	<p>Social justice advocacy requires competency in consulting with minoritized groups and in consulting with faculty when social justice issues are salient for a problem under discussion. The latter situation can be particularly challenging when a teacher or administrator engages in microaggressions or discriminatory educational practices even if unintentional. Discuss both consultation activities in supervision. The supervisor guides the supervisee to identify appropriate consultation communication and problem-solving strategies for each consultee group. The supervisor may also arrange for a supervisee to consult with a faculty member with a different racial identity or sexual orientation than the supervisee about their perspective on best practices for working with students.</p>

(Continued)

<i>Assignment</i>	<i>Description</i>
School culture analysis: Covid-19 pandemic as a case study	<p data-bbox="345 218 1037 626">In Chapter 8 on DEP's Ecological component, we proposed a Supervisory Process Activity that explored <i>Personal Cultural Backgrounds and the School Community's Culture</i>. The upheaval in educational practice created by the Covid-19 pandemic upended the entire school experience. This was the case whether instruction occurred in person or remotely in a specific school district. The organizational and social culture within schools influenced the capacity for effective education and for managing the stress of students, faculty, and parents. Disparities in available resources to support remote or hybrid learning were readily apparent. "Culture wars" regarding mask mandates and vaccinations were intense and widespread. These crises provide an opportunity to explore how various subcultural features influence the character of consultation and problem-solving efforts with students, faculty, and parents.</p> <p data-bbox="345 631 1037 774">Even if your school setting has primarily returned to pre-pandemic routines, take time in supervision to explore questions like the following. The supervisor can share their retrospective analysis regarding what was learned about school psychology and school system practices.</p> <ul data-bbox="345 791 1037 1612" style="list-style-type: none"> • Were there families that lacked the resources to support remote or hybrid learning? <ul style="list-style-type: none"> • What resources were lacking? • How could the school district have responded more effectively? • How could a school psychologist respond to and support a parent with limited technological resources or expertise? • How would you consult with a parent who did not support mask mandates and was hesitant about the vaccination of their child? <ul style="list-style-type: none"> • What factors from the parent's point of view might make them resistant or skeptical? • How would you support a student who might be getting different messages from home and school regarding health and safety measures? • Most teachers experienced pandemic era instruction to be very stressful. <ul style="list-style-type: none"> • What factors in the school's culture and organization were helpful or counterproductive? • What characteristics of the teacher and the school would influence your consultation approach to an overwhelmed teacher who approaches you for assistance? • Social isolation exacerbated by the pandemic had a particularly devastating effect on students with specific vulnerabilities or those from marginalized social backgrounds. <ul style="list-style-type: none"> • Discuss the factors that particularly harmed these groups. • Outline school psychology practices to respond during and after a community-wide trauma that might support these students. • Finally, summarize the importance of a social justice advocacy response to this example of community-wide trauma.

<i>Assignment</i>	<i>Description</i>
Case summary	<p>Supervisees will identify an active consultation case (or participate with the supervisor in one) where a social justice consideration is particularly salient. Each of the variables below is addressed.</p> <ul style="list-style-type: none"> • Culture/climate variable • Communication skills development • Relationship dynamics • Advocacy requirements and actions

In addition to the proposed learning plan detailed above, supervisors may use the “School Consultation Process Log” (Newman & Rosenfield, 2019) to help supervisees problem-solve their consultation cases. The supervisor may add a prompt instigating the reflection of “isms” on the triad relationship of consultant, parent or teacher, and the student. For example, the supervisee could reflect on the following prompt when discussing their cases: How do the identities or lived experiences of the triad affect the quality of the consultative relationship and the recommendations suggested? Inserting this prompt draws attention to the experiences of the triad when selecting and implementing interventions. In addition, when supervisors discuss academic and behavioral interventions, they could encourage supervisees to develop a home component to any interventions selected. A home component is likely to challenge supervisees to develop intervention plans that are equitable. To ensure educational equity it may be necessary to provide additional and specific resources to students and families beyond standard practices.

Supporting and advocating for communities traumatized requires practitioners skilled in understanding the impact of macro-policies on lived experiences. Our current climate requires practitioners to be skilled in understanding White supremacy and its role in perpetuating oppressive policies. Developing learning experiences to engage in as part of supervision without an understanding of critical race theory is likely to handicap teachable moments and foster the potential of a climate rife with microaggressions. Direct conversations regarding these issues are particularly important in cross-racial supervisory dyads.

Let’s revisit Brian’s case example presented earlier. In order to successfully support Brian, the supervisee needs to be aware of the racial trauma literature. The proposed reading plan in Figure 11.2 will help supervisees develop this insight. Once awareness is developed, a supervisee is better able to help Brian process his emotions. Hardy (2013) has developed a framework by which practitioners can support students suffering from racial trauma. It is an eight-step approach that requires practitioners to: (1) affirm and acknowledge the client’s experience; (2) create a space to process race talk; (3) allow for racial storytelling; (4) validate the feelings expressed; (5) name the racially based experience; (6) externalize the devaluation by connecting it to race and race oppression;

(7) counteract the devaluation; (8) and finally rechannel the rage. Additional resources on racial trauma can be found at the Institute for the Study and Promotion of Race and Culture housed at Boston College (<https://www.bc.edu/bc-web/schools/lynch-school/sites/isprc.html>). A potentially impactful learning experience would be to initially introduce Brian's case in order to evaluate the learning needs of the supervisee. After an initial discussion, the supervisor could assign several articles to read on racial trauma. In subsequent supervision sessions, Brian's case could be revisited, and initial recommendations updated to reflect new knowledge.

Social justice advocacy will require us to develop cultural sensitivity, which is a set of skills that enables us to learn about others without judgment. It means becoming comfortable with not being a cultural expert by practicing cultural humility as discussed in Chapter 8. It requires supervisors and supervisees to ask honest questions, seek understanding, and demonstrate empathy. It means when entering spaces, we are unfamiliar with, we do our homework. In doing our homework, we are better able to create learning opportunities for supervisees to develop their social justice skills.

Summary

Social justice advocacy is a core skill of school psychology practice and an important target for development through clinical supervision. This requirement is embedded in DEP's Ecological component and requires the application of skills for diversity and multicultural responsiveness, accessible and culturally adapted evidence-based practice, program development, and system change. Social justice advocacy promotes equitable distribution of resources to ensure that all students can realize their full educational potential. It requires school psychologists to combat discrimination and support individual and systemic justice for all who may experience marginalization due to race, ethnicity, gender, gender identity, sexual orientation, religion, or other factors. It is important to recognize that different supervisees will be at varying levels of knowledge and skills in these areas. Consistent with DEP's Developmental component, individualized supervisory strategies will be necessary.

Applied skills for social justice advocacy require development in supervised field experiences. To be effective in this area, supervisors must first enhance their own self and racial awareness and their understanding of the experiences of students who experience discrimination, injustice, or marginalization. While acknowledging that growth in personal awareness is a lifelong responsibility, supervisors must explicitly focus on the development of social advocacy skills for their supervisees. As outlined in this chapter, supervisors can engage in guided discussions and learning activities to increase the supervisee's self-awareness and racial awareness. Consistent with the ecological perspective, they include consideration of social justice factors in all aspects of school

psychology practice. Supervision teaches the supervisee to integrate individual and systemic considerations in all assessment, consultation, and intervention activities. A focus on system change skills is essential for supporting individual students and families, but also must address unjust, discriminatory, and inequitable system-wide educational practices.

A central premise of the DEP approach is that professional development must be nurtured throughout the career lifespan. Consistent with the posture of cultural humility and recognizing the complex nature of systemic injustice, supervisees should end supervision with a plan for continued development of social justice advocacy skills including the need for additional supervision or mentoring.

12

ADDRESSING PROBLEMS IN PROFESSIONAL COMPETENCE

Tracy K. Cruise*

In providing feedback and evaluation as part of the Developmental component of supervision, supervisors may discover that not all supervisees meet a level of competence commensurate with their level of experience. It is through formative and summative evaluation processes that supervisors may recognize patterns of ineffectiveness or substantial gaps in supervisees' professional performance. Although numerous skills (e.g., assessment) are taught in graduate training and become proficient during practica and internship, some areas of competence continue to develop throughout the school psychologist's career. For example, diversity, cultural, and ethical competencies continue to emerge and become more refined across time.

When adequate development does not occur or is incomplete, trainers and supervisors must address problems of professional competence (PPC). The term *problems in professional competence* has replaced *impairment*, which could be confused with the formal definition of impairment described in the Americans with Disabilities Act (1990) (Collins et al., 2011; Elman & Forrest, 2007; Schwartz-Mette, 2011). Addressing issues that may require remediation plans (or what may also be referred to as Critical Skills Development Plans) or exercise of supervisory gatekeeping responsibilities are responses to significant problematic behaviors that go beyond developmentally anticipated and transitory concerns.

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Defining Competence

Competence is a multidimensional, context-dependent construct that has been defined as, “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community served” (Epstein & Hundert, 2002, p. 226). Competence is fluid; developing and changing across the career and not a destination at which the professional arrives. Professional ethical codes (e.g., APA, 2017a; NASP, 2020a) define competence as a specific standard that includes limits of practice and necessary maintenance of professional skills. Standard 2 in APA’s *Ethical Principles of Psychologists and Code of Conduct* describes a personal responsibility for assessing, maintaining, and expanding one’s competence (APA, 2017a). Competencies are “elements of competence that are observable, measurable, containable, practical, derived by experts, and flexible” (Kaslow, 2004, p. 775). Although much of the literature and this chapter focuses on trainee competency, maintenance of competence is required across the career and practice setting (i.e., independent practice, school district). Training programs are required to assess competencies on a regular basis as specifically outlined in Program Standard 4: Performance-Based Program Assessment and Accountability of the *Standards for Graduate Preparation of School Psychologists* (NASP, 2020a). Supervision is also governed by ethical guidelines requiring supervisors to evaluate and provide feedback in a timely manner (APA, 2017a, 7.06a). School psychology training programs, along with field supervisors, serve as the initial gatekeepers for the profession and must carefully assess trainee competence at all stages of professional development.

Supervision provides the best avenue for monitoring growth and addressing these concerns as evaluation occurs throughout the supervisory relationship. When formative feedback is frequent and the first quarter summative evaluation is comprehensive, these challenging supervisory situations may be apparent early in a supervision cycle; and these concerns should be addressed directly and as soon as they emerge. Early detection of concerns allows for direct feedback and an opportunity for effective remediation. Field supervisors are able to directly observe supervisees in the practical application of knowledge and skills during practicum and internship, which may yield new or more subtle performance concerns, such as behaviors or attitudes that are misaligned with expectations at a given stage of practice (Elman & Forrest, 2007). Supervision with early- and late-career school psychologists may uncover specific areas of practice that were never adequately developed or professional behavior that was not maintained and falls short of best practice. Promoting trainees to the next phase of training despite PPCs in the hopes that the supervisee will improve or that a future supervisor will attend to the concern is short-sighted and potentially unethical.

Prevalence

Although professional competency concerns were historically believed to occur at relatively low rates, Linda Forrest, a leading researcher on competency issues, noted that nearly every psychology training program has “at least one student who struggles with an element of professional competence” (Huff, 2020). There is a paucity of research assessing how often PPCs are present in school psychology graduate students or practitioners, though outcomes of psychology doctoral programs tend to report higher numbers of trainees with PPCs than master’s or specialist level programs (Huprich & Rudd, 2004). Trainees also tend to endorse high rates of PPCs among their peers with rates ranging from 21% to 91% depending on the subdiscipline and training level (Brown-Rice & Furr, 2016; Gaubatz & Vera, 2006; Rosenberg et al., 2005; Shen-Miller et al., 2011; Veilleux et al., 2012). Cases of PPC demand much time and effort from supervisors, are emotionally taxing on all involved, and garner increased attention in most discussion forums. These concerns cannot be ignored because they can have a detrimental effect on the recipients of services, the public, the trainee, and the training program.

Competency Domains and Benchmarks

Identifying and addressing professional competency concerns must begin with clear definitions for each domain of practice, and training programs should articulate specific, observable, measurable benchmarks for each competency. The *NASP Practice Model* (2020a) and the APA (2011) *Revised Competency Benchmarks* demarcate the skills and practice areas school psychologists should demonstrate. NASP describes six organizational principles which encompass the ten domains of school psychology practice (NASP, 2020a). APA defines expected professional behaviors across 16 broad areas and 3 developmental stages of training: (a) readiness for practicum, (b) readiness for internship, and (c) readiness for entry into practice (APA, 2011). The areas include professionalism, relational, science, application, education, and systems. One organizational schema proposed divides these specific dimensions and practical applications into foundational competencies and functional competencies. Foundational competencies include the knowledge, skills, attitudes, and values that provide the underpinning for the various roles of the professional psychologist. Functional competencies reflect skill sets in the applied areas such as assessment, intervention, consultation, research and evaluation, supervision, and advocacy (see Table 12.1). Competencies are frequently outlined in internship plans, and behavioral anchors, such as those defined under each essential component of the *Competency Benchmarks*, may be used to track performance (see Appendix 7E – Illinois School Psychology Internship Consortium Internship Plan). Depth of skill development may also vary across training levels with doctoral

students expected to achieve greater specialization through more diverse experiences (Phelps & Swerdlik, 2011). While each of these competency categories should be addressed in feedback and evaluation, they are neither discrete nor unrelated areas of performance. The influence and interaction of knowledge, skills, attitudes, and practice behaviors provide a complete representation of competence, and developmentally appropriate expectations must be applied in the evaluation process.

TABLE 12.1 Psychological Competencies

Foundational Competencies

-
- I Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology
 - A Integrity – honesty, personal responsibility, and adherence to professional values
 - B Deportment
 - C Accountability
 - D Concern for the Welfare of Others
 - E Professional Identity

 - II Individual and Cultural Diversity: awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy
 - A Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context
 - B Others as Shaped by Individual and Cultural Diversity and Context
 - C Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
 - D Applications Based on Individual and Cultural Context

 - III Ethical Legal Standards and Policy: application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations
 - A Knowledge of Ethical, Legal, and Professional Standards and Guidelines
 - B Awareness and Application of Ethical Decision-Making
 - C Ethical Conduct

 - IV Reflective Practice/Self-Assessment/Self-Care: practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care
 - A Reflective Practice
 - B Self-Assessment
 - C Self-Care (attention to personal health and well-being to assure effective professional functioning)
 - D Participation in Supervision Process

(Continued)

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- V Relationships: relate effectively and meaningfully with individuals, groups, and/or communities
 - A Interpersonal Relationships
 - B Affective Skills
 - C Expressive Skills
- VI Scientific Knowledge and Methods: understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge
 - A Scientific Mindedness
 - B Scientific Foundation of Psychology
 - C Scientific Foundation of Professional Practice
- VII Research/Evaluation: generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities
 - A Scientific Approach to Knowledge Generation
 - B Application of Scientific Method to Practice
- VIII Evidence-Based Practice: integration of research and clinical expertise in the context of patient factors
 - A Knowledge and Application of Evidence-Based Practice

Functional Competencies

- IX Assessment: assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations
 - A Knowledge of Measurement and Psychometrics
 - B Knowledge of Assessment Methods
 - C Application of Assessment Methods
 - D Diagnosis
 - E Conceptualization and Recommendations
 - F Communication of Assessment Findings
- X Intervention: interventions designed to alleviate suffering and promote health and well-being of individuals, groups, and/or organizations
 - A Intervention Planning
 - B Skills
 - C Intervention Implementation
 - D Progress Evaluation
- XI Consultation: the ability to provide expert guidance or professional assistance in response to a client's needs or goals
 - A Role of Consultant
 - B Addressing Referral Question
 - C Communication of Consultation Findings
 - D Application of Consultation Methods

- XII Teaching: providing instruction, disseminating knowledge, and evaluating the acquisition of knowledge and skill in professional psychology
- A Knowledge
 - B Skills
- XIII Supervision: supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others
- A Expectations and Roles
 - B Processes and Procedures
 - C Skills Development Supervisory Practices
- XIV Interdisciplinary Systems: knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines
- A Knowledge of the Shared and Distinctive Contributions of Other Professions
 - B Functioning in Multidisciplinary and Interdisciplinary Contexts
 - C Understands how Participation in Interdisciplinary Collaboration/ Consultation Enhances Outcomes
 - D Respectful and Productive Relationships with Individuals from Other Professions
- XV Management Administration: manage the direct delivery of services and/or the administration of organizations, programs, or agencies
- A Appraisal of Management and Leadership
 - B Management
 - C Administration
 - D Leadership
- XVI Advocacy: actions targeting the impact of social, political, economic, or cultural factors to promote change at the individual (client), institutional, and/or system levels
- A Empowerment
 - B Systems Change
-

Sources: APA (2012); Fouad et al. (2009); Phelps and Swerdlik (2011).

Identifying Problematic Behaviors

It is important to distinguish between problematic behavior that is developmentally anticipated, such as performance anxiety at a new training or work site, from behaviors that raise greater concern. Behaviors that interfere with professional functioning are often classified “based on origin (e.g., situational, developmental, due to personality and interpersonal dynamics); severity and chronicity; potential for remediation; and manifestation” (Kaslow et al., 2007, p. 481). Research supports common PPC concerns that Schwartz-Mette (2011) divided into four domains: “(a) behavior problems (e.g., substance use,

tardiness), (b) psychological problems (e.g., boundary problems, maladaptive personality traits), (c) situational problems (e.g., death of a family member, marital dissolution), and (d) developmental problems (e.g., educational, training, or experience deficiencies)” (p. 432). Other researchers differentiate levels of PPCs based on severity: (a) simple developmentally/inappropriate or transitory, (b) chronic/substandard behavior(s) or significant problems in professional competency, or (c) gross ethical violation(s)/professional negligence (Forrest et al., 2008; Kaslow et al., 2007, 2018; Lamb et al., 1987). Responses should be proportionate to the level of severity demonstrated by the trainee.

The first level includes developmentally inappropriate or transitory behaviors or interpersonal skills that are best described as simple situational concerns or expected developmental growth patterns that can be part of the learning process. These behaviors are not considered excessive or inappropriate and do not represent typical aspects of a trainee’s learning experience. Although this professional growth experience may still be characterized as problematic, trainees are often supported, corrected, and redirected through the supervisory relationship without formal concerns being expressed to other supervisors or program faculty. Examples may include (a) a simple lag in skill development, (b) expressed worry about supervisor evaluations yielding hesitant participation in team meetings, (c) discomfort with clients of diverse lifestyles and ethnic backgrounds that results in trainees avoiding discussing these aspects about their clients in supervision, (d) avoidance of discussing personal reactions to diverse clients in supervision, or (e) selectively choosing ethnically similar individuals with whom to work, or (f) lack of appreciation of school norms that results in incomplete or untimely paperwork, (g) inappropriate professional attire, or (h) tardiness for supervision or agency meetings. Transitory issues may emerge if a supervisee is experiencing significant temporary personal stress due to a life event (e.g., the onset of a terminal illness of a parent) or when a supervisee is overwhelmed by a new challenge (e.g., first time working in a low SES environment, first experience with a violent student episode, and so forth). Problems of this nature are usually felt to be temporary and can be remediated with appropriate support for the trainee and/or additional training. Interventions at this level may include private, informal conversations where specific concerns are expressed and collaborative problem-solving yields an immediate adjustment or formal education and instruction that target extended practice of skills or guided opportunities for enhancing professionalism (Kaslow et al., 2018). Small group supervision may provide peer-directed feedback and modeling that serves as a corrective tool. As it is expected that all professionals may experience a lapse in professional competency at some point in development, there is gaining support to exclude this category from being designated as PPC.

Significant problematic behaviors can be identified when any of the following conditions are evident. The supervisee does not acknowledge, understand, or address the problem when it is identified. The problem is not merely a

reflection of a skill deficit that could be addressed by additional academic or didactic training. The quality of services delivered by the supervisee is sufficiently negatively affected and results in concerns about the welfare of clients. The problem is not restricted to one area of professional functioning but broadly impacts professional competencies. The problematic behavior does not change as a function of feedback, and/or remediation efforts. Of particular concern are behaviors in supervisory sessions that communicate active and persistent denial or opposition to recommendations for change. Often, the supervisor will begin to receive critical concerns from not only collaborating supervisors but other school staff regarding performance. Finally, a disproportionate amount of attention and time is required by the supervisor and other training personnel with minimal signs of improvement.

Significant substandard or problematic behavior(s) that interfere with the trainee's ability to perform academically or clinically often require intensive intervention necessitating a disproportionate amount of supervisor time and are dealt with by the entire training team. These types of behaviors are chronic, persistently unresponsive to supervisory feedback, and/or continually fall below competency benchmarks for level of training. In our experience working with supervisors, the following areas may present challenging supervisory situations that are capable of escalating to serious levels of concern. Skill deficits or gaps in training become significant concerns when they severely compromise performance and impede client welfare, and if they are unresponsive to even intensified supervisory intervention (e.g., persistent difficulties in appropriate administration, interpretation, and reporting of standardized assessments). Continued unresponsiveness to supervision is an alarming behavioral marker not only because it interferes with current professional development, but because it is indicative of a poor prognosis for the development of future competencies and a commitment to lifelong professional development essential for an effective career. Problems in professional behaviors may be evident in irresponsible work habits (e.g., chronically missing deadlines and appointments or not following through on responsibilities to collaborative teams). Interpersonal and communication style can become problematic if they repeatedly interfere with collaborative problem-solving or the establishment of essential consultation and therapeutic alliances (e.g., consistently abrasive or critical demeanor or limited display of empathic skills necessary for effective engagement with clients, derogatory or profession-critical social media posts). Finally, significant problems in professional competence can emerge when supervisees' psychological health or stress management style and capacity consistently interfere with professional judgment, execution of professional responsibilities, and receptiveness to supervision (e.g., a supervisee's clinical level of depression creates blind spots in providing therapeutic support for students, interferes with work production, and blocks supervisory support and recommendations).

Supervisees may demonstrate poor self-assessment and self-reflection skills that can lead to a lack of awareness of concerns or an inability to be self-appreciative and self-critical. Outcomes of which may include developmentally inappropriate levels of dependence or overconfidence and dismissive reactions to feedback. This level of severity would warrant documentation and an immediate formal remediation plan, which will be discussed later in this chapter, to ensure trainees are aware of supervisor concerns, provided specified time frames and opportunities to modify their behavior, and understand the consequences of inadequate or incomplete behavioral changes.

In rare circumstances a trainee will engage in serious professional misconduct (e.g., sexual relationship with a client) or gross professional negligence (e.g., knowingly choosing not to report child maltreatment). These actions are not always committed with malicious intent. For example, a trainee conducting a cognitive assessment forgets to administer a subtest prior to ending with the student and chooses to fabricate data to fill in the gap in order to meet a deadline may not realize the implications of this action on the overall results and recommendations for the student. A supervisee struggling with mental health concerns may tell separate supervisors that they will be operating at the alternate location when in fact they are staying home. PPC at this level may also include cases where remediation efforts have failed, or the supervisee is unable to recognize and accept feedback for improvement. Egregious behaviors may warrant an immediate dismissal from the applied setting or program provided trainees are informed of their misbehaviors and appropriate documentation is completed. Other situations may allow for extended intensive training, probation, or remediation. However, as with all levels of PPC, context along with individual and historical factors must be considered and balanced with our gatekeeping responsibilities.

Professionalism

Although professionalism has been listed as a separate domain of competency, it encompasses a broad range of values, attitudes, and professional behaviors and warrants more attention. Professionalism is the area of competence with which trainers, supervisors, and peers report the greatest percentage of concerns, yet it is also described as the hardest to quantify and the most challenging and time-consuming to address (Grus et al., 2018; Shen-Miller et al., 2011; Smith, 2014). As a guiding value, professionalism includes behaviors associated with accountability, ethical engagement, self-reflection, excellence, humanism, civility, collaboration, cultural humility, psychology's social contract with society, and social responsibility (Grus et al., 2018). Problems in this domain may not fit neatly into one of the severity categories previously described and behaviors may cut across more than one of the areas just listed. If displayed early in training, these behavioral concerns often predict repeat problems throughout training.

Range of concern and level of severity also predicts quality of care and a greater likelihood for program termination (Bennett et al., 2005; Papadakis et al., 2008).

Professionalism is expected to expand and become more refined as one progresses through developmental stages from novice to expert. Concerns in this area may come about because the trainee has not been socialized into graduate school or the field of school psychology (Smith, 2014). Clear representation of some of these behaviors may not be noted until more applied experiences are started (e.g., practicum) and there is more direct, functional involvement with others. Because of the subtle and interpersonal nature of these behaviors some supervisors will over empathize with the supervisee and either avoid addressing PPC or interfere in an overprotective manner that further disrupts supervisee development (Brown-Rice & Furr, 2016). Jacobs and her colleagues (Jacobs et al., 2011) discuss recommended steps and effective strategies to engage in these “difficult” conversations. The following are a few examples of how problems of professionalism may develop and present (see Grus et al., 2018 for a more extensive review). Transitioning from lecture-dominant undergraduate courses with no attendance policies to seminar-style practicum classes that meet once a week may be difficult for some trainees to navigate. Time management and organization skills must advance as trainees move from light caseloads while on campus to a taxing load of assessments, consultations, interventions, and system issues as a first-year practitioner. Directly discussing these matters in supervision and providing trainees with modeling and/or supplemental aids may offset future competency concerns. Advances in technology and social media foster novel frontiers where professionalism must extend. Learning how to express individual opinions and beliefs couched in cultural sensitivity and civility may not come naturally for budding professionals. Trainees may witness supervisors who consistently take work home, do not maintain work–life boundaries, do not make self-care a priority or part of the training plan, or seldom discuss self-care in supervision. Without proper modeling and focus in training, supervisees may struggle to determine how to care for themselves and to maintain a sense of self outside their professional role.

Table 12.2 provides a partial summary of deficits that may represent significant problems of professional competence. Key factors to consider are severity, responsiveness to supervision, and impact on clients.

Competency Evaluation

Once competencies have been defined, evaluation procedures and timelines, along with due process procedures for supervisee objections to evaluation processes and/or content, must be established and articulated to trainees. Supervisees should be informed at the outset of all areas of competency to be evaluated and the expected level of performance for their specific period of training (e.g., practicum, internship, and advanced career). Behavioral markers, especially

TABLE 12.2 Deficits Representing Professional Competence Problems

-
- Gaps in training that severely compromise performance and impede client welfare and have been unresponsive to even intensified supervisory intervention
 - Problems not restricted to one area of professional function but broadly impacting professional competencies
 - Continuous or significant concerns for client welfare
 - Continued unresponsiveness to supervision
 - Failure to acknowledge, understand, or address a problem when it is identified
 - Problematic behavior does not change as a function of feedback and/or remediation efforts met with persistent denial or opposition to recommendations for change
 - Disproportionate amount of supervisor attention and time with minimal signs of improvement
 - Irresponsible work habits
 - Interpersonal and communication style that repeatedly interferes with collaborative problem-solving or the establishment of essential consultation and therapeutic alliances
 - Supervisees' psychological health or stress management style and capacity consistently interfere with professional judgment, execution of professional responsibilities, and receptiveness to supervision
 - Poor self-assessment and self-reflection skills that can lead to a lack of awareness of concerns or an inability to be self-appreciative and self-critical
 - Developmentally inappropriate levels of dependence or overconfidence and dismissive reactions to feedback
 - Persistent lack of *cultural humility*
 - Insufficient empathy and attention to understanding client cultural experiences or personal identities
 - Limited awareness of the impact of personal world views, cultures, and identities on professional work
-

related to professionalism, will aid in an understanding of expectations. Specific timelines for when feedback will be provided and how the feedback will be offered should be presented. Remediation processes should be discussed. Any rating tools and evaluation instruments should be as objectively defined as possible and reviewed at the beginning of the supervisory relationship. These rating scales should be included in a training handbook and/or included in the appendices of the supervision contract. University graduate programs or internship consortia are required to carefully outline and review these standards and procedures with supervisors and supervisees (APA, 2015b; NASP, 2020a). Formal policies and documented dissemination provide legal protection for universities with only about 10% of program dismissal cases resulting in legal recourse (Huprich & Rudd, 2004; Perry et al., 2017). In general, courts have expressed no desire to second-guess faculty dismissal decisions as long as the decisions were nondiscriminatory and not capricious.

Although training programs are typically the leaders in selecting and implementing evaluation tools, it is imperative that site supervisors are included as collaborators in structuring procedures for evaluation and feedback and necessary remediation approaches. This will aid in maintaining open communication between faculty leaders and school-based supervisors. A trusting, collaborative relationship is more likely to facilitate earlier conversations about supervisee concerns with greater possibilities for intervention. Conversely, if supervisors do not feel like they can reach out to express early concerns and decide to wait until mid-year formal ratings are communicated to the training program, a limit is placed on methods that may help the supervisee meet competencies by the end of the year. Periodic revisiting or retraining on measures used and what their numerical rankings represent (i.e., is a score of “3” typical for this developmental stage?) strengthens inter-rater reliability and validity for intra-rater scores.

Competency evaluations, like any assessment, should follow best practices and be conducted across multiple contexts by multiple informants using multimethods to evaluate multitraits to reduce bias and have fidelity (Grus et al., 2018; Kaslow et al., 2007). Competency assessment strategies include gathering data on what one knows, assessing knowledge of application and implementation, and how effective and efficient one is in practice. Thus, a picture of the nature and severity of PPC should directly emerge. All supervisors and trainers should participate in the evaluation process, even if the ratings or feedback is limited to a particular category of skills or context. Converging feedback provides greater validity for the content and may lower defensiveness of the receiver, especially when there is misalignment with self-assessment. School personnel not directly involved with the training experience (e.g., teachers, Speech Language Pathologists) might also offer feedback that is more likely to reflect a supervisee’s professionalism. Supervisors employing multiple methods of supervision (see Chapter 7) will have more information to incorporate into the evaluation. Variability in development across supervisees and inconsistency in levels of attainment across domains of training for individuals must be recognized and considered when assessing competence. Competence assessment should reflect the continuum on which performance development lies. Programs should delineate the level of knowledge, skills, and work characteristics expected at each stage (novice, intermediate, advanced, proficient, expert) such that distinctions are made between a PPC and a minimal threshold of competence. This multifaceted evaluation approach will also provide a clearer picture of progress.

Although supervisees are encouraged to engage in self-assessment throughout their training as it relates to lifelong professional development, they may experience self-assessment bias whereas it is difficult for them to recognize their own limitations. It may be that one does not know what one does not know. Supervisees are often anxious about evaluation, and for those aware of a competency concern, their emotional response may be greater and more diverse.

Keep in mind that trainees with PPC often feel helpless, afraid, angry, stressed, and reluctant to trust peers and trainers. Thus, they may demonstrate an unwillingness to disclose a challenge before it becomes a competency concern. Supervisory relationships where self-assessment is taught, encouraged, and practiced can serve as a counter approach. NASP's online *Professional Growth Plan* is downloadable on the NASP website (<https://www.nasponline.org>), which could be completed at any point in development. The pre-internship self-rating of an internship plan could serve as a starting point for these discussions. Encouragement of honest self-ratings to ensure clear training goals and comprehensive growth may offset socially desirable response patterns. Integrating self-assessments with feedback from external sources can also shape supervisee self-monitoring competencies so that they highly correlate with performance ratings across their careers (Davis et al., 2006; Kaslow et al., 2007; Roberts et al., 2005). Refer to the earlier section on characteristics of effective feedback in Chapter 7.

Formative and Summative Evaluation

Formative and summative assessments offered throughout the training experience allow for review and assessed understanding of professional competencies and provide the basis for documenting supervisee concerns. Consistent, scheduled supervision sessions establish a trusting supervisory relationship which fosters open and honest conversations about PPC and may help supervisees accept constructive feedback. Regular supervision provides a review of routine performance and keeps developmental trainee skills at the forefront where timely feedback for specific behavioral adjustments can occur. Formative feedback is more supportive and prevents supervisees from being surprised by negative summative reports. A strength-based approach to supervision can also be used to reframe deficits as related to context and use a supervisee's strengths as a means to bolster growth in areas of concern (Newman et al., 2017). Formative assessments can link to specific domains or skills. Some examples include a rubric for providing feedback for a case evaluation for a practicum (see Table 12.3) and the National Association of School Psychologists Report on Case Study Evaluation rubric used to evaluate consultation cases and required for the NCSP, downloadable at the NASP website (<https://www.nasponline.org>).

Summative assessment is more comprehensive and formal. Most training programs have at least annual reviews at each stage of training. Oral and written reports reflect progress across all domains of training and indicate whether benchmarks have been attained and, if acquired, in a timely manner. Retention decisions are based on successfully meeting stage-appropriate benchmarks. Ongoing formative feedback is the foundation for summative reviews, and content has already been presented under supervision. Appendix 12A includes

TABLE 12.3 Case Study Feedback Form for PSC Psychoeducational Cases from Illinois State University School Psychology Program Practicum Handbook

Headings

_____ Information is accurate (e.g., date of birth)

Referral questions

_____ Presented in a reasonable order

_____ Clearly describes presenting problem/referral concerns

Tests/Procedures

_____ Names are written correctly

_____ Appear in sensible order, is complete, and is accurate

_____ Administration & scoring accuracy.

History/Background

_____ Includes age, grade, sex, ethnicity, and family composition

_____ Background info presented in order of importance

_____ Includes only relevant background info

_____ Describes problem in observable/measurable terms

Behavioral observations

_____ Include statement about validity & reliability

_____ Statements are supported by examples

_____ Eliminate/question any contradictions (e.g., stating student was cooperative in one place and oppositional in another)

_____ Includes summary of relevant observations in classroom & in PSC

Results section (including cognitive, achievement, & processing, if applicable)

_____ Data reported in text/appendix match protocols

_____ Data are interpreted accurately

_____ Data are discussed adequately

_____ Data are organized within each subsection appropriately

_____ Findings are integrated into a meaningful whole (not test-by-test approach)

Social-emotional functioning

_____ Organized by the importance of issues

_____ Sentences within paragraphs belong together (i.e., they support opening sentence)

_____ Interpretation matches data

_____ Findings are integrated into a meaningful whole (not test-by-test)

Summary/Conclusions

_____ Answers all referral questions

_____ Match data presented in earlier sections

_____ Include only the most important info

Recommendations

_____ Are appropriate and realistic to address significant findings

_____ Adequately address findings

_____ Provide enough detail to implement them

_____ Are based on review of treatments/literature (are scientifically supported)

_____ Ordered by importance

_____ Strategies for evaluating the effectiveness of recommendations are discussed

(Continued)

Appendix

_____ Includes info about means and standard deviations for each test

_____ Easy to read/understand

Parent Interpretive Summary (including actual parent interpretive meeting)

_____ Includes summary of issues discussed and specific follow-up activities(see comments below)

Practicum Professional Behavior Checklist

_____ Dresses Appropriately for meetings

_____ Regularly attends meetings on time

_____ Leads managed cases effectively (for MDC case)

_____ Timely completion of work

_____ Is prepared for professional meetings

_____ Sufficiently prepares members of professional meetings prior to the meeting

_____ Works only within the personal level of expertise

_____ Seeks supervision and additional training in areas that it may be required

_____ Is aware of the effects of personal behavior on others

_____ Proactively participates in all cases and strong contributor to group supervision

_____ Is highly attentive to case discussion during meetings

_____ Is socially appropriate during meetings with clients, parents, and team meeting members

_____ Responds adequately to feedback from supervisors, peers, and colleagues

Overall case grade: _____

Additional Comments:

++ = Exceeds Expectations for developmental level

+ = Meets Expectations for developmental level

- = Below Expectations for developmental level

an example of a program's summative annual doctoral trainee evaluation completed by the student's advisor with input from all faculty and field supervisors. Professional work characteristics or disposition ratings may include targeted professionalism items and be paired with other summative tools. Appendix 12B includes an example of an assessment instrument for professional dispositions or work characteristics.

Considering Diversity

Individual and cultural factors are important to consider in the identification of PPC and in developing interventions or remediation plans. Over- or under-identification with cultural, gendered, or religious experiences may influence objectivity in competence evaluations. All assessment methodologies need to be culturally sensitive to prevent errors from occurring in interpreting culturally normative behaviors as problematic. Merging self-assessment with cultural sensitivity could be prompted with the use of NASP's *Self-Assessment*

Checklist, downloadable at the NASP website (<https://www.nasponline.org>). Shen-Miller and colleagues (2012) described a “continuum of conceptualizing intersections between diversity and professional standards” (p. 1207). Awareness of and respect for the impact differing values, beliefs, and attitudes may have on professional behavior lies at the “culture-attentive” end, while minimization, denial, or colorblindness is the opposite anchor. Supervisors who are culturally different from their supervisees are sometimes reluctant to address PPC fearing being perceived as culturally insensitive (38%) or fearing allegations of discrimination (36%) (Brown-Rice & Furr, 2016). Some supervisors (30%) also worry that negative reactions or skewed perceptions may result in personal recrimination or litigation (Brown-Rice & Furr, 2016).

The complexity of cross-cultural supervisory situations necessitates supervisors’ vigilance to the nature in which cultural backgrounds of supervisor and supervisee, social location, and assessments contribute to determinations of PPC. For example, a supervisee who possesses strong insight into a behavioral concern but is reluctant to discuss their thoughts and emotional reactions in supervision because they were raised in a culture that limited this type of expression, might be perceived negatively similar to a supervisee who lacks personal insight to their behaviors. The power differential in supervision may also exacerbate a supervisee’s emotional response. In the instance where a supervisee is a female with a trauma history and the supervisor is male, the supervisee may be fearful of disclosing that she has been triggered by a counseling session where a student disclosed an abuse experience. The restrictedness of supervision may result in the supervisee being evaluated as not maintaining a compassionate, therapeutic connection with the student rather than the supervisor recognizing that the withdrawal behavior was the supervisee’s trauma response. In cases of inverted positional power where a minority faculty member has concerns about PPC with a majority trainee, the supervisor may withhold negative feedback for fear that they are inaccurate, will be verbally attacked by the supervisee, or will face further racism as a result of conducting their gatekeeping responsibilities. Further research is needed to explore the intersection between diversity and competency concerns, and supervisors have an ethical obligation to pursue ongoing education and training in this area.

Documentation

Supervision structures detailed in other sections (e.g., the supervision contract – Appendices 7A and 7B; supervisor’s supervision notes – see Chapter 7) are useful tools to document the progression of competency concerns. Timing for supervisors to notify program coordinators of concerns may vary based on the nature and severity of the PPC, but contact at the earliest note of concern

allows for a more systemic response and greater likelihood of correction and growth. Documentation of all responses is the best safeguard for risk management. Warnings or initial concerns, formal remediation plans, formal probation, leave of absence, disciplinary action (e.g., penalties for cheating, no advancement in program sequence), and program dismissal must all be carefully and completely documented in the trainee's program file. All evaluations and relevant work samples should also be saved.

Action Letters

As soon as sufficient data warrant a remediation plan, explicit concerns should be summarized and presented to the supervisee verbally and in writing. An action letter describing problematic behavior in observable and measurable terms begins the process. Documentation from supervision notes regarding performance concerns and responsiveness to supervision, and evaluation ratings highlighting specific behaviors of concern, should be provided to the supervisee prior to a face-to-face meeting. This allows the supervisee time to process the information and formulate any questions or responses (Cruise & Swerdlik, 2010). Letters should convey a tone of concern and commitment to support improvement and note that the supervisee's collaboration in designing a remediation plan is offered and expected. We prefer to label the remediation plan as a *Critical Skills Development Plan* to emphasize the growth-oriented focus of remediation. Correction framed as a learning experience can juxtapose a sense of punishment. See Appendix 12C for a sample action letter.

Remediation Plans

There is no consensus on how to address supervisee PPC; each remediation plan should be tailored to the supervisee's areas of concern and specific behaviors. Plans should incorporate feedback and evaluations from all professionals involved with supervisee training. Supervisees may play an active role in identifying courses of action and needed levels of support. Supervisee inclusion also underscores self-reflection and self-assessment as a necessary professional skill and increases a sense of ownership and investment in the plan. Initiating and managing a remediation plan is a very stressful activity for all involved, and they are typically drafted by the primary university supervisor; however, an ecosystemic process that involves trainers, supervisors, and trainees with a shared commitment to support and engage in intervention typically produces more favorable outcomes (Vacha-Haase et al., 2019). Extra attention to self-care needs should be promoted for all participants (Bernard & Goodyear, 2019).

Remediation plans should include the description of the problem as outlined in the action plan written in observable, measurable language. They should additionally include detailed descriptions of interventions, time frame

for remediation, roles and responsibilities of everyone involved in extra supervisory and training supports, type of evaluation instruments and methods to measure progress, expected level of competency required (benchmarks), and consequences to the supervisee upon not meeting stated performance competencies. Remediation plans require timely review and direct input from the supervisee regarding the nature of required support. Modifications to plans may be required to add further supports or break skills down further. Changes to program status or placement setting should describe changes in trainee responsibilities. While it is important to indicate the gravity of concerns and the potential consequences for falling short of expectations, a remediation plan should provide a positive and constructive framework for improvement that encourages hopeful expectations and dedicated commitment by the supervisee. APA's *A Practical Guidebook for the Competency Benchmarks* provides guiding principles and recommendations for the assessment of competence and a list of resources related to trainees with problems of professional competence. A sample remediation plan can be found in Appendix 12D and at www.apa.org/ed/graduate/competency-resources.aspx. Upon final review, plans should be signed and dated by all parties. Confidentiality is critical for supervisees to have a sense of safety and support, but becomes limited as the frequency of communication among involved parties increases in developing and managing remediation. Clear delineation of who will have access to the remediation plan should be based on the benefit to the supervisee's progress and communicated.

A variety of interventions may be employed to remediate PPC. Attention should be paid to cultural sensitivity and etiology of the problem(s) when selecting intervention strategies. For example, concerns driven by a can't do or a won't do explanation warrant discrepant tactics and may not allow for cultural consideration. Supervisee values may affect buy-in for specific strategies. Supervisees who are asked to engage in behaviors that are counter to their culture or value system (e.g., be more verbally expressive, display more empathy with students who are struggling during testing) may appear resistant when in actuality they may not know how to change their behavior, what specific behaviors are required, or are being expected to adopt a Western-cultural norm. Even skill-based PPC, like time management and organization, can be influenced by a lack of understanding of how to develop these skills rather than defiance toward adopting some type of structure. Thus, conversing with the supervisee to gain a clear understanding of their self-assessment, perspective, and ideas for change will ensure greater adherence to an intervention plan.

Frequent feedback regarding progress will likely bolster supervisee motivation and challenge fears of negative "halo" perceptions among supervisors (Vacha-Haase et al., 2019). Vacha-Haase and colleagues (2019) offer intervention examples grouped by three focus areas: increased knowledge, honing clinical skills, and enhancing self-awareness. Some specific strategies include additional reading assignments or coursework, course repetition, teaching a class or workshop

focused on the targeted area, increased experiential activities, more intensive supervision with the same or other supervisors, assignment of a mentor (peer or practitioner), reduction in workload, extended internship, self-structured behavior modification plans (e.g., time management and organization), practicing self-care methods or creating a self-care plan, and reflective writing on problems with professionalism. Although there are differing perspectives on its appropriateness, personal therapy is a commonly recommended intervention, despite inconclusive evidence of its efficacy (Edwards, 2017; Vacha-Haase et al., 2019). Concerns regarding confidentiality of the therapy, appropriate provider, and evaluation of its effectiveness must all be addressed in advance of this formal recommendation. To address issues related to confidentiality of the personal therapy, an example of the Release of Information Form is provided in Appendix 12E.

Remediation outcomes should be documented in the supervisee's file, and a summative report should be provided to the supervisee in an in-person meeting with trainers, supervisors, and trainee advocates, as appropriate. Evaluation should follow the same guidelines discussed above. Progress monitoring should include behavioral observation and review of work samples, which should also be recorded. In instances of recommended psychological treatment, a report from the treating professional regarding the student's suitability to resume or continue training should be sought. Upon successful completion, a written recommendation to return to full status or advance in training should be provided to the supervisee and retained in the supervisee file. If a supervisee does not meet expected professional standards at the conclusion of a remediation period, their training experience may be terminated or further remediation experiences may be required (e.g., additional internship, repeated coursework, and extended supervised experience) in accordance with due process procedures. In the case of credentialed personnel under remediation, decision-making would involve the appropriate school district administrator as well. When issuing termination, care should be taken to provide the supervisee with resources for support and future planning. Career counseling may be recommended, or depending on the nature of the problems of professional competence, a transfer to another program within the university or a similar program at another institution may be appropriate. In the latter instance training programs should inform the trainee what information would be shared and how that information would be communicated (e.g., letters of recommendation).

Due Process Rights

Due process rights are often established at the university level. If a training program has a separate due process procedure, every effort should be made to make sure that these do not conflict. Trainee due process rights should be clearly articulated in evaluation policies and procedures and referenced at each step of the remediation process. These rights should address confidentiality and a formal

appeals process. Once all of the components of a program's evaluation policy and operating procedures are articulated and ready for implementation, they must be integrated into a coherent evaluation or assessment plan. APPIC's *Tips for Trainers: Due Process* handout offers guided questions for document development (Aosved, 2017). Highlighting due process procedures is especially important when modifying a trainee's program status and in the final step of a remediation process.

Going through the process of identifying a supervisee with PPC and developing and implementing a remediation plan can be very stressful for a field or university supervisor. Supervisors should seek metasupervision from a trusted colleague, and field supervisors should collaborate with the supervisees' university supervisor. As both may be experiencing stress going through this process, they can support each other. The gatekeeping role of the supervisor reflected in the PPC process described in this chapter is critical as it represents our ethical responsibility to ensure the welfare of clients and the integrity of the profession, and, when necessary, to counsel supervisees out of a career in which they will be unsuccessful.

Summary

Although PPC can be significantly challenging, supervisors must be prepared to identify and document concerns early and provide ongoing feedback that allows supervisees time and opportunity to adjust their performance. Clearly stated competencies and expected outcomes make targeted levels of professional competency transparent. Formal supervision time is vital to assessing, managing, and documenting any growth areas. Formative feedback may allow for early correction, while summative feedback included with evaluation tools provide a broader, developmental perspective of concerns about the supervisee's performance. Ongoing documentation gives supervisors the foundation upon which unambiguous descriptions of growth areas and interventions can be described in remediation plans, while documentation of remediation outcomes should bolster supervisors' confidence in their final determinations of supervisee continuance in the field.

The expertise school psychologists have in all the domains of practice makes us well-equipped to identify and address PPC. The fluidity of competence requires psychologists to develop strong self-reflection and self-care strategies to consistently and accurately gauge and maintain one's competence. Self-reflection and self-care must be taught, modeled, and practiced at all levels of training. School psychologists, at all levels of development, who surround themselves with a strong constellation of colleagues who offer regular feedback about one's competence (Johnson et al., 2014) may enjoy greater comfort knowing other professionals will help them maintain and expand their competence, which ultimately benefits the children, families, and educators we serve.

SUPERVISOR SELF-REFLECTION ACTIVITY: ADDRESSING PPC

Based on your reading of this chapter:

1. Identify specific types of problems of professional competency (PPC) that would be most challenging for you to identify and for which to provide feedback to your supervisee.
2. PPCs related to problems with professional disposition or interpersonal challenges tend to be the most difficult to address. Based also on your reading related to feedback in Chapter 7, what supervisory strategies would you employ to address identified PPCs in this area?

Appendix 12A: Annual Review of Doctoral Student Performance

Doctoral Student:

Advisor:

Date of Annual Review Meeting:

Participants of Annual Review Meeting:

Foundational and Integrated Knowledge Competencies

1. Demonstrate knowledge of the history and systems of psychology and the specialty of school psychology.
2. Demonstrate knowledge of research and theory pertaining to the affective, biological, cognitive, developmental, and social aspects of behavior.
3. Doctoral trainees will demonstrate advanced knowledge of research methods, statistics, and psychometrics.
4. Doctoral trainees will demonstrate the ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology.

Comments:

Research Competencies

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

2. Conduct research or other scholarly activities.
3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Comments:

Ethical and Legal Standards Competencies

1. Be knowledgeable of and act in accordance with each of the following:
 - a The current version of the APA Ethical Principles of Psychologists and Code of Conduct and NASP Ethical Principles
 - b Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
 - c Relevant professional standards and guidelines
 - d Demonstrate knowledge of legal issues including eligibility criteria for special education services based on federal, state, and district policies, and ethical principles impacting the professional practice of school psychology
2. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
3. Conduct self in an ethical manner in all professional activities.

Comments:

Individual and Cultural Diversity Competencies

1. Demonstrate the requisite knowledge base, articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in one's professional work.
2. Demonstrate an understanding of how one's own personal/cultural history, attitudes, and biases may affect one's understanding and interaction with people different from oneself.
3. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
4. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one's career.

5. Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own.

Comments:

Professional Values, Attitudes, and Behaviors Competencies

1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. (Self-reflection and self-improvement activities may address issues such as stress management, time management, attention to professional appearance, adaptability, initiative/independence, and maturity/judgment, among others).
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
4. Respond professionally to increasingly complex situations with a greater degree of independence while progressing across levels of training.

Comments:

Communication and Interpersonal Skill Competencies

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Comments:

Assessment Competencies

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).

3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Comments:

Intervention Competencies

1. Establish and maintain effective relationships with the recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Demonstrate the ability to apply the relevant research literature to clinical decision-making. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
4. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
5. Demonstrate knowledge of prevention models and practices.

Comments:

Supervision Competencies

1. Demonstrate knowledge of supervision models and practices.
2. Establish effective culturally responsive supervisory relationships.
3. Develop a personal philosophy and model of supervision that can guide future administrative and clinical supervision activities.
4. Implement effective supervisory methods.

Comments:

Consultation and Interprofessional/Interdisciplinary Skill Competencies

1. Demonstrate knowledge of consultation models and practices.
2. Demonstrate knowledge and respect for the roles and perspectives of other professions.
3. Establish effective, collaborative relationships with consultees including teachers, parents, and administrators consistent with best practice.
4. Plan and evaluate evidence-based indirect-service interventions based on the consultation plan developed with teachers, administrators, parents, or systems.
5. Communicate (orally and in writing) consultation results to concerned parties, such as children, parents, and teachers.

Comments:

IS THIS STUDENT ON TRACK TO DEVELOPING PROGRAM COMPETENCIES AND IS CURRENTLY MEETING PROGRAM MINIMAL LEVELS OF ACHIEVEMENT?

By signing below, we indicate we have discussed the contents of this annual review.

Doctoral Student Signature

Advisor Signature

Appendix 12B: Professional Work Characteristics

1 = Needs substantial improvement. Close supervision and monitoring is called for in this area.

2 = Needs some improvement but is generally adequate for a trainee at this level of experience.

3 = On target for this area. Meets expectations for a trainee **at this point in training**.

4 = An area of strength; exceeds what is expected for a trainee at this level.

5 = An area of exceptional strength; greatly exceeds what is expected for a trainee at this level.

NA = No basis for judgment during this evaluation period.

Initiative – initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task. 1 2 3 4 5
NA

Dependability – follows through on a task once a commitment to it has been made; reliably completes assignments in a timely manner. 1 2 3 4 5
NA

Time Management/Work Organization – organizes work & manages time effectively. 1 2 3 4 5
NA

Problem-Solving/Critical Thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches & solutions. 1 2 3 4 5
NA

Respect for Human Diversity – respects racial, cultural, SES, religious, gender-related, sexual orientation, & other human differences; demonstrates sensitivity & skills needed to work with diverse populations.	1	2	3	4	5
					NA
Oral Communication – expresses self orally in an organized & clear manner.	1	2	3	4	5
					NA
Written Communication – writes in an organized, clear manner.	1	2	3	4	5
					NA
Attending/Listening Skills – attends to important communications; listens attentively.	1	2	3	4	5
					NA
Effective Interpersonal Relations – relates effectively to colleagues, faculty, supervisors, and clients.	1	2	3	4	5
					NA
Teamwork – works well with others; collaborates effectively with others on assignments/projects.	1	2	3	4	5
					NA
Adaptability/Flexibility – adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	1	2	3	4	5
					NA
Responsiveness to Supervision/Feedback – is open to supervision/feedback & responds to such appropriately.	1	2	3	4	5
					NA
Self-Awareness – shows realistic awareness of personal strengths & weaknesses, stressors, & effective coping strategies & the impact these have on professional functioning & interpersonal relationships.	1	2	3	4	5
					NA
Self-Management – uses self-care strategies to manage personal stress; emotional and physical self-regulation.	1	2	3	4	5
					NA
Professional Boundaries – establishes & maintains appropriate boundaries with students, parents, & other professionals across all modes of interaction (e.g., direct contact, email, text, social media).	1	2	3	4	5
					NA
Professional Identity/Development – appears to identify with the profession of school psychology; conducts oneself as a professional concerned with own professional growth.	1	2	3	4	5
					NA
Professional Dedication – Willing to go beyond classroom requirements; Interest in more than meeting standards.	1	2	3	4	5
					NA
Ethical Conduct – Maintains professional ethical standards, knowledgeable about legal issues.	1	2	3	4	5
					NA

Student _____ Evaluator _____ Date _____

Appendix 12C: Sample Action Letter

Dear Elizabeth:

As you know, you have missed another deadline (i.e., the end of summer 2022) regarding the completion of your Master's Thesis or Doctoral Research Apprenticeship Project. Consequently, you are now officially prevented from sitting for the fall semester administration of the doctoral comprehensive examination. The School Psychology Coordinating Committee (SPCC) has

met to discuss your failure to meet this deadline. SPCC, consistent with our Graduate Student Evaluation and Remediation Policies and Procedures, has identified your pattern of behavior as indicative of problematic professional competence in the areas of time management, decision-making, and self-evaluation/appraisal.

Our concerns about these problematic behaviors have been shared with you in your annual feedback sessions. Regrettably, the problems have not been ameliorated. Indeed, your performance regarding the research requirement in the Ph.D. program creates the impression you are unresponsive to feedback from faculty in School Psychology. As of this date, SPCC is no longer willing to accept your unfinished master's thesis as potential credit in lieu of the Doctoral Research Apprenticeship.

Even though you have many assets considered important for one entering a helping profession, including strong interpersonal skills and intelligence, SPCC believes your problematic behaviors have a high potential to negatively impact your future professional functioning as a doctoral-level school psychologist. Based upon our identification of competency concerns in the areas specified above, SPCC has determined that your status in the doctoral program is Probationary, and remediation is necessary. As such, in collaboration with you, a Critical Skills Development Plan will be developed.

Sincerely,

Christine J. Martinez, Ph.D.
Coordinator, Graduate Programs in School Psychology
Professor of Psychology

Appendix 12D: Sample Remediation Plan

Supervisee: *Trainee*
Primary Clinical Supervisor: *CS*
University Supervisor: *US*

This remediation plan is initiated in response to specific concerns in two domains of core professional competency noted in the recent summative evaluation completed by CS, the primary clinical supervisor, dated _____. This plan will target improvement in these two domains. The goal of this remediation plan is to intensify training focus on these areas of concern and provide additional support so that trainees can improve performance to expected levels of competency by _____. This plan will be implemented and supported by the Internship Clinical Supervisor (CS) and the University Supervisor (US) and discussed with the Supervisee (Trainee) on _____. The clinical supervisor, CS, will complete another summative evaluation across all required practice domains but with particular attention to the domains requiring remediation

I Competency Domains Targeted: Intervention and Consultation Skills

The following competencies from Domain 2 of the Internship Plan:

Interns will acquire skills in culturally responsive intervention to address mental health and learning problems in children, adolescents, and their families.

Competencies components:

1. Understand the strengths and limitations of available evidence-based interventions consistent with best practice;
2. Select, administer, and provide evidence-based interventions consistent with assessment data;
3. Develop and evaluate evidence-based direct interventions; and
4. Communicate (orally and in writing) results effectively to concerned parties, such as children, parents, and teachers.

The following competencies from Domain 4 of the Internship Plan:

Interns will acquire skills in culturally responsive consultation to address mental health and learning problems in children, adolescents, and their families.

Competencies components:

1. Establish effective, collaborative relationships with consultees including teachers, parents, and administrators consistent with best practice;
2. Plan and evaluate evidence-based indirect-service interventions based on the consultation plan developed with teachers, administrators, parents, or systems; and
3. Communicate (orally and in writing) results effectively to concerned parties, such as children, parents, and teachers.

II Professional Competence Problem Behaviors

The specific behaviors outlined below have been identified by CS and US as problematic:

1. Appropriately responding to unexpected answers and questions by child clients,
2. Effectively making and following through on in-the-moment decisions when working with a client,
3. Effectively interviewing clients, parents, and teachers,
4. Communicating clearly and effectively with parents, school staff, and children (both written and orally),
5. Effectively integrating feedback from supervisors.

III Expectations for Acceptable Performance

Interns must meet internship requirements as outlined in the University Internship Plan and in the internship competency summary delineated in the University Program Handbook. The requirement is to achieve benchmarks required for satisfactory completion of internship and readiness for entry-level professional practice.

IV Trainee's Responsibilities and Actions

In addition to meeting all internship requirements specified in the Internship Handbook, the trainee will complete the following activities.

Trainee will:

1. Bring audio/visual recordings of client/group sessions to supervision sessions as agreed upon by the assigned supervisor(s),
2. Complete self-ratings of her clinical effectiveness and emotional awareness during client sessions and bring to supervision sessions as agreed upon by her assigned supervisor(s),
3. Be prepared to increase time engaged in individual supervision as needed.

Trainee is encouraged but not required to:

4. Review the textbook utilized in the course Theories and Techniques of Counseling Children and Adolescents by Simon (*School-Centered Interventions*), with particular attention to the case examples;
5. Consider initiating personal counseling to deal with stress-related issues that could be negatively impacting her clinical work.

V Supervisors and Faculty Responsibilities and Actions

Clinical supervisors will provide more intensive supervision, increased time in individualized supervision as needed, additional observations of her clinical work, and frequent reviews of video and audio recordings of her client sessions. The University Supervisor will be available for consultation with the Trainee and Clinical Supervisor.

VI Timeframe for Acceptable Performance

Trainee has until the end of this Spring semester (____) to demonstrate her competence in all areas described above and meet all responsibilities/requirements associated with her internship and those outlined in this Remediation Plan.

VII Assessment Methods

Trainee's performance will be assessed through a review of self-administered checklists, supervisors' direct observations, reviews of audio and video recordings of her sessions, and feedback from all collaborating supervisors. This data will be integrated into a final summative evaluation of professional competencies within all domains included in the internship plan. Performance ratings will utilize the benchmark rubrics and criteria outlined in the Plan.

VIII Evaluation Dates

Trainee must demonstrate competency by the end of the Spring _____. The primary clinical supervisor will share the written evaluation with Trainee

by that date and then forward it to the University's School Psychology Coordinating Committee for final review and determination of status. Trainee can prepare a written response to this final summative evaluation to accompany its submission to the Committee. The due process rights delineated in the Program Handbook and discussed at the beginning of the internship year continue to be a resource for Trainee throughout this process.

IX Consequences for Unsuccessful Remediation

If the remediation plan is unsuccessful as determined by the School Psychology Coordinating Committee (with input from all supervisors), Trainee will be immediately terminated from the school psychology doctoral program.

The supervisors and faculty with responsibilities or actions described above agree to participate in this Remediation Plan.

Primary Clinical Supervisor _____
Date

University Program Supervisor _____
Date

I, _____, have reviewed the above remediation plan with my primary clinical supervisor and university supervisor. My signature below indicates that I fully understand the above plan. I agree disagree (check one) with the decision to initiate a remediation plan. My comments, if any are below.

Note: If Trainee disagrees, comments with a detailed description of the trainee's rationale for such disagreement are REQUIRED. Additional pages for comments and rationale are acceptable.

Trainee _____
Date

Appendix 12E: Sample Release of Information Form

I (name of student and date of birth) hereby give permission for the representative of (name of an academic institution) and representative of (name of a counseling agency) to mutually release information to each party regarding attendance and domains of my competence for the purpose of coordinating efforts toward helping me develop appropriate professional competence. If I do not agree to this release, information will not be shared between the training program and

the counseling agency, which may result in the unsuccessful completion of my remediation plan. This authorization will expire on (*date*). I understand I may revoke this authorization at any time, for any reason, by notifying (*name of counseling agency*) in writing, except to the extent this agency has already taken action in reliance on the consent.

Trainee Signature: Date

Witness to Signature: Date

Reprinted with permission from Cruise, T.K., & Swerdlik, M.E. (2010). Problematic behaviors: Mediating differences and negotiating change. In J. Kaufman & T. Hughes (Eds.), *Handbook of education, training and supervision of school psychologists in school and community, Vol. II: Bridging the training and practice gap: Building collaborative university/field practices* (pp. 129–152). Taylor & Francis, Inc.

13

TELESUPERVISION

*Dan Florell**

In mid-March 2020, all school psychologists were forced to adapt to a different paradigm of service provision. The change to virtual services due to the pandemic was wrenching and unprecedented in the practice of psychology. Among the many unique challenges experienced during the pandemic was that supervisors were just as inexperienced providing virtual supervision as supervisees (Sahebi, 2020). Adapting to the new standard of practice was intimidating and fraught with missteps.

School psychologists eventually were able to cobble together various online services to provide a semblance of the services that had been offered prior to the pandemic. However as is the case when changes are adopted rapidly, there was no time to consider the long-term implications of the adopted practices. This chapter focuses on the effects of the pandemic on the practice of psychology and more specifically, supervision. In addition, it will explore how telesupervision and the use of technology can be incorporated as the profession moves forward in a post-pandemic world.

Since Lightner Witmer's psychological clinic, supervision has played an important role in the training of school psychologists. The gold standard of supervision occurs face-to-face in a one-on-one setting with the supervisor and supervisee engaging in a review of the supervisee's cases and discussing pertinent topics. The goal is to structure the supervision so as to raise the supervisee to become a competent professional. This process has been laid out in the Developmental, Ecological, Problem-solving (DEP) model in earlier chapters.

The gold standard of supervision is the lens that all technology is viewed through when it is being adopted. The closer the technology can mimic the

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gold standard, the better it is perceived to be. Thus, most practitioners view telesupervision as supervision that occurs via teleconference software where the supervisor and supervisee can see each other through video. This is the most common form of telesupervision, but it does not necessarily represent the most effective form.

There are a range of technologies available that can assist school psychologists in enhancing the supervision processes. However, supervision will not quite look the same as it has with in-person supervision. Due to this and a general reluctance to embrace change, most pandemic supervision has stuck with technology that mimics the gold standard. However, we will be commenting on technology that can be added to the gold standard that can enhance the outcomes of using the DEP supervision model.

Let us take a step back and look at the state of virtual services prior to the pandemic. At that time, virtual school psychology services were a small niche area of interest for a few researchers and practitioners (Jordan & Shearer, 2019). There was growing interest in the capability of providing psychological services through telehealth and several companies were offering remote counseling and assessment services. The research on the utility of telehealth in school psychology was fairly limited as most research was centered on the use of telehealth in adults for counseling.

The American Psychological Association (APA) had come out with guidelines for telepsychology practice in 2013; but the guidelines painted a fairly broad stroke for telehealth practice (APA, 2013). APA recognized the use of technology in supervision or telesupervision in its guidance for clinical supervision (APA, 2015a).

The Association of State and Provincial Psychology Boards (ASPPB) provided more specific guidance on telesupervision. Telesupervision is not allowed for graduate students' first practicum. After that, telesupervision can only be used up to half the time supervision is provided for the remaining practica, internships, and post-doctoral trainings. Even when telesupervision is provided, an initial in-person session must occur. The ASPPB goes on to provide further guidelines on the structure and requirements of telesupervision (ASPPB, 2019).

The National Association of School Psychologists (NASP) published a white paper on the practice of virtual psychology that also was very broad (NASP, 2017c). The recently revised NASP Ethical Guidelines (2020a) discuss the use of technology in practice to a greater extent than ever before. However, there is little specific mention of telehealth services. In regard to specific telesupervision guidance, NASP acknowledged the modality in its guidance on providing postgraduate mentorship services (NASP, 2021a). That was the full extent of most guidance on telehealth and telesupervision from the major psychological associations.

The Pandemic Strikes

The pandemic served as an impetus for organizations to guide school psychologists and other mental health providers as quickly as possible. The result was that a range of guidance documents and webinars were created and distributed via association websites and YouTube channels. There is a resource list at the end of the chapter of available Covid-19 resources that include some guidance on telehealth practices.

Unfortunately, all of these resources were being produced at the same time the whole field was already using telesupervision. A lack of guidance from professional organizations along with an easing of the standards applied to technology used in healthcare provided supervisors and supervisees with a confusing landscape from which they had to come up with something that allowed them to continue supervision (Bernhard & Camins, 2020; Hames et al., 2020).

The rush to telesupervision without the typical guard rails that are normally in place for new practice inevitably led to missteps as inexperienced and highly stressed supervisors and supervisees embraced unfamiliar technology. This led to a host of possible legal and ethical breaches regarding the protection of data and inadvertent disclosure of personal health information (PHI).

Not only were school psychologists transitioning to a new modality for supervision, but they were also balancing work-life issues brought on by the pandemic. These included increased stresses on the family due to financial and health concerns (Sahebi, 2020). These added stressors on top of work-related ones contributed to increased feelings of burnout, anxiety, and depression (Hames et al., 2020). All of these issues should be areas of focus in supervision as ignoring them will make it more likely that clinical work will suffer.

As the pandemic has persisted for longer than anyone expected, it makes it hard to see some positive impact that it has made on the field of school psychology. The lasting legacy of the pandemic will be an acceleration in the use of telehealth services in schools. More school professionals than ever are now comfortable with newer technology that allows them to remotely serve students. The pandemic has normalized telehealth and forced graduate students, practitioners, supervisors, and organizations to make changes that would have occurred more slowly otherwise.

Telesupervision

As most school psychologists began to embrace the use of new communication technology to do parts of their jobs during the pandemic, the advantages and limitations of the technology became apparent. This also applied specifically to supervision. Conducting clinical telesupervision means supervising through various technological means such as videoconference platforms, phone, or email (Brandoff & Lombardi, 2012).

At this point, research that has been conducted in related psychology fields points to telesupervision being on par with in-person supervision. Supervisees have rated their satisfaction with supervision and their supervisory working alliance in both modalities as equal (Inman et al., 2019; Jordan & Shearer, 2019; Sahebi, 2020; Tarlow et al., 2020; Woo, Bang et al., 2020).

Advantages and Limitations

Advantages

Telesupervision is able to address problems that developed with in-person supervision. The advantage that became immediately apparent during the pandemic was that it can be done remotely where the issue of distance is minimized. Even before the pandemic, supervisees often struggled with long commutes in order to get their supervision and made it difficult for supervisees to serve in rural locations. The long commutes reduced the time supervisees could provide services in a given week; but it also incurred travel costs (Florell, 2016). Fortunately, most schools have reliable Internet connections and the quality and ease of videoconferencing in recent years have made telesupervision closely mimic the in-person experience. The elimination of commuting makes scheduling supervision sessions easier as supervisees only have to carve out an hour block of time rather than a half-day or more (Watters & Northey, 2020).

In some ways, telesupervision can enhance the effectiveness of supervision better than in-person as people and resources can be more easily incorporated into the supervision process (Jordan & Shearer, 2019). For example, a topic may come up about a particular genetic disorder, and the supervisor can quickly access the Internet and find out more about the disorder and its implications for services. It can also provide supervisees with various options when trying to select effective interventions. Screen sharing can allow deeper discussion of documents and graphs.

Other information that used to be hard to coordinate is the recording and viewing of clinical services and supervision. It has become extremely easy to record services that can be accessed in a supervision session. The advantage of watching recordings during supervision has been evident for a long time as supervisors incorporated video recording reviews. However, these recordings were difficult to do as they were place-bound and required expensive equipment to accomplish (Florell, 2016). Today, everyone has the ability to record high-quality videos and upload them to cloud services to be viewed during supervision (Sahebi, 2020). Other technologies like electronic medical record cloud-based systems allow for supervisors to easily organize and update supervision notes that are accessible to both the supervisee and supervisor.

Another way telesupervision can enhance the supervisory process is allowing more people to participate in the process. It easily allows for group

supervision across many localities. This encourages a broader exposure to diverse populations and issues, thus enhancing the supervisee's skill enhancement (Florell, 2016; Sahebi, 2020). In addition, outside experts can be brought into the supervision process (Jordan & Shearer, 2019). For example, a supervisee who is intervening with a child who has selective mutism can have their supervisor reach out to an expert in selective mutism to join in for a period of time in supervision to lend their perspective and provide guidance. Tapping into this type of expertise during in-person supervision would be very difficult to do.

Limitations

While there is a lot to like about telesupervision and its ability to address some of the shortcomings of in-person supervision, there are also limitations. The main limitation is the risk to student privacy and confidentiality. Both supervisors and supervisees can take for granted the ease in which information can be transmitted back and forth through various cloud-based services. However, the normalcy of doing this day after day obscures the underlying risk regarding who can view that data when it is sitting in the cloud. Any supervision services or personal health information needs to be protected by a level of encryption so that this information will not be inadvertently disclosed (Florell, 2016). The issue of sending and storing student data needs to be an explicit focus of discussion at the beginning of starting telesupervision services. This will be expanded on later in the chapter.

Any time technology is used, there is the possibility it will fail. While videoconference platforms have greatly improved, there are still times when the calls fail, pictures freeze, or audio cuts out. These issues come most often when computers have unstable connections due to poor Wi-Fi or people are connecting from their homes (Jordan & Shearer, 2019; Watters & Northey, 2020). Another common issue is where the connections are not allowed due to firewall restrictions. This is a frequent occurrence in schools which is why it is important to test the connection prior to a meeting and perform any needed troubleshooting at that time. It also is important to have established a backup plan on how to connect if the usual method is not working. For example, make a phone call when a videoconference connection fails to reconnect within five minutes.

Another drawback relates to limits placed on telesupervision by government and regulatory organizations. Many certification and licensure state boards restrict the practice of telehealth within state boundaries which includes telesupervision (Florell, 2021b). This is why supervisors need to clarify where the telesupervision will be taking place so as to stay consistent with state certification and licensure laws. A caveat is that university telesupervision would likely be allowed provided the supervisee has a site-based supervisor providing primary supervision within the appropriate jurisdiction.

ASPPB and accrediting organizations such as APA and NASP along with state boards have limited the amount of telesupervision that can be conducted in training to still meet requirements for certification and licensure. These restrictions eased during the pandemic but can still be in place. For example, APA and ASPPB require that no more than half of a student's supervision can be through telesupervision (APA Committee on Accreditation, 2017; ASPPB, 2019).

Informed consent is another issue that arises when using telehealth. Many informed consent forms lack specific provisions for the use of telehealth or does not note that student information may be disclosed during telesupervision. It is desirable for parents of any students that are being discussed in telesupervision to have signed an informed consent that allows for the use of technology within a supervisory framework. The informed consent should explicitly discuss how information is being conveyed and stored. It also should mention efforts that are utilized to ensure that a student's personal health information is not disclosed to unauthorized individuals.

Basics of Telehealth

When telehealth and telesupervision are mentioned, most people think of videoconferencing that mimics a one-on-one in-person visit between a supervisee and a supervisor. This is the most frequent form of telehealth; but other technologies can also be utilized (Inman et al., 2019).

Email is a quick and effective way to send information electronically that most people are familiar with and will have access to. Typically, email is most effectively used for administrative-related content (Martin et al., 2017). For example, supervisees might email their supervisor about changing supervision times or to inform them that they have uploaded a report for review. Texting is used in a similar matter as an email though it might be more informal in content.

Using the phone has commonly been used for supervision for several decades. It is the most reliable form of electronic communication and one of the more secure, particularly when using landlines (Florell, 2016). Its reliability is one reason that phone communication is a good backup when using videoconferencing or other Internet-dependent forms of communication. The main drawback is the audio format leaves out nonverbal forms of communication and limits real-time data sharing.

Telehealth services are dependent upon cloud storage services. This is where reports, test results, videos, and other data can be stored. Cloud storage is very useful in telesupervision as the supervisee can easily share results or videos of sessions. There are several cloud services available. Common ones in the school include Google Drive, Microsoft OneDrive, and Dropbox. Care should be taken regarding the security of these services before deciding to use them for clinical practice, including supervision.

Internet services that can bolster telesupervision but that are not frequently thought of when discussing telehealth are social networks, listservs, intervention websites, and journal databases. These services can help supervisees and supervisors to tap into a network of experts, refer to empirically derived interventions, and access the latest information on the validity of tests and rating forms (Florell, 2016).

All of these technologies and services can greatly enhance the supervisory process by allowing information to be instantly accessed, shared in real-time, and provide resources for better guidance on practice. However, there are legal and ethical concerns in utilizing these services that must be considered before utilizing them. We will be discussing these concerns later in the chapter.

Videoconferencing

The workhorse of telehealth is videoconferencing platforms. Most professionals automatically assume that telehealth will involve videoconferencing (Inman et al., 2019). Since it is so ubiquitous in the field, it is important to take a moment and make sure that videoconference systems are set up and used properly.

Most professionals had to quickly learn how to use videoconference platforms on their own. This means they were more likely to develop bad habits in using the platforms because the focus was on getting the technology to work and optimizing the experience was less of a priority (Watters & Northey, 2020). The goal here is to take a step back and briefly review the optimal way to set up videoconference services and the environment surrounding their use.

A laptop or desktop computer should be used for videoconferencing. Most computers bought in the last few years will be equipped for videoconferencing. Before starting a videoconference session, it is helpful to shut down any applications that will not be needed during telesupervision. This will save the computer's processing power and allow the session to go smoothly (Purdy, 2020).

The Internet connection can make or break a videoconference call. In order to ensure that a telesupervision session runs smoothly, it is important to test the Internet connection as videoconferencing takes up a lot of bandwidth (Bernhard & Camins, 2020). The first step is to go to Speedtest (<https://www.speedtest.net/>) to make sure the data transfer rate for uploading and downloading is at least 1.5 Mbps. It is beneficial to have even faster speeds if the videoconference is for multiple people like in group telesupervision (Purdy, 2020). Telesupervision that occurs going from a school to an outside location may run into firewall issues. If this is the case, the school's IT department should be contacted.

Sound is often taken for granted and people frequently rely on built-in mics. While these can be adequate, better audio quality is achieved by using an external microphone. This can be accomplished through a headphone, wireless headset, or lavalier mic. Make sure the mic is about five to six inches away

from the person's mouth for optimal clarity. Using headphones is particularly useful since it can minimize audio feedback loops and ensure greater privacy in the conversation (Florell, 2020).

Webcams are often integrated into laptops and can be used for videoconferencing though an attached one tends to be better. The camera should be slightly above eye level with a person's gaze falling about two inches below the top edge of the screen. This allows people to look straight ahead at others in the supervision session and feels more like an in-person meeting. It also helps to shrink the video window for the call and put it at the top of the screen so as to keep the person's gaze there (Purdy, 2020). The use of smartphones for telesupervision should be avoided due to the limited viewing angle and frequent instability of the picture.

Lighting can make or break a person's presentation on the call. Lighting should originate from above and from in front of the camera, so that a person's face is better illuminated (Sahebi, 2020). A ring light is easily portable and can address lighting issues quickly. Something to avoid is backlighting which is caused by windows or lamps behind the person. This can cast a shadow on the person's face (Florell, 2020).

In regard to the person on the call, they should be in the middle of the screen and be wearing work-appropriate clothing. This is a particular issue with supervisees who may be doing the telesupervision session from home and be too casual. Telesupervision is a professional process and should be treated as such. In addition to wearing appropriate clothing, the background should not be too personal like having dirty clothes piled up or dishes in the sink nor should it occur in a teachers' lounge or school library (Watters & Northey, 2020). It is also important to minimize or eliminate interference which means try not to have a door in the background and provide some notice to others that you are in a meeting (Purdy, 2020). This is particularly important so as to ensure that privacy and confidentiality are maintained during the telesupervision session. Table 13.1 summarizes technical tips for effective videoconferencing.

Often videoconference platforms used in telesupervision have already been decided upon by the school districts or universities where the supervisees and supervisors work. Common platforms include Zoom, Microsoft Teams, and Google Meet. All are adequate but telesupervision requires more than platforms that work smoothly, provide high-quality video, and have add-on features such as screen sharing, chat, waiting rooms, and the ability to lock meetings. They also must ensure security and privacy in the communication. This message was brought home during the pandemic as several school classrooms experienced Zoom bombing where unauthorized people entered group meetings. There also were incidents where Zoom recorded video sessions were stored unencrypted on cloud servers and could be accessed by anyone. While these situations have been addressed by Zoom, it points to the importance of having a platform that protects and encrypts communication (Florell, 2020).

TABLE 13.1 Tips for Effective Setup and Technical Practice of Videoconference Platforms

-
- Use a relatively new laptop or desktop computer
 - Shut down any applications not being used for telesupervision or telehealth
 - Ensure Internet connection is adequate (at least 1.5 Mbps upload and download)
 - Go to Speedtest (<https://www.speedtest.net/>) to check
 - If possible, use an external microphone for sound
 - Use a headphone, wireless headset, or lavalier mic
 - Put mic 5–6 inches from the mouth
 - If possible, use an external webcam
 - Camera should be slightly above eye level with the person’s gaze falling two inches below the top of the screen
 - Shrink the video window for call and put it on top of the screen
 - Avoid the use of smartphones for video
 - Lighting should originate from above and in front of the camera
 - The use of a ring light in front of a camera is best to illuminate the face
 - Avoid backlighting from windows or lamps behind a person
 - The person should wear work-appropriate professional clothing
 - Avoid having personal items like dirty clothes or an unmade bed in the background
-

As a rule of thumb, videoconference platforms should be sought out that are consistent with the Health Insurance Portability and Accountability Act (HIPAA) standards and are willing to sign a Business Associates Agreement. This is a shorthand that these platforms are willing to back their product’s security and protect PHI (Inman et al., 2019). It typically costs more to get this guarantee, so most school districts are unlikely to have these platforms. However, the cost is relatively low and could be used to cover school psychologists and other healthcare professionals who work in the schools. Platforms that meet HIPAA standards and will sign a Business Associates Agreement include Zoom Healthcare, Microsoft Teams, and BlueJeans. The platforms such as Doxy.me, Google Meet, and VSee are free and HIPAA compliant through their service options (Florell, 2021a). If working within the Google Workspace, instructions to ensure that your setup is HIPAA-compliant can be found at <https://support.google.com/a/answer/3407054?hl=en>. Table 13.2 provides a list of HIPAA-compliant platforms with their URLs.

Telesupervision Agreement

As occurred during the Covid-19 pandemic, circumstances may require not occasional but routine use of telesupervision. This increases the importance of a clear delineation of expectations and requirements for effective and properly safeguarded communications. Once a videoconference platform and appropriate equipment have been selected, a supplementary telesupervision supervision

TABLE 13.2 HIPAA-Compliant Platforms

-
- BlueJeans: <https://www.bluejeans.com/use-cases/telehealth>
 - Doxy.me: <https://doxy.me/en/>
 - Google Meet: <https://meet.google.com/>
 - Microsoft Teams: <https://www.microsoft.com/en-us/microsoft-teams/group-chat-software>
 - VSee: <https://vsee.com/>
 - Zoom Healthcare: <https://explore.zoom.us/en/healthcare/>
-

agreement can be created to communicate the expectations involved in the supervisory process using these communication formats (Martin et al., 2017; Wanlass, 2013). The telesupervision agreement expands the terms of the standard supervision contract reviewed at the onset of the supervisory relationship (see Appendices 7A and 7B). This supplement acknowledges the unique role of technology in the telesupervision process. It is important to note that confidentiality safeguards regarding both supervisee and client information must be safeguarded even if the use of telesupervision is limited and not routine.

One part of the telesupervision agreement should address how technology is going to be merged into the supervisory process. Another part should define procedures for handling student and supervisee emergencies. Crises do and will occur, in which case there should be clear procedures in place that fully explain what needs to happen (Bernhard & Camins, 2020). When crises occur, there will be occasions when a remote supervisor will be unavailable. In such cases, a local backup supervisor has to be identified (Jordan & Shearer, 2019; Rousmaniere et al., 2014). It also needs to be explicitly stated what technology should be utilized to contact the remote supervisor in case of an emergency and how long a supervisee needs to expect to wait for a response from the supervisor.

Another portion of the agreement should have a section that specifically focuses on the backup of clinical notes and the storage of PHI (Stretch et al., 2012). PHI consists of a student's name, address, identification numbers, and other information whereby a student's identity could be discovered. Supervisors need to make supervisees aware that disclosure of PHI is a violation of the Family Educational Rights and Privacy Act (FERPA). Protocols should also be created to further ensure student information remains confidential. This includes precautions like using codes rather than individuals' names in the telesupervision session and with any associated files including word processing documents and folder names (Panos et al., 2002).

It is advisable that the supervisee and supervisor meet in person prior to starting telesupervision and thoroughly review the use of the various technologies that are going to be utilized (ASPPB, 2019). This includes spending time getting familiar with the technology and services involved. The supervision

process will be negatively impacted if either the supervisee or supervisor is unfamiliar or uncomfortable with the technology (Martin et al., 2017). The in-person meeting also allows an opportunity for familiarity and trust to develop between the supervisee and supervisor as remote relationships can be more difficult to get started when the two have never met in person.

Ethical and Legal Issues with Telesupervision

The issues of privacy and confidentiality of student information have been raised regarding the technology used in telehealth and telesupervision specifically (Inman et al., 2019). Most ethical and legal breaches in telesupervision involve inadvertent disclosure of PHI. The rest of this section will focus on several broad federal laws that involve the privacy of student information and several ethical standards and principles from APA and NASP.

Federal Law

While there are several federal laws that pertain to the privacy and safekeeping of healthcare data, the ones of most interest for those who work in school settings are FERPA and HIPAA.

The first federal law applies to telesupervision that occurs within the school setting. FERPA, passed in 1974, was a landmark regarding the legal protection of student records and allowing access to those records to families. For the past few decades, school officials have relied on FERPA to help guide any questions that might come up regarding the storage and access of student records. This is the primary federal law that should be referred to for any services provided in the schools.

The second federal law that applies to health providers outside of schools is HIPAA. HIPAA is a set of regulations that focus on the security and privacy standards needed when sending PHI electronically if the organization is a healthcare provider such as medical doctors, therapists, and psychologists (Baker & Bufka, 2011). HIPAA provides better guidance regarding the electronic transmission and storage of PHI than FERPA. If school psychologists follow the standards in HIPAA, they will likely meet FERPA standards as HIPAA is more restrictive in its requirements. Another relevant federal law that provides more specificity than HIPAA is The Health Information Technology for Economic and Clinical Health Act – Part D Privacy. It expanded HIPAA in relation to the privacy and security of electronic health records, and it provided more specifications on the requirements that are in HIPAA.

The three federal laws cited above along with other related laws can make securing student records, particularly within the school setting, confusing. Fortunately, the Department of Education has created the Privacy Technical Assistance Center (<https://studentprivacy.ed.gov/>) that offers guidance to schools regarding the storage and use of student data.

A unique issue with telesupervision is that distance is erased so that it is just as feasible to supervise someone in the same city as it is halfway around the world. However, telesupervision across state lines typically violates interjurisdictional practice. States usually prohibit school psychologists from practicing or supervising in states that they are not licensed or certified in. University supervision is an exception as the supervisee is typically being supervised on-site by a primary supervising school psychologist who is certified or licensed in the state (Hames et al., 2020). There are efforts to make it easier to practice in multiple states through telehealth like PSYPACT (see <<https://www.asppb.net/page/PSYPACT>>). However, these efforts are relatively new and only currently apply to doctoral-level licensed psychologists (Florell, 2021b).

Ethical Standards

There are a variety of ethical standards and guidance provisions that have been provided by professional organizations surrounding telesupervision. The APA Guidelines for Telepsychology Domains is not specific to telesupervision but provides a good framework to consider when discussing telehealth issues with supervisees. Table 13.3 lists domains addressed by the guidelines. Readers can access the document to get guidance regarding each guideline topic at <https://www.apa.org/practice/guidelines/telepsychology>.

NASP Ethics Codes

NASP released a revision of its professional ethics in March 2020 as part of its updated Professional Standards. The revised standards acknowledge the increasing role of technology within the practice of school psychology and

TABLE 13.3 APA (2013) Domains within Guidelines for Telepsychology

<i>Organized around eight guidelines</i>
1 Competence of the Psychologist
2 Standards of Care in the Delivery of Telepsychology Services
3 Informed Consent
4 Confidentiality of Data and Information
5 Security and Transmission of Data and Information
6 Disposal of Data and Information and Technologies
7 Testing and Assessment
8 Interjurisdictional Practice

Note: Full document available at <https://www.apa.org/practice/guidelines/telepsychology>

represent a significant upgrade in ethical guidance than the previous standards. When discussing ethical issues in telesupervision, it is helpful to review Chapter 5 where an ethical decision-making model is outlined.

Two NASP Standards (Std II.1 and Std. II.1.1) focus on school psychologists only engaging in practices in which they are qualified and competent. They go on to encourage school psychologists to maintain and enhance their competence through continuing education (NASP, 2020a). The pandemic made it difficult to uphold these standards as school psychologists were forced to embrace technology whether they felt competent to use it or not. It also put supervisors in a unique situation as they may have been less skilled in using the technology than their supervisees and needing to consult with colleagues to enhance their own competence (Hames et al., 2020; Watters & Northey, 2020). However, situations like these can be used to build trust in the supervisory relationship as supervisees are able to offer their expertise to the relationship and it models to them that even supervisors have to continue learning new skills well into their careers (Sahebi, 2020).

As mentioned earlier in this chapter, informed consent is key when utilizing telehealth and telesupervision. NASP Standards I.1.1, I.1.2, and II.4.1 discuss informed consent as an ongoing process that is reopened when significant changes in services are made like the use of telehealth (NASP, 2020a). Informed consent should explicitly state what technology will be used during mental health and supervision services. This should include that confidential information will be transmitted electronically and stored on a cloud server of a third-party company (Smith et al., 2011). In addition to this information, parents and supervisees need to be aware of what steps are being taken to ensure that data remains confidential and how that information is going to be used (Byrne & Hartley, 2010, Hames et al., 2020). Other aspects that need to be covered in an informed consent are whether student sessions are recorded and if they are being used in the telesupervision sessions (Rousmaniere et al., 2014). If this is the case, the informed consent should cover how the video is being secured, de-identified, and encrypted. Incorporating how technology will be utilized in the informed consent adds transparency to the process and ensures that parents and supervisees have knowledge of the risk of using technology and how those risks are being minimized.

A good exercise for supervisors is to ask supervisees to review and discuss the informed consent forms utilized for students in their school districts. Many do not contain clauses regarding the use of technology with student information or the possibility of telesupervision. Some guidance on the content for informed consent for telehealth services can be found from the American Psychological Association (2020) and is summarized in Table 13.4. Appendix 7D provides an example of the telehealth consent form.

TABLE 13.4 Telehealth Informed Consent Checklist

Sample guidance for telehealth informed consent:

- Benefits and risks of videoconferencing
 - Confidentiality still applies – no recording without permission
 - Agree to use the selected videoconference platform
 - Need to use webcam or smartphone for session
 - Have a quiet, private space free of distraction
 - Use a secure Internet connection
 - Be on time
 - Backup plan if technical problems
 - Need safety plan with one emergency contact and the closest emergency room
 - Need permission from the parent or legal guardian
 - A provider can determine in certain circumstances that telehealth is not appropriate
-

Note: Full document can be retrieved at <https://www.apa.org/practice/programs/dmhi/research-information/informed-consent-checklist>

The NASP Standards II.4, II.4.6, and II.4.7 go to the heart of providing telehealth services as they focus on safeguarding the privacy of student records (NASP, 2020a). This should be a particular focus in telesupervision sessions when supervisees are providing telehealth services. Supervisors should review with supervisees their use of passwords on all Internet services including the use of publisher sites for scoring tests, personal storage accounts, and school-specific record-keeping systems. While it can seem like something that everyone at this point should know how to do, using suitably complex passwords is a cornerstone to good record security practice.

In addition to the use of passwords, documents and recordings should always be encrypted if residing in cloud storage or hard drives. There are various methods to encrypt documents as word processors like Microsoft Word allow for encryption within the program. Supervisees and supervisors should always encrypt documents they plan on sharing with one another or use a secure cloud system. HIPAA-compliant electronic medical record systems or Google Tools allow safe file transfers. These systems should require two-factor authentications in addition to the use of passwords to ensure security. If additional security is desired, an outside encryption service like Boxcryptor should be used. Boxcryptor allows for the encryption of files that reside in cloud storage.

Another area regarding protecting student information is the storage of records on test publisher's sites. While the test publishers generally protect the data stored on their servers, there is the danger that data might be forgotten when school psychologists leave or retire and leave no record that student data

is stored on publishers' sites. It is better for supervisors to discuss with their supervisees about working with their school district to develop a flow chart of student information as part of the assessment and service process. Once the flow chart is established, decisions can be made about what student data should be retained, where it should be stored, and for how long. For example, the policy could state to remove all data from test publisher sites as soon as the assessment is completed; all relevant data has been downloaded into the master record.

NASP's ethical standards regarding the use of technology in providing services are mirrored by other organizations such as APA and ASPPB. All are recognizing the increased role of technologies in practice and the unique challenges they present. Incorporating discussion in supervision regarding the use of technology in practice will better prepare supervisees for future practice.

Self-care Challenges

Chapter 12 provides extensive coverage regarding self-care. However, there are particular self-care issues that may emerge when working remotely and communicating through computer screens for extensive period of time. Videoconference fatigue and the experience of isolation that can occur in the absence of routine person-to-person contact with both clients and colleagues can present challenges. Table 13.5 identifies these issues and presents some coping strategies.

TABLE 13.5 Self-care for Videoconference Fatigue

Utilize these techniques when participating in multiple videoconference sessions per day.

Symptoms of Videoconference Fatigue

- Mental exhaustion
- Headaches, stiff neck, sore back
- Light sensitivity, blurred or double vision

Preventing Videoconferencing Fatigue

- Make small adjustments while sitting to keep blood flowing
 - Schedule small breaks between video meetings to move around
 - The 20-20-20 technique for eyes
 - Every 20 minutes, spend 20 seconds looking at something 20 feet away
 - Use blue light blocking glasses
 - Take notes using pen and paper
 - Join video meetings via a phone call when allowed
-

Source: Adapted from Florell (2020, November) Just a click away: Counteracting Zoom fatigue. *Communique*, 49 (3), 37.

TABLE 13.6 Resources from Professional Organizations on Telehealth and the Pandemic

American Psychological Association

- Covid-19 Research – <https://www.apa.org/pubs/highlights/covid-19-articles>

National Association of School Psychologists

- Covid-19 Resource Center – <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>

Trainers of School Psychologists

- Resources in Response to Covid-19 – <https://tsp.wildapricot.org/COVID-Resources>
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Summary

The Covid-19 pandemic forced a paradigm shift in the practice of school psychology to virtual services. This often included shifting traditional in-person supervision to telesupervision. While school psychologists and training programs were able to adapt, it was not an easy process and some bad habits often developed as a result. This chapter's goal was to lay out best practices of telesupervision that supervisors and supervisees can use to review their own practices of telesupervision and see what areas they can improve upon.

There are various advantages to utilizing telesupervision along with professional restrictions and limitations of its use. Most limitations can be addressed with some advanced planning such as through a telesupervision plan. Other limitations require ongoing vigilance as telesupervision offers unique legal and ethical challenges, particularly in ensuring the privacy and confidentiality of student PHI.

While telesupervision and virtual school psychological services were forced upon the field by the pandemic, it is a practice that will persist and likely expand in the future. Telesupervision has been shown to be generally as effective as face-to-face supervision. As the technology improves and guidelines mature, telesupervision will be increasingly commonplace. It is important for supervisees and supervisors to incorporate this supervision modality to some extent to be better prepared for that future.

Finally, Table 13.6 provides additional online resources from APA on telehealth and coping with the Pandemic.

PART 4

Professional Development for Supervisors and Credentialed School Psychologists



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14

PROFESSIONAL DEVELOPMENT AND COLLEGIAL SUPPORT NETWORKS

School psychologists are well aware of legal–ethical mandates for continuing professional development (CPD) in order to maintain professional credentials such as the National School Psychologist Certification (NCSP) and state school psychology licenses required for school-based and independent practice. The supervisory skills explicated in this text require the same level of attention for ongoing professional development and collegial consultation as all other clinical skills. This chapter discusses the rationale for continuing professional development related to supervision competencies and describes the various resources available to meet this need.

The Need for Continuing Professional Development

Consultation regarding supervisory practice is an essential professional responsibility. Targets of this consultation can include challenging cases or cases beyond the supervisor’s area of expertise. Consultation regarding supervisory practice itself and challenges within the supervisory relationship ensure best practice, increase the quality of support for the supervisee, and enhance supervisory skills for future practice. Engaging in this consultation also models compliance with the ethical standard of not practicing beyond one’s level of competency and responsible practice for the benefit of the supervisee.

When supervisors have a supervisee who is struggling with professional competencies, they face the challenge of balancing client needs, supervisee growth, and protecting the integrity of the profession. For example, supervising an intern who is resistant to feedback, has strained interpersonal relationships with staff, struggles to establish boundaries with adolescent clients, or has an unrealistic sense of self-confidence presents many challenges. Consulting

with others who have worked with supervisees with similar characteristics can be very helpful in considering alternative approaches to addressing a particular concern, getting validation for current supervisory strategies, and addressing client and system needs. A supervisor may also be struggling with the high-stakes gatekeeping function of supervision and would benefit from consultation when making the difficult decision of whether to approve for licensure a supervisee who is struggling to meet entry-level competency requirements. The topic of addressing problems in professional competence was addressed in Chapter 12.

Collegial support is essential even when supervisees are competent. Challenging supervisees to reach their fullest potential, supporting them in increasingly independent applications of psychological skills, and preparing them for competent work with complex individual and systemic issues requires supervisory expertise.

A supervisor's commitment to seeking professional development and consultation related to supervision models best practice for supervisees and underlines the importance of supervisory practice. When a supervisor seeks consultation regarding a challenging case or one beyond their personal competency, it can be beneficial to include the supervisee. When consultation relates to problems in supervisee professional competence, the supervisee would generally not be included but would still benefit from the supervisor's efforts to gain additional perspectives and strategies.

Self-assessment of Supervisory Skills

As noted above, school psychologists have a professional responsibility to self-monitor areas in which they need improvement and then seek out appropriate resources to address those needs. NASP offers an online self-assessment survey to assist school psychologists in identifying their professional development needs consistent with the 10 domains of the NASP Practice Model (2020a). (This survey can be accessed at the NASP website (<http://nasponline.org>.) However, this self-assessment does not address supervision competencies in any detail.

The Developmental, Ecological, Problem-solving (DEP) Self-reflection and Supervisor Feedback Survey (DEP-SSFS) (see Appendix 4A) was developed to specifically address supervisory practice within the DEP framework. It was primarily designed as a tool to facilitate self-reflection and communication between supervisors and their supervisees. This feedback form includes the behavioral markers corresponding to the various components of the DEP supervision model as described in previous chapters allowing the instrument to function as an integrity measure for the implementation of the DEP supervision model. Sections include: (a) the supervisory relationship: interpersonal process; (b) the developmental domain; (c) the ecological domain; and (d) the

problem-solving domain. Table 14.1 includes a summary of the DEP-SSFS components with example items.

The DEP-SSFS is intended to be completed by both the supervisor and the supervisee. Supervisees can complete the survey and discuss results with supervisors to process the effectiveness of their supervisory relationship. This dialogue can improve the future character of supervisory sessions. It also models

TABLE 14.1 Sample DEP-SSFS Items^a

<i>DEP-SSFS Component</i>	<i>Example Items Rating Scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree</i>
The Supervisory Relationship: Interpersonal Process	My supervisor creates a safe learning environment. My supervisor demonstrates awareness of what else is occurring in my life and supports self-care. My supervisor is empathetic.
Developmental Domain	My supervisor engages me in a developmental assessment of my entry skill levels across multiple domains, delineating areas where I have some mastery and where I need additional experience and closer supervision. My supervisor engages me in goal setting and identification of my perspective of needs for training and supervision. My supervisor provides a balance of dependence and independence appropriate to the various stages of the semester.
Ecological Domain	My supervisor discussed with me the school culture and, as appropriate, the representative ethnic cultures present in the school community. My supervisor discussed with me how to manage dysfunctional elements of the system and protect my student's status (e.g., not going beyond my competencies, providing a range of experiences appropriate for my student status). My supervisor engages me in case conceptualization, problem-solving, and intervention planning that addresses both individual and contextual factors (i.e., family, peer, classroom, school, cultural, community).
Problem-solving Domain	My supervisor engages effectively with me in collaborative problem-solving. My supervisor develops my skills in data-based decision-making across intervention domains. My supervisor supports the consistent use of evidence-based practices.

^a The DEP-SSFS can be completed by supervisors as a self-reflection tool or by supervisees as a feedback instrument.

for the supervisee the importance of receiving feedback from clients. Supervisors can complete the survey to self-monitor their integrity of implementation of the DEP supervision model and to identify areas of supervision practice requiring more focus or continuing professional development.

Resources and Processes for Supervisor Professional Development

There are a variety of resources available for professional development in the area of supervision. Because the focus on supervisory competencies specific to school psychology is relatively new, it is necessary that supervisors actively seek out opportunities for enhancing their supervisory skills. We will now describe several resources and processes for supervisor consultation and professional development.

Self-assessment to Focus on CPD Needs

Self-assessment is the first step in developing a plan for all professional skills areas (Armistead, 2014). Engaging in ongoing self-assessment and seeking targeted professional development related specifically to the competency area of supervision should represent as high a priority as the other areas of professional skills development. Supervisors should ask themselves a series of questions related to their strengths, needs, and goals to identify their CPD needs. These questions are included in Table 14.2. After answering these questions identify one or more goals related to supervision between now and the end of the year.

Individual Collegial Consultation and District-level CPD Around Supervision Issues

Colleagues within a district represent a potential pool of possible consultants to draw upon for consultation around supervision issues. Supervisors seek out school psychologist colleagues with known experience and expertise in supervision who are willing to offer individual consultation or peer metasupervision.

TABLE 14.2 Supervisor Self-Assessment to Identify Continuing Professional Development Needs

What are my strengths as a supervisor?
What supervisor skills come easily to me?
How can I build on these strengths?
What areas of my supervision practice need improvement?
What supervisor skills take significant energy and effort?
How will I improve in areas that I find challenging or in which my skills are weaker?

Concurrently, supervisors can also plan, develop, and participate in professional development about supervision in their school psychological services unit. If a supervisor is the only school psychologist serving a district, they can reach out to school psychologists working in neighboring districts or within the regional special education cooperative. For those in rural districts where the distance between districts is prohibitive to hold face-to-face meetings, audio, or video conferencing or online discussion groups can be used.

As part of the individual- or district-level training and consultation, the supervisor can consider journaling, recording, and reviewing their supervision sessions with a colleague. Reviews of these types of work products related to supervision often lead to more productive consultation/peer supervision sessions.

Workshops and Online Discussion Groups or Electronic Mailing Groups

NASP, APA, and many state associations often sponsor supervision workshops. These professional development sessions not only provide supervisors with opportunities to learn new and sharpen existing supervision skills, but also provide opportunities to connect with other supervisors who can serve as consultants and provide collegial support around supervision in the future.

NASP offers two options for peer consultation around supervision issues including the NASP Supervision Community and the NASP general electronic mailing list. The purpose of the NASP Supervision Community is to provide a forum and support for professionals with responsibility for supervising other psychologists. One can access this community at <http://communities.nasponline.org/communities/community-home?CommunityKey=999cee2a-71f8-4cda-bc21-816f0c319dc5>. NASP also has a general electronic mailing list that allows members to post questions. This forum has provided a medium for the discussion of a wide range of daily practice issues. It is likely that this group has many participants with supervision experience; however, we have rarely seen questions posted related to supervision. Perhaps *you* can begin the discussion! During the recent pandemic a weekly video conference remote supervision discussion group was formed composed of university and field practicum and internship supervisors from around the country. Discussions focused on how to adjust university and field supervision of practicum and internship in response to the ever-changing needs brought on by the pandemic (Peterson et al., 2021).

Metasupervision Groups

Metasupervision groups are collegial support groups for sharing experiences related to supervision including both successes and challenges, discussing common issues, and engaging in supportive and collaborative problem-solving.

Metasupervision groups can be facilitated by school psychologists with identified skills in supporting and training supervisors. These groups specifically focus on supervisory processes and skills, and their goals include: (a) promoting reflective practice as supervisors; (b) collegial support for professional growth as a supervisor; (c) consultation with colleagues about training and supervision issues; and (d) exchange of resources for training.

The multifaceted focus of these metasupervision groups includes both developing a range of supervisory skills and problem-solving specific challenging situations. Related to problem-solving, metasupervision provides support in addressing the multiple issues and challenges that emerge during supervision. Group members can seek ideas regarding the specific client, system, or supervisory issues that are germane to supervision. Members share effective strategies, positive supervisory encounters, dilemmas, and resources. Importantly, metasupervision can provide significant support and consultation concerning specific challenges of cases that may require remediation and potential action consistent with the gatekeeper role of the supervisor. During collegial consultation that focuses on supervisory issues, attention is paid to the developmental stages of the supervisees based on their level of training, skill levels, and tasks occurring during a supervisory cycle. Metasupervision groups can also periodically address special topics such as interviewing interns or candidates for credentialed positions, writing letters of recommendation, dealing with specific problematic behaviors of supervisees, and providing feedback regarding interpersonal style and professional disposition issues. During metasupervision groups conducted by the authors during the recent pandemic, special topics focused on issues related to providing telesupervision, adjustments to required internship activities due to elementary and secondary school students engaging in remote or hybrid instruction, and self-care needs of both interns and supervisors.

Participating in a metasupervision group creates a culture that supports the professional growth of supervisors. However, in order to create this culture trust must be established between the participants. It is necessary to keep all discussions confidential and not shared outside of the metasupervision group. Assurance of this confidentiality will encourage participants to share not only their supervisee's challenges but also their own.

When supervisors share their participation in a metasupervision group with their supervisees, the supervisors are modeling collegial consultation as an essential practice for professional effectiveness and sustenance. It also communicates to supervisees the high priority that supervisors place on effective supervisory practice. Participation in metasupervision further enhances an understanding of best practices for supervision and fosters a network of professional support.

An example of a metasupervision group that has existed for a number of years is one that the authors have facilitated with supervisors who are part of the APA-accredited Illinois School Psychology Internship Consortium (ISPIC). Each metasupervision group is limited to eight field supervisors and

two facilitators. The specific goals of ISPIC metasupervision groups include: (a) increasing reflective practice as supervisors; (b) providing collegial support for professional growth as a supervisor; (c) consulting with colleagues about training and supervision issues; (d) exchanging resources for training; (e) creating a culture that supports personal professional growth of supervisors; (f) modeling collegial consultation for interns as essential for professional sustenance; (g) enhancing an understanding for best practice for supervision; and (h) fostering a network for professional support that might carry over to other issues or challenges the supervisors might face.

The ISPIC metasupervision groups employ a consistent structure and methodology. Sessions are an hour long, convened through phone or video conferencing. Individual groups may choose to meet more frequently concerning specific issues, strategies, or topics. Prior to the group session, facilitators share reflection questions that are germane to the developmental stage of the training year (early, middle, or late). This advance organizer may also include reflection questions relevant to personal or ISPIC goals for supervisory skill development (e.g., self-care monitoring, frequency of feedback, and so forth). Appendix 14A provides examples. The group utilizes an open group process format facilitated by an experienced university educator and a field supervisor. Responses to these questions are discussed followed by a general sharing by the participants of the status of their supervisory relationships. As the groups become more cohesive, participants will frequently share supervisory challenges with a request for problem-solving feedback from colleagues. These challenges include dealing with supervisees exhibiting significant problems of professional competence with supervisors sharing their own experiences with supervisees exhibiting similar challenges. Addressing problems of professional competency is the topic of Chapter 12. Participants are also prompted by the facilitators to share successful supervision strategies and resources related to supervision or other professional competencies. Consistent with the DEP's Developmental component, metasupervision discussions also addressed how to appropriately challenge and foster continuous growth for very competent interns particularly in later stages of the internship year.

There is also specific attention to supervisor progress on personal professional development goals for their roles as supervisors. At the annual fall ISPIC orientation session, supervisors set personal goals for their own professional development as supervisors. These personal goals may focus on applying specific supervision methods, improving documentation, increasing the frequency of feedback and evaluation, or other issues defined by each supervisor.

Participant feedback on these metasupervision groups has been extremely positive and has highlighted the value of the feedback they receive from participants and the time set aside to focus on this specific professional competency. Participants have noted the particular benefit of having a mix of experienced and novice supervisors which suggests that metasupervision groups should be mixed rather than divided into more advanced and beginning supervisors.

Formal Continuing Professional Development Supervision Training Programs

Several state school psychology professional organizations and state departments of education have developed more structured clinical supervision training programs. These states include Arizona, Illinois, Massachusetts, and Washington. The authors have been involved in developing the Illinois Supervisor Credential Program sponsored by the Illinois School Psychologists Association (Simon et al., 2019). This credential is a non-practice credential meaning it is not required to supervise a practicum student or intern, but rather the Credential indicates to university programs and potential interns that the supervisor is committed to quality supervision and has received training in best practices in providing supervision. Either school psychologists currently serving as practicum or intern supervisors or those wanting to obtain the training to be prepared to do so sometime in the future are eligible to participate in the training. However, the formal Credential can only be earned after the participant has completed at least 70 cumulative hours of providing clinical supervision to practicum students or specialist level or doctoral interns. Participants receive an intensive 12-hour training program which provides tailored instruction in school psychology supervision theory and practices including teaching the DEP supervision model, methods of supervision, tools for organizing and monitoring supervision, feedback and evaluation, developing diversity and multicultural responsiveness, fostering system change and social justice advocacy skills. Two hours of metasupervision are also required as part of the 12-hour clinical supervision training program. The instruction has been delivered both in person and remotely, and to date over 250 Illinois school psychologists have earned the Credential. Additional information about the ISPA Supervisor Credential Program can be found at <https://www.ilispa.org/supervisor-credential-training-program>.

University Training Supervisors

Communicating with university educators about supervisees can prove a very valuable but unfortunately rarely used resource when supervising practicum students and interns. University training supervisors can acquaint field supervisors with the training background, strengths, needs, potential areas of difficulty, and goals of their supervisees. Faculty educators can provide input on the preferred learning strategies of supervisees within field-based contexts. We recommend that supervisors routinely reach out to introduce themselves, discuss the training site, and inquire about supervisee needs within the first weeks of any preprofessional training experience. Letters of recommendation are generally designed to support attainment of an internship position. An early contact

with a university liaison might provide an opportunity for a more balanced description of the supervisee's strengths and needs and helps the supervised field experience get off to a solid start. The recently developed APPIC standard letter of reference form for doctoral candidates has attempted to address this issue by specifically asking for recommendations for growth. This recommendation form was last revised by APPIC in 2021 and can be downloaded from the APPIC website at: <https://www.appic.org/Internships/AAPI#REF>. Even if the field supervisor does not communicate with the university educator prior to the start of the practicum or internship, university educators, specifically the director of the student's graduate program in school psychology, should be involved early in the process when significant problems arise in supervision that may require remediation.

University educators can also be a general resource for development of supervisory skills as more extensive training is a required competency in doctoral programs to meet APA accreditation standards. These university educators may also be able to facilitate the formation of metasupervision groups discussed above or serve in the role of an individual consultant/peer supervisor regarding the process of providing supervision. Most doctoral programs in school psychology teach courses and many offer practica in supervision that supervisors may be able to attend. We have offered an orientation to effective supervision workshop for supervisors of our graduate students. University faculty may also serve as workshop instructors to offer continuing professional development training in the professional competency of supervision at state and regional conferences. Strategies to train future supervisors at the preservice level as well as how to teach students to be effective supervisees are addressed in Chapter 16.

Self-study of the Supervision Literature

There exists a growing body of literature on effective supervisory practice in school psychology as well as in the other mental health fields such as clinical and counseling psychology, mental health counseling, and social work. Attendance at CPD workshops combined with planful self-study is important to further develop and refine one's supervisory skills. Supervisors have a responsibility to stay up to date on supervisory practices just as they do for other professional competencies such as assessment, intervention, and program development.

Related to self-study of the supervision literature, there are a number of professional journals that publish articles focusing specifically on supervision. Table 14.3 provides a listing of these journals including those specific to school psychology, and supervisors are encouraged to monitor these journals for relevant articles.

TABLE 14.3 Journals Relevant to School Psychology Supervisors**Non-School Psychology Journals that Focus on Supervision***Counselor Education and Supervision**Counselor Supervision**Professional Psychology: Research and Practice**Supervision in Counseling: Interdisciplinary Issues and Research**The Clinical Supervisor**Training and Education in Professional Psychology***School Psychology Journals Which Publish Articles Relevant for School Psychology Supervisors including Addressing the Topic of Supervision in School Psychology***Journal of Applied School Psychology**Journal of Educational and Psychological Consultation**Journal of School Psychology**Psychology in the Schools**School Psychology International**School Psychology Quarterly**School Psychology Review**School Psychology Training and Pedagogy***Resources for Supervisee CPD**

As part of the supervision process for current supervisees, particularly interns, it is important for their current supervisors to address their CPD needs related to transitioning from the role of supervisee to a future role as supervisor. To facilitate the process of identifying resources for supervisory skills CPD, it is important to first define the parameters of the ongoing consultation between the current supervisor and supervisee regarding future consultation across all practice issues. Will the current supervisor continue to consult with the supervisee around future work as a supervisor and/or other professional issues? The supervisor should delineate potential additional resources for professional consultation relationships including suggesting methods for creating or accessing peer consultation groups related to the intern's future role as a supervisor.

In order to reach the above objectives related to assisting the supervisee in transitioning from the role of supervisee to that of supervisor, the training plan should include explicit goals for the supervisee related to training for supervision. It should be reflected as a specific competency target in the internship plan, and all interns should be required to engage in some form of supervision under close metasupervision. These activities would typically occur in the latter stages of the internship year and may involve supervision of an activity of a practicum student, paraprofessional staff, faculty involved in the SEL curriculum, or other appropriate activities. The supervisor provides close

SUPERVISOR REFLECTION ACTIVITY: CONTINUING PROFESSIONAL DEVELOPMENT

Building upon what you learned in this and previous chapters of this book, respond to the following questions:

1. What are your goals for professional development as a supervisor?
2. What supervisory skills, strategy, or activity would you like to try that you may have not engaged in before?
3. How could you arrange for participation in a metasupervision group or collegial consultation group?

Deliberate practice strategies, as discussed in Chapter 7, are applicable to the enhancement of supervision skills. Identify at least one specific self-development goal related to supervision and discuss how you will practice this goal(s) and what supports/consultation would be helpful or be required to achieve improvement.

metasupervision for the supervisee's practice of supervision occurring during training to ensure appropriate service delivery, to help the supervisee to prepare for an eventual role as supervisor, and to present the benefits of metasupervision for future supervisory practice.

Summary

The supervisory skills discussed in this text require the same level of attention for ongoing professional development and collegial consultation as all other clinical skills utilized in school psychology practice. Self-assessment represents the first stage of the process in identifying CPD needs. Identifying sources of CPD and building networks for collegial support represents an important task for all school psychology supervisors. CPD resources targeting supervision include individual collegial consultation available in one's district or another district, workshops and online discussion groups sponsored by state or national school psychology organizations, formal metasupervision groups, university training supervisors, and self-study of the supervision literature. There should be planful discussions with interns about their eventual transition from the role of a supervisee to a future role as a supervisor. This planning should include defining the parameters of ongoing consultation with the current supervisor and identification of CPD resources specific to supervision competencies.

Appendix 14:

Sample Metasupervision Group Reflection Questions for Early, Middle, and Late Stages in the School Year

Reflection Questions for First Quarter

Reflective Practice of Supervision: Setting the Correct Tone and Structure from the Beginning

Starting the Supervisory Relationship

- How did you structure the beginning of supervision?
 - Did you use a written contract?
 - Did you directly talk about the anxiety of starting the relationship?
 - Did you share your “model” of supervision?
 - Did you discuss the evaluation aspects of supervision?
 - How did you assess the current skill set, goals, and needs of this specific intern?
 - Were any of the above strategies particularly helpful?
 - What else did you do that helped to get the internship and your supervisory relationship off to a positive start?

First Quarter Progression

- How has the intern’s training and the supervisory relationship progressed during this first quarter of the school year?
 - Did you encounter any difficulties or challenges at the beginning of the relationship?
 - Did you do anything new or different as a supervisor that you found particularly helpful?
 - From the perspective of the Developmental component of DEP, has your intern progressed to more independent functioning at an appropriate or expected level?
 - Are there any special moments, great successes, concerns, issues, or questions that would be worth sharing with your colleagues?
 - Are there unique challenges you are encountering in training this supervisee that would be worth discussing with colleagues?

Personal Professional Growth as a Supervisor

- Are you feeling positive about your supervisory relationship and feeling like it is enhancing your own professional growth?

- Did you delineate personal growth goals in your role as a supervisor for this training cycle?
 - What were they?
 - How has this been progressing?
- Have you tried anything new or different as a supervisor this year?
 - What did you try?
 - Was it effective?
 - What other follow-up regarding this would you like to try?
- Is there any specific skill you want to develop or enhance as this training year progresses?
- If you are a first-time supervisor, has the supervisory experience matched your hopes and expectations? Are there areas of development of your the supervisory skills you would like to focus on?

Key Behavioral Markers for the start of the year within the DEP Supervision Model

- *Written contract*
- *Collaborative assessment of strengths, weaknesses, training needs, and goals*
- *System for advance planning for supervision – Supervision Session Planner*
- *Frequent provision of formative feedback*
- *Multiple methods of supervision*

Reflection Questions for Supervisors at Halfway Point of the School Year

- **Intern progress**
 - Has my intern progressed to expected levels of performance?
 - Have their functioning appropriately grown in independence?
 - Are they being viewed more as a “staff” member or an “intern” at this stage?
 - Have they sufficiently worked on targeted areas of development or new experience (i.e., the supervisor/supervisee agreed-upon areas of limited experience designated to receive special focus during training)?
 - Is the intern being sufficiently exposed to the varied roles and responsibilities of a school psychologist?
 - Are there specific skill areas that should be the focus or more training, practice, and supervision?
- **Supervisory relationship**
 - Is the intern sufficiently prepared for supervisory sessions and demonstrating appropriate initiative in bringing concerns to sessions?
 - Are supervisory session times being kept sacred and rescheduled if canceled?

- Have supervisors and supervisees been able to comfortably discuss concerns, challenges, problems, and areas requiring focus for development?
- Are there any concerns about performance and professional development that should be addressed but have either been insufficiently focused upon or avoided?
- **Supervisor Development**
 - Are you feeling positive about your supervisory relationship and feeling like it is enhancing your own professional growth?
 - What should be the focus of your intern's growth in the half school year remaining so that you will feel comfortable that they are ready for an entry-level position in our profession?
 - Is there a different approach or strategy that you would like to employ in supervision but have delayed implementing?
 - Have you insisted on consistency with the written contract between you and your intern delineated in August?
 - Are there unique challenges you are encountering in training this supervisee that would be worth discussing with colleagues?

Key Behavioral Markers for a midpoint of the year within the DEP Supervision Model

- *Was my halfway point summative evaluation complete and did it point to training goals for this semester?*
- *Has my intern been involved in the full range of professional activities delineated in the NASP Practice Model?*
- *Have we routinely processed the effectiveness of our supervisory relationship?*
- *Have I ensured that diversity and multicultural factors have been addressed as appropriate in all assessment and intervention activities?*
- *Have I successfully taught my intern a case conceptualization model for all problem-solving activities that is evidence-based and address individual and systemic variables?*

Reflection Questions for the Final Quarter of the School Year

Based on the stage of training we are in as we begin the last quarter of the school year, the following reflections can help us focus our discussion.

Developmental Status

- Supervision is a developmental process. The character of sessions changes over time.
 - Does the intern now take primary responsibility for supervisory session content?
 - Is the nature of supervisor feedback becoming more consultative and less directive?

- Are there skills or behaviors that you need to focus on developing in your intern in the last quarter for either of the following reasons:
 - An important area of training that has just not yet been addressed.
 - Area of need that should be emphasized or challenged.

Feedback and Evaluation and Goal Setting

- Are you comfortable that you have given sufficient direct formative and summative feedback?
- If your intern is doing extremely well, is there a new activity or responsibility they could be given to challenge growth to the next level (e.g., an opportunity to provide supervision, an observed lead role in facilitating an Annual Review or a difficult parent conference, experience with a different disabling condition)?

Professional Growth as a Supervisor

- Do you feel you have grown professionally as a supervisor this year?
- Is there any area of your own development in the supervisory process that would be worth brainstorming with colleagues?
- Have you been able to work on the personal professional goals you set for yourself in August?
- Are there other strategies that you would like to employ in supervision but have delayed implementing?

Additional Questions for Administrators of School Psychological Services who Conduct Clinical Supervision

Supervision of Psychologists:

- Which of the principles of supervision delineated in the Fall workshop have proven applicable to the supervision of certified staff? How?
- Have I assessed the scope and level of skills of professional staff in terms of my *vision* of psychological services?
 - How have I focused my individual supervision and in-service training agendas to address the skill needs identified in my assessment of staff skills?
 - How does the Developmental component of the DEP model of supervision apply to my supervisory and mentoring interactions with staff based on factors such as years of experience, contemporary skill set demands, and my vision of a state-of-the-art psychological services delivery system?

- Holloway's System's Model delineated five functions of supervision (monitoring/evaluating, instructing/advising, modeling, consulting, supporting/sharing):
 - In which functions have I spent most of my time?
 - Is there a function I would like to engage in more frequently (and if so, how can I accomplish that)?

Supervision of Psychological Services

- Have I clearly articulated a vision for the character of psychological services delivery in my school or district?
 - What is this vision and how have I communicated it?
 - How do I manage resistance to change either by those in administration, the classroom teaching faculty, or my own staff of psychologists?
 - Can I place our program development within the "Developmental model" framework?
 - What stage of development have we reached?
 - Are some programs, teams, or staff at more advanced levels than others?
- How does that affect how I supervise and support them?
 - What steps have I taken or do I need to take to "build capacity" (i.e., in-service training, removal of time-consuming barriers to engaging in new roles and activities, etc.)?
- What goals do I have for staff and program development for the remainder of this school year and looking ahead to the next school year?
 - What steps do I need to take in "capacity building" of staff to make progress on these goals?

15

DEP APPLIED TO SUPERVISION OF CREDENTIALLED PSYCHOLOGISTS AND PSYCHOLOGICAL SERVICES

*with Daniel S. Newman**

Much of the focus on clinical supervision has centered on preprofessional training particularly supervision for practicum and internship fieldwork. However, NASP's (2018) position statement on supervision recommends that clinical supervision be available for all psychologists at every stage of their careers from internship to senior levels of practice. We noted in Chapter 1 that despite significant interest only a minority of credentialed school psychologists receive clinical supervision (Walcott & Hyson, 2018). It is of particular concern that this is true for early career psychologists as well (Silva et al., 2016). This chapter applies the principles and the strategies of the Developmental, Ecological, Problem-solving (DEP) supervision model to the supervision and mentoring of credentialed school psychologists and to the supervision of school psychological service programs which may be staffed by several psychologists and other educators or school-based mental health professionals. NASP (2021a) applies the term *postgraduate professional support* to refer to various approaches to support professional development for credential school psychologists.

As we have delineated throughout this text, formal clinical supervision includes evaluation and vicarious liability. While these principles may apply in some cases for early career psychologists, typically these features are not present in supervisory relationships for veteran psychologists. We interpret NASP's call for the availability of clinical supervision for all school psychologists as aspirational and involving formal consultation relationships that are regularly scheduled and goal oriented. This contrasts with periodic consultation relationships

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that may be single case specific and involve various consultants. For the purposes of this chapter, we will apply the DEP principles and strategies to formal consultation and mentoring relationships and clinical supervision without the expectation that they would include evaluation and vicarious liability responsibilities. We believe the DEP approach can benefit mentoring, consultation, and supervisory relationships.

Lifelong Professional Development

The NASP (2020a) Practice Model requires school psychologists to participate in annual continuing education activities and directs school systems to ensure sufficient opportunities for professional development relevant to service delivery priorities. Both the APA (2017) and NASP (2020a) ethics codes state the requirement that psychologists must practice within the boundaries of their competence and seek out training and consultation as necessary for appropriate and competent service to the public. The APA (2010) *Model Act for State Licensure of Psychologists* recommends that state licensing boards set up procedures to ensure the maintenance of professional competency.

Most state licensing and credentialing boards in psychology and education require documentation of minimum levels of continuing professional education credits to maintain licensure. NASP requires 75 hours of CPD credit, with 10 of these hours from NASP/APA approved CPD programs, for renewal of the NCSP national credential which occurs every 3 years. For the first renewal, 1 year of mentoring or supervision is required. Three of the CPD hours are required in ethical and legal practice and three more in the areas of equity, diversity, inclusion, and social justice. These requirements are consistent with the focus of DEP supervision and psychological practice described earlier in this text. NASP promotes the utilization of its *Self-assessment for School Psychologists Survey* and the NASP Professional Growth Plan (both available at www.nasponline.org).

This online self-assessment tool assists school psychologists in evaluating their own practices within the framework of the complete NASP Practice Model domains. The survey helps practicing school psychologists systematically reflect upon and define their own professional development needs. Unfortunately, it does not include assessment of supervision competencies. APA, NASP, and state school psychology associations have organized and promoted an extensive array of professional development opportunities that are designed to both maintain professional competence and support practitioners in staying abreast of the latest evidence-based developments within the field. The *Professional Growth Plan* flows from the self-assessment to create an intentional plan for professional development. These tools combine to assist in creating a professional development agenda that can be supported through clinical supervision or mentorship and focused through deliberate practice. All these credentialing and professional development requirements underscore the importance the field places on continuing education. These efforts are designed to enhance the

professional capacity of psychologists and to protect the public by ensuring that practitioners remain current in best practice service delivery. The profession has the responsibility to the communities it serves to be competent; up to date in terms of assessment, consultation, and intervention protocols; and constantly striving to improve the quality of service delivery.

Multiple Paths for Professional Development

Professional development occurs in multiple ways. Attending workshops, pursuing continuing education credits through formal programs or self-study, and staying abreast of contemporary research and best practice literature are only some ways to enhance professional development. Improvements in practice and skills can involve consultation with colleagues or other professionals with specialized expertise, mentoring, collegial consultation groups, and formal clinical supervision. Productive professional development occurs with intentional focus, deliberate practice, and structured support.

Consultation

Solicitation of consultation is often case specific. Practitioners typically seek consultation when they encounter a particularly challenging or complex case, a unique client issue, a clinical problem they have less experience addressing, or uncommon levels of resistance or other barriers to intervention. Most school psychologists are general practitioners serving a wide and diverse range of student, faculty, and school needs. They are generally motivated to seek consultation from specialists in their own field who have a practice emphasis with either particular populations or certain kinds of program development or system change initiatives. Depending on the expertise required, the roles of consultant and consultee may alternate between the same pair of psychologists. Consultation relationships are generally not routinely scheduled and place no requirement on the consultee to implement suggestions from the consultant (Newman & Rosenfield, 2019). Frequent utilization of consultation resources demonstrates a commitment to best practice, extra care in service to clients, and consistency with ethical requirements regarding practice within one's professional competencies.

Mentoring

Mentoring involves structured support from a senior staff psychologist to a colleague who is early in their career or new to a particular assignment or setting. It is becoming an increasingly common practice for school districts to assign mentors to all new faculty during their first year of employment within the district. The character of this form of mentorship can vary greatly. While it may include aspects similar to consultation or supervision, it also is likely to involve

support in acculturation into a new faculty and school system and practical orientation to procedural nuts and bolts specific to a particular school setting. (See Chapter 2 for additional coverage of mentoring.)

NASP's requirements for the first-time renewal of the NCSP credential now require successful completion of at least one academic year of professional support from either a mentor or a supervisor (NASP, 2015). For practice within a school setting, the mentor or supervisor should have a minimum of 3 years of experience. NASP recommends that this supervision or mentoring occur either individually or within a group for at least an hour per week. Although mentoring can occur through the use of technology such as audio or video conferencing, supervision is intended to be face-to-face, although during the Covid-19 epidemic there has been an acknowledgment of the need for telesupervision through secure videoconferencing (<https://apps.nasponline.org/search-results.aspx?q=covid+guidance+for+internship>).

School psychologists not practicing within a school setting can engage a mentor or supervisor who is credentialed for practice in that setting. This requirement ensures that NCSP renewal candidates access structured support relationships. However, mentorship relationships are not evaluative, and a mentor does not have vicarious liability for the cases of the mentee. The only NCSP requirement is that the occurrence of supervision or mentorship is documented with the renewal application along with the requisite CPD credits.

APA Division 16 (School Psychology) as part of its anti-racism initiative has just established the *Transforming, Engaging, Achieving Mentoring (TEAM) Program* (2021). The TEAM program is designed to provide mentoring opportunities for Black, Indigenous, and People of Color (BIPOC) graduate students and early career professionals by BIPOC mentors. The program goals are as follows: (a) connect students and professionals who have common interests related to diversity, (b) give students and early career professionals the opportunity to interact (i.e., communicate, collaborate on research) with professionals/faculty outside of their program or school, (c) develop lasting professional relationships, and (d) support early career school psychologists, creating collaborations and mentorship opportunities. This initiative to support BIPOC professionals is particularly important given that the NASP 2020 Membership Survey reveals that only 14% of school psychologists are BIPOC. As we noted earlier in this text, minoritized supervisees may experience additional challenges in field placements and supervision.

For an example of an exemplar mentoring program, we refer the reader to the Fairfax County Public Schools (FCPS) School Psychology Mentor Program in the state of Virginia. All psychologists new to the district regardless of their level of experience are provided with a mentor for their first 2 years. Besides orienting the mentee to the district's goals, culture, and operating procedures, the focus of mentoring can vary depending upon the professional experience level and needs of mentees. Mentor relationships begin with a biweekly face-to-face requirement which may eventually vary depending upon need. Weekly

communication is required throughout the mentorship year. The mentorship program's handbook (2021–2022) specifically notes that mentors are not supervisors (who are designated senior psychologists). Notably, the Handbook orients new staff to the district's commitment to providing the full range of NASP Practice Model (2020a) services, to implementing evidence-based practices, and to applying the DEP model. Table 15.1 provides an overview of the goals, guidelines, and responsibilities of the FCPS Mentorship Program.

TABLE 15.1 Sample Mentorship Program (FCPS)

Goals of Mentoring

- Professional and Career Development
 - Regular meetings and communication, varying upon the experience and need of the mentee
 - Provision of opportunities to meet other psychologists with a diverse range of experience and expertise
- Skills Development
 - Provision of opportunities to observe a variety of experiences
 - Familiarizing the Mentee with FCPS procedures and resources
 - Case collaboration and report review
 - Supervisory experience for mentor
- Life Balance
 - Assistance with prioritizing duties and managing time and by sharing strategies and tips for effective functioning
 - Encourage maintenance of self-care and a positive attitude as well as encouraging outside interests

Mentor Selection Guidelines

- Demonstrate knowledge and understanding of our department and the roles and responsibilities of school psychologists
- Minimum of two years of experience as a school psychologist with FCPS
- Excellent communication skills
- Positive attitude and interpersonal relations
- Commitment to completing mentoring expectations for two academic years
- Current or previous experience in the same service delivery level and type as the Mentee, e.g., secondary level, general education psychologist, co-facility psychologist

Responsibilities of the Mentor

- Provide direct support through regular communication
 - Support professional growth by familiarizing mentee with district procedures and resources
 - Facilitate experiences that will broaden the mentee's skills set and professional development
 - Facilitate professional development through case and report review
-

Summarized with permission from Fairfax County Public Schools Handbook: *Mentoring in School Psychology Handbook* (2021–2022).

Mentoring relationships not only support professional development but provide personal supports that enhance the practice of self-care. The importance of mentorship and the optimal structure of this relationship will be addressed further later in this chapter as a support option of particular importance when the administrative supervisor is not a school psychologist.

Collegial Consultation Groups

Collegial consultation groups are regularly scheduled peer consultation sessions. They often take the form of case presentations to colleagues. In school settings, these groups may include school psychologists, social workers, and counselors. Sometimes these sessions may include a presentation and discussion of new assessment or intervention strategies or new research findings. In some school districts, only a section of a discipline-specific program meeting is devoted to case consultation while the rest of the meeting focuses on general school or departmental business. By definition, collegial groups are non-hierarchical, and all members are expected to contribute their expertise. In Chapter 7, we described a structured peer group supervision method that is specifically designed to prepare pre-service supervisees for later effective participation in collegial consultation groups (see Table 7.2). This format can be applied to collegial consultation groups of credentialed psychologists as well. In our experience several characteristics are essential for productive collegial consultation groups: (a) commitment to regular attendance and participation, (b) sufficiently structured format to efficiently organize a consultation, (c) specific delineation of evidence-based interventions and strategies and rationale for adaptation, and (d) routine attention to relevant systemic issues and all ecological considerations. Collegial consultation groups may also benefit from clearly defined skill improvement goals, consideration of new service delivery alternatives, and collaboration with allied professionals such as school social workers or community mental health practitioners.

Clinical Supervision

Clinical supervision is the most structured approach for professional development. As has been delineated throughout this text, clinical supervision involves a structured hierarchical relationship in which the supervisor has specific responsibilities for professional development of the psychologist, shares responsibility for client outcomes, and evaluates supervisee performance. Best practice in clinical supervision of already credentialed school psychologists should include a supervision contract specifying the structure, frequency, and character of supervision. It is particularly important to delineate methods and parameters for feedback and, if it is applicable, for evaluation.

Clinical supervision is particularly helpful in new areas of practice that require additional skill sets or serve a population less familiar with the credentialed school psychologist. Sometimes school psychologists require acquisition of skills in areas where they had not received significant training in either graduate school or during their internship year. For example, a supervisee might benefit from family intervention training or supervision for applying dialectical behavior therapy skills for working with chronically self-harming or suicidal adolescents within a high school assignment. Another experienced psychologist may have been recently assigned to work in a specialized program for students with a severe autism spectrum disorder but has never worked with this population previously. In each of these cases, structured clinical supervision is an appropriate approach to support the supervisee in a new practice area, foster professional development, and ensure competent service to youth, families, and other educators.

In most states, successful completion of 1 year of full-time postdoctoral experience under clinical supervision is a prerequisite for psychology licensure for independent practice. Some doctoral-level school psychologists trained in APA-accredited graduate and internship programs seek “dual licensure” in the practice of clinical and school psychology. To achieve this status, candidates require more extensive supervised fieldwork, generally a full 12 months of pre-doctoral, and an equivalent length of postdoctoral supervised experience. This is in addition to passing relevant competency tests and other licensure eligibility requirements.

The NASP (2020a) *Standards for Credentialing of School Psychologists* requires that graduates of programs in related fields (i.e., clinical or counseling psychology) who strive for credentialing as school psychologists must meet NASP (2020a) *Standards for the Graduate Preparation of School Psychologists* in terms of course work, field experiences, and professional competencies. Graduate school psychology programs that provide opportunities for re-specialization will generally require field experience in a school setting under clinical supervision. In these cases, supervision may focus on the school psychology-specific skills that may not have been addressed in related training. The assessment and goal-setting activities described in the Developmental component of the DEP model serve to individualize training targets for the professional development of re-specialization candidates. Due to the nationwide shortage of school psychologists, many states are making it easier for psychologists from related specialties to become licensed for school-based practice. Professional organizations need to remain vigilant to ensure that allied professionals are truly prepared to provide school psychology services. This phenomenon serves as an example of the need for direct clinical supervision for some senior practitioners.

There are multiple paths for professional development including self-study, workshops, consultation (individual or group), mentoring, and clinical

supervision. Besides meeting NCSP guidelines, school psychologists are generally required by their state credentialing board to log a specified number of continuing education activity hours to maintain their license. However, meaningful, personally tailored growth in professional skills cannot be assured without an intentional focus on the integration of best practice approaches to daily practice activities. In this regard clinical supervision is the ideal vehicle for supporting school psychologists at every career stage.

Clinical Supervision Needs Across the Professional Lifespan

DEP principles call for a lifespan developmental model for professional growth involving supervision, mentoring, and collegial consultation. However, clinical supervision is the core framework for professional skills development, supports to avoid burnout and enhance self-care, and delivery of best practices services to students, families, and faculty. The needs for clinical supervision for credentialed school psychologists are summarized in Table 15.2. It is easy to see that clinical supervision needs are broader and more intense for early career psychologists, the future of our profession. Consequently, we will provide a more extensive look at early career support. We will also highlight needs at mid and senior career levels.

Clinical Supervision for Early Career Psychologists

Clinical supervision is relevant throughout the professional lifespan, with the early career being one of the most critical junctures for its application. The early career spans the first 5 (NASP) to 10 years (APA) practicing as a credentialed psychologist. In the counseling supervision literature, Rønnestad and Skovholt (2012) described the first 5 years of a psychologist's career as the novice professional phase. During this phase individuals are challenged with establishing a clearer sense of professional identity, gaining independence in their practice, overcoming disillusionment with their professional training, and exploring their professional roles. Succeeding in the face of these challenges results in professional growth, while faltering may result in developmental stagnation (Rønnestad & Skovholt, 2012).

The Rønnestad and Skovholt (2012) model recognizes that graduate education does not conclude with a trainee's achievement of terminal-level competence for psychology practice. Consistent with the developmental framework of the DEP model, competence at the end of graduate training may be thought of as an entry-level benchmark indicating readiness to enter the field (Fouad et al., 2009). The broad practice role advocated by the NASP (2020a) practice model, and concurrent expectations for applied practice across multiple tiers of service delivery, make it likely that early career school psychologists encounter novel situations and concerns not addressed during training (Silva et al., 2014).

TABLE 15.2 Clinical Supervision Across the Career Lifespan*Early Career Psychologists**First 5 Years of Service (NASP)*

- Fill in gaps in training and define goals for professional development
- Establish a clearer sense of professional identity and explore professional roles
- Develop a professional learning plan to enhance site and service population-specific skills
- Monitor progress toward professional goals
- Gain independence in daily practice
- Overcome any disillusionment with prior training & discrepancies between aspirational best practices and the realities of current service delivery
- Preparation to become clinical supervisors & competent contributors to collegial consultation
- Postdoctoral supervision for Licensure for Independent Practice
- Supervision/Mentoring for NCSP

*Mid-Career Psychologists**6–15 Years of Service*

- Consultation regarding complex and challenging cases that are more likely referred to mid-career and senior psychologists
- In-depth professional development in a specific area of expertise and services for specific service populations
- Increased emphasis on program development and system change activities
- Self-care supports for healthy work/life balance
- Metasupervision for practice of clinical supervision of practicum and intern field placements

*Senior Psychologists**15+ Years of Service*

- Metasupervision for their provision of clinical supervision & mentoring
- New developments in field and up-to-date evidence-based practice
- New assignments, responsibilities, and novel cases
- Increased demands for system-wide work and accountability
- Leadership training

In schools, the wide-ranging variety of (a) populations (e.g., levels of intensity of student needs; range of cultural and linguistic diversity of students and families; levels of experience of school faculty), (b) contexts/settings (e.g., grade levels; school culture; school size; urbanicity), and (c) problems (e.g., students' academic, behavioral, and social-emotional concerns across multiple tiers) presents a complex matrix requiring a lifetime of professional learning (Harvey & Pearrow, 2010).

In addition to these developmental tasks, a number of related challenges abound in the early career including: (a) the imposter phenomena (i.e., a common feeling of ill-preparedness for professional practice or incompetence, and

experiencing anxiety about being found out to be a fraud, despite prior demonstration of competence (Colman, 2015); (b) financial challenges, including debt (Doran et al., 2016); and (c) experiences of discrimination and marginalization for psychologists of color (Pedrotti & Burnes, 2016; Proctor et al., 2021) and women psychologists (Demeray et al., 2021; O'Shaughnessy & Burnes, 2016). Early career school psychologists, specifically, are faced with navigating complex organizational settings (i.e., schools), and balancing multiple demands, which may result in experiences of burnout (Newman, 2020).

Supervision and Mentoring in the Early Career

Clinical supervision and mentoring in the early career may act as a protective factor for early career school psychologists (Newman, 2020; Silva et al., 2014). Supervisors may provide immediate support to early career professionals regarding gaps in knowledge or skills, or tensions related to personal and/or professional values (Falender & Shafranske, 2012). In other words, supervisors may work with early career supervisees to prioritize ongoing professional learning, consistent with the deliberate practice framework and expertise–development model described in Chapter 7, including an iterative combination of competency assessment, goal setting, progress monitoring, feedback, reflection, and successive skill refinement (Goodyear & Rousmaniere, 2017; Williams & Monahan, 2014).

Although the need for supervisory support in the early career may seem self-evident, the reality remains that early career school psychologists are not always able to access the supervision they desire (Silva et al., 2016). Mentoring, which is similar to but distinct from supervision (NASP, 2021a) may provide an additional avenue for early career school psychologists to receive support. A supervisor is directly responsible for a supervisee, including holding vicarious liability for their actions, while a mentor does not hold the same level of responsibility and accountability for a mentee, who is a credentialed professional. Unlike supervision, mentoring is not an evaluative process, and mentoring may employ a less formal structure and fewer requirements than supervision (NASP, 2021a). A recent review of school psychology mentoring research by Grapin et al. (2021) suggested mentoring offers several potential benefits for school psychologist mentees such as career exploration and decision-making, as well as personal and psychosocial support. However, the authors also concluded that more research is needed to better understand the mentoring process and outcomes for mentors and mentees from traditionally marginalized backgrounds.

Overall, supervision and mentoring hold potential as helpful relationships through which early career school psychologists may learn, be supported emotionally, and become more effective practitioners. The availability of early career supports (whether in the form of mentoring or supervision) may be inquired about during a job interview process, with responses by potential

employers potentially indicative of the organization's value of ongoing professional learning. When not immediately available, there are several routes for proactive early career school psychologists to access support, for example, from their former field or university supervisors, peers, or through professional organizations.

Becoming a Competent Supervisor

Even though early career school psychologists are presumably in a critical stage of their own development, they are often charged with becoming supervisors for practicum or internship trainees, sometimes as early as the 4th year of practice (NASP, 2020a). Even though many psychologists become supervisors (Bernard & Goodyear, 2019), and supervision is increasingly recognized as a clinical competency area in health service psychology (APA, 2015a), several studies have demonstrated that school psychologist supervisors lack prior or ongoing supervision training (Cochrane et al., 2010; Newman et al., 2021; Ward, 2001).

One reason for a lack of supervision training may be because school psychology is the only health service psychology subfield in which the terminal degree for many is the specialist-level or equivalent rather than the doctoral level. For these nondoctoral trainees, it is unlikely that sufficient course credits or time is devoted to supervision training within the limited time window that is available for professional training (i.e., 3 years). However, even within school psychology doctoral programs there are gaps in how supervision is taught and practiced. For example, in an analysis of supervision-focused course syllabi from APA-accredited school psychology doctoral programs, Newman et al. (2021) found that syllabi indicated few applied supervision opportunities, few techniques to support metasupervision of experiences, and limited coverage of the APA (2015a) competency domains of diversity, professionalism, and professional competence problems. Further, course instructors reported that they had limited to no prior supervision training.

Since (a) many school psychologists go on to supervise, and (b) supervision is in fact a clinical competency domain, training programs at all (i.e., nondoctoral in addition to doctoral) levels may wish to consider how to provide some amount of supervision training. It is not to say that an individual school psychologist cannot be a successful supervisor without training; indeed, Guiney and Newman (2021) found that in their sample of award-winning, model school psychology internship supervisors only 3 of 16 had formal supervision coursework. However, if supervision is to be viewed as a core competency for school psychologists, trainees must learn and practice supervision just as they do other clinical skills such as assessment, consultation, and counseling. Further, data suggest that many supervisors engage in inadequate or even harmful supervision practices (Ellis et al., 2014); supervisor training may mitigate such practices and enhance the capacity of supervisors to engage in effective supervision.

Guidelines for clinical supervision in health service psychology by APA (2015a) outline seven domains of supervision that are integrated with the consideration of supervision competence, which are discussed elsewhere throughout this book. Should an early career school psychologist be faced with supervising a practicum student, intern, or professional psychologist without having supervision training, these domains provide a helpful starting point to target professional learning and are pertinent in conjunction with the DEP behavioral markers as articulated in the DEP-SSFS.

Clinical Supervision for Mid-career Psychologists

Mid-career can be defined as the practice stage from 6 to 15 years. Hopefully at this point, the tasks of navigating early career challenges have been mastered, a comfortable professional identity has solidified, and basic professional competence has been established. However, accomplishment brings new demands and expectations. Mid-career psychologists who have appropriately self-monitored their professional skills development will be keenly aware of additional needs for professional development.

As other professionals recognize the competencies of a mid-career psychologist, they present consultation requests regarding increasingly challenging and complex cases. Some of these cases may involve novel problems or presenting concerns for which they have limited experience. At the same time, they are likely to have identified an area of practice as a preferred specialty, having developed a more in-depth expertise in a specific area or in service to a particular service population (e.g., development of universal screening protocols or assessment and intervention for Autism Spectrum Disorder).

Mid-career psychologists are more likely to be charged with broader system-wide responsibilities. Professional expectations include a greater involvement in program development and system change activities. Comfortably established in their schools, they are in an improved position for engaging in social justice advocacy activities. At this career stage, psychologists are likely to serve as clinical supervisors for practicum and intern field placements. As a result, they can benefit from metasupervision to support this critical role (see Chapter 14).

Finally, many mid-career psychologists are at the developmental stage of their lives where they have started families, or their children have reached school age. This presents significant challenges to balancing professional and work lives. Supervisors can be important resources for supporting self-care skills (see Chapter 10).

Clinical Supervision for Senior Psychologists

Senior psychologists have 15+ years of service. These veteran psychologists are frequently tabbed to provide supervision or mentorship for less experienced

psychologists. However, these practitioners can benefit from career-long supervision as well. Supervisory support can foster new professional development ensuring that senior psychologists remain current with new research and contemporary guidelines for best practice. Not only can clinical supervision increase exposure to practice activities throughout the field, but this collaboration can counter professional isolation, diminish risks for burnout, and stimulate professional vibrancy. Supervision may particularly be helpful when a veteran school psychologist is the lone psychologist in the school. Psychologists who serve an entire district by themselves would benefit from a structured supervision or consultation relationship with a psychologist beyond their district. While many of the features of clinical supervision might be appropriate, vicarious liability and formal evaluation would not apply.

Senior psychologists can draw from their extensive experience base to address novel and complex problems. However, they may require training in new state-of-the-art strategies and exposure to current evidence-based literature. Even senior psychologists may encounter novel situations in crisis intervention or be required at some point in their careers to serve an unfamiliar population or grade level. Their integration of new strategies into their clinical repertoire enhances effectiveness and keeps them on the cutting edge of service delivery. Veteran practitioners are often formal or informal leaders in practice settings. Specific training in skills for supervision, leadership, and program development enhances their leadership skills and benefits younger colleagues. At this stage, support for utilizing self-care skills is important to counter risks of professional burnout.

Application of the DEP Model to Career Lifespan Supervision

NASP and APA documents on supervision place a particular emphasis on practicum and internship training. Throughout this text, many of our examples have centered on these critical training experiences as well. However, the principles and strategies of the DEP approach apply to already credentialed school psychologists as well. As careers develop, school psychologists must remain current in research for best practices, prepare for increased leadership and consultation demands, continue to grow in cultural responsiveness and social justice advocacy skills, assume increased responsibility for system change, and prepare for supervisory and mentoring roles. The DEP approach remains applicable across each stage of professional practice. Consistent with NASP's (2018) call for career-long supervision, we will now highlight the application of DEP's core components across the professional lifespan.

Developmental Component

Supervision has a role from the earliest days of training through the twilight of one's career. Of course, supervision considerations differ from one career stage to the next (Rønnestad & Skovholt, 2012). However, the number of years

practicing is not the only factor that determines a supervisee's professional supervision needs. Regardless of career stage, the development of *competency*, *proficiency*, and eventually *expertise* is determined by a combination of professional learning of content, opportunities for applied practice, and the diversity of those opportunities (e.g., across a variety of contexts/settings, populations, and problems) over time (Newman, 2020). What is more, professional learning in school psychology is a moving target, with the half-life of professional knowledge continuously shrinking (Neimeyer et al., 2014). Ongoing self-assessment and assessment by others (e.g., supervisors and consumers of services such as teachers or students) help practitioners (a) measure their current level of performance and (b) prioritize professional learning needs.

We have previously discussed the applicability of supervision during training and the early career. Mid-career and senior school psychologists can also benefit from accessing supervision. The following case example illustrates this point and suggests various avenues for this senior practitioner to receive supervisory support.

CASE EXAMPLE: SUPERVISION FOR A SKILLED SENIOR PRACTITIONER

Maria is a knowledgeable/skilled senior practitioner who works in a school district that is in the early stages of adopting an MTSS framework for service delivery and resource allocation, including a Response-to-Intervention (RtI) approach to special education decision-making for students suspected of having specific learning disabilities. District leaders assume that school psychologists will be thought and action leaders in implementing this initiative. Although she is philosophically aligned with the district's changes, Maria lacks confidence that she has sufficient knowledge and skills to lead implementation efforts in her school. For example, curriculum-based measurement was only a minor focus in her graduate-level training 20+ years ago but will be central to the district's implementation of MTSS/RtI.

Maria is also currently supervising a school psychology intern that comes from a training program with an MTSS/RtI training emphasis. The intern presumably knows more than Maria about these topics, and although Maria is glad to learn from the intern, she feels self-conscious about her perceived knowledge and skill gaps. Through clinical supervision or mentoring, Maria may learn, with scaffolding, how to apply new content (e.g., CBM procedures) and processes (e.g., how to facilitate systems-level change) that support her professional growth and help her to successfully facilitate the implementation of MTSS and RtI. Supervision can be developmentally

tailored for Maria, building on her extensive prior knowledge and experiences. Supervision of supervision (i.e., metasupervision) may also be beneficial to Maria. Consistent with the Developmental component of the DEP model, the roles of metasupervisor and mentor are well suited to senior practitioners with well-developed expertise. Metasupervision may help Maria consider approaches to bidirectional learning that feel safe and beneficial to her and her supervisee. As described later in this chapter, supervision and metasupervision need not occur one-on-one; other supervision formats such as peer group supervision with other district psychologists may be beneficial.

Ecological Component

The ecological domain of the DEP model focuses on psychology's emphasis on environmental and systemic change to support individual students and to promote the academic and psychological welfare of all students. The ecological perspective's emphasis on incorporating contextual factors into intervention and program development activities requires that interventions for students are coordinated with support and adaptive changes within the classroom, school, peer group, family, and community. The field's focus on systemic interventions has emerged over time; but key documents defining current best practices post-date the graduate training of many practitioners: the *Model for Comprehensive and Integrated School Psychological Services* (NASP Practice Model, 2020a), *School Psychology: A Blueprint for training and practice III* (Ysseldyke et al., 2006), and the APA Competency Benchmarks (2011).

Most veteran credentialed psychologists were not trained in systemic interventions; thus, this is a critical area of focus for professional development and clinical supervision or mentoring. Shifting practices related to assessment and intervention and the evolution toward MTSS models to address the needs of all students require seasoned practitioners to adapt present skill sets to new paradigms and to learn additional skill sets. These areas can become focal points for ongoing professional development, collegial consultation, and/or formal clinical supervision.

The provision of direct mental health interventions by school psychologists has significantly increased and become a central practice role (NASP, 2015). However, for some veteran psychologists, their training may have focused primarily on assessment and provided limited behavioral intervention preparation. Current intervention literature supports a cognitive-behavioral/systemic foundation for evidence-based practice (Kendall, 2012c; Simon, 2016, 2020; Weisz & Kazdin, 2017); however, training in family and systemic interventions

in school psychology has lagged (Simon, 2016). Clinical supervision can support professional development in this area. When necessary, supervisors can receive collaborative consultation from colleagues with specific expertise in integrated home–school behavioral interventions (Simon, 2020).

School psychology’s understanding of the effective adaptation of services to account for all manner of diversity is rapidly evolving and is certainly an essential focus for clinical supervision for psychologists at all levels of experience. Striving to achieve diversity and multicultural competency is a journey rather than an endpoint. Changing patterns and attitudes toward immigration have created new challenges in understanding and serving families from many cultures. Literature on multicultural responsiveness has greatly expanded over the last decade in relation to both intervention and supervision practices (e.g., Falender et al., 2014; Falicov, 2014b; McGoldrick & Hardy, 2019). Changes in our understanding of sexual minority issues have been rapid, at times even revolutionary. As schools grapple with how to support LGBTQ students, school psychologists play an important role. This area is a critical target for consultation or clinical supervision for all school psychologists.

Social justice advocacy skills require an ecological perspective and competencies in program development and system change (see Chapter 11.) *The School Psychology Unified Anti-Racism Statement and Call to Action* (2021) commits the profession to action; but the challenges to ensure equity, fairness, and freedom from discrimination for all students will require sustained advocacy and concrete actions for system change. The examination of the ecological factors that influence injustice and present barriers to change must be considered in supervisory relationships.

Problem-solving Component

Problem-solving activity remains the central function of psychological practice. For the benefit of the children, families, and school staff served, it is essential that all school psychologists have the ready availability of consultation regarding all aspects of assessment and intervention practice. The problem-solving domain is the practice area that all psychologists are most concerned to address in clinical supervision at all levels of professional experience. Changing paradigms for assessment and intervention require a shift in professional activity and new tools for professional practice.

Clinical supervision for veteran psychologists has several key functions, and we highlight three central purposes. First of all, it provides quality control for services to clients by engaging the supervisor and supervisee in collaborative case conceptualization and intervention planning. Second, it supports the professional development of the supervisee in the application of state-of-the-art evidence-based practices. Additionally, it supports supervisees in adapting to and mastering the changing roles and service delivery systems that continue to emerge within the field of school psychology.

Evidence-based Practice

Problem-solving is rooted in sound assessment and intervention practices. Best practice in these areas continues to be refined by new research and the development of new assessment instruments and methods. Data-based decision-making applied to clinical practice activities has changed significantly in recent years, and for many veteran credentialed psychologists, these approaches may be different than their own graduate training. New assessment instruments; data collection, analysis, and reporting methods; novel approaches to linking assessment to intervention; contemporary evidence-based intervention protocols; universal screening tools; school-wide behavior supports; trauma-informed care; telehealth service provision; and advances in systematic social, coping, and problem-solving curricula all provide critical content for clinical supervision. The focus of supervision or mentoring will vary greatly depending upon the competencies of the credentialed supervisee and the character of the continuing professional development activities attended.

The link between assessment and intervention in both academic and mental health arenas requires diagnostic formulations that point to the implementation of specific evidence-based intervention strategies. The academic curricular emphasis on scientifically supported instructional methods parallels innovations in school-centered mental health intervention. In the social-emotional-behavioral domain, research is defining differential intervention protocols related to specific symptom profiles and psychological disorders (Kendall, 2012b; Simon, 2016; Weisz & Kazdin, 2017). Evidence-based school-centered intervention work requires school psychologists to understand clinical diagnostic profiles, develop competencies in implementation of contemporary evidence-based intervention protocols, and master adaptations to the unique characteristics of clients and the school setting (Simon, 2016). The complex challenges involved in this contemporary framework for intervention planning, implementation fidelity monitoring, and outcome assessment are fruitful targets for clinical supervision with a heightened emphasis on evidence-based strategies.

Integrated Individual and Systemic Interventions

Contemporary best practice is not merely focused on the individual student and their characteristics and concerns but addresses the student in context. Instructional variables, classroom and school-wide culture and practices, family system characteristics, peer cultures, and community factors all must be taken into account when defining student problems and designing interventions. Current best practice intervenes with the individual student and the various environmental and systemic influences simultaneously (Doll & Cummings, 2008; Simon, 2016, 2020). School psychologists are expected to demonstrate competency in program development and systems change (Castillo & Curtis, 2014; Forman, 2015; NASP, 2020a). Family-school collaboration in problem-solving

is incorporated into every level of multitiered service delivery (G. Miller et al., 2014; Simon, 2020). (Refer back to Table 9.1: *Multi-Tier Systems of Support for Behavioral Health for Parents and Students.*)

Problem-solving strategies require interventions targeting individual skills and behaviors, family interactions and parenting practices, classroom management and instructional practices, school climate and culture, and community challenges and supports (Simon, 2016, 2020). Interventions are more powerful and effective when complementary strategies address both individual student development and these other contextual or systemic domains as necessary in an integrated fashion.

Academic and instructional assessment and intervention have shifted from an exclusive focus on the individual learner to also examine instructional methodologies, appropriateness of curriculum levels of content, needs and strategies to adapt curriculum, and classroom and other environmental factors (Christ & Aranas, 2014; Newman & Rosenfield, 2019). Contemporary assessment strategies examine these multiple factors in the process of establishing a link between assessment and intervention. Best practices for assessment continue to be multisource and multimethod but specifically incorporate contextual and systemic variables into problem analysis and thus intervention. For example, in Chapter 9's coverage of the DEP Problem-solving component, we described the RIOT-ICEL (Hosp, 2008) and SUM (Simon, 2016) assessment models that meet this standard and directly link assessment to individual and systemic interventions.

These paradigm shifts that incorporate integration of individual and systemic variables require not only new ways of thinking about problem-solving, but additional skill sets that many veteran school psychologists would only have been first exposed to in professional development after graduate training. Incorporation of these diverse variables requires extensive experience and practice with consultation, coaching, or supervision support even for recently credentialed psychologists who may have been extensively trained in these frameworks in preprofessional training. This complexity of individual, contextual, and systemic variables addressed in problem-solving for academic or social-emotional-behavioral concerns requires new case conceptualization practices that require support from training, consultation, and supervision.

Population-based Services and MTSS

The emerging commitment in school psychology to population-based services executed through MTSS also requires additional skillsets for practitioners. For example, universal screening, curriculum-based measurement, and school-wide social-emotional learning curricula require expanded skills. Mental health wellness initiatives, prevention work, and early intervention programming have changed role expectations for school psychologists and require training, consultation, and supervision to increase practitioner competencies

and ensure effective programming. Introduction of these innovative practices not only requires robust competencies in assessment and intervention in both academic and behavioral domains, but capabilities for program development and system change activities. The breadth of expectations and the diverse competencies required for effective design and implementation of population-based approaches and MTSS underlines the needs and potential benefits of routine clinical supervision for credentialed psychologists.

The Problem-solving Component and Supervision

Most school psychologists are general practitioners working in consultation, prevention, assessment, intervention, and program development activities addressing both standard and special needs populations. Clinical supervision can be tailored to address strengths and support needs in the problem-solving domain for each practitioner. Supervisors can tap specialists to assist in supervision of activities that are beyond their core competencies. Many credentialed supervisees are providing clinical supervision to practicum and intern students. It is essential that they are well versed and proficient with the contemporary focus on evidence-based practice, intervention planning that integrates individual and systemic variables, and MTSS. Their own professional-level clinical supervision can include metasupervision focused on supervisory competencies. Effective clinical supervision for credentialed psychologists supports their professional development, ensures that clients are receiving state-of-the-art services, and protects against professional burnout.

The DEP approach remains applicable across each stage of professional practice. Table 15.3 highlights the application of its core components across the professional lifespan. As careers develop, school psychologists must remain current in research for best practices, prepare for increased leadership and consultation demands, continue to grow in cultural responsiveness and social justice advocacy skills, assume increased responsibility for system change, and prepare for supervisory and mentoring roles.

DEP as a Framework for Clinical Best Practice

As noted in Chapter 9's coverage of problem-solving supervision, the DEP framework is consistent with best practices in all clinical work. Developmental and ecological factors are considered in the assessment, intervention, and consultation activities. This is true for both individual and systemic work. The Problem-solving component integrates this information into professional practice while employing evidence-based strategies adapted to the unique characteristics of clients and school, family, peer, and community contexts. This enables the DEP supervision paradigm to seamlessly organize and inform daily clinical work with all supports for professional development.

TABLE 15.3 Application of DEP Model to Career Lifespan Supervision*Developmental Component*

- Half-life of knowledge base increasingly shrinking
 - New systems of service delivery (e.g., MTSS, PBIS, Universal Screening)
 - More diverse clinical demands (e.g., school psychologists as primary mental health service providers)
 - Updated research on behavioral and learning disorders
 - Updated research on best practices
- Movement from competency to proficiency to expertise
 - Development of subspecialty
- Increased responsibilities for supervision & mentoring
- Increased responsibility for leadership and program development

Ecological Component

- Professional development for conducting systemic interventions
 - Classroom, family, school, community
 - Skills for problem-solving collaboration with parents and teachers
- Diversity and multicultural responsiveness
 - Cultural humility
 - Increased understanding of diversity considerations for psychological and academic development and school functioning
- Program development, system change, and leadership skills
 - Social justice advocacy
 - Collaboration with community resources

Problem-solving Component

- Common schema for problem-solving sequence
 - Problem identification, problem analysis, intervention plan & implementation, evaluation (& revision as necessary)
 - Evidence-based case conceptualization (e.g., SUM)
 - Multimethod/source assessment
- Key elements of problem-solving
 - Data-based decision-making and accountability
 - Integration of developmental and ecological factors into problem-solving (e.g., trauma-informed practice)
 - Evidence-based practice
 - Integrated individual & systemic interventions
 - Multisystemic interventions
 - System change initiatives
 - Population-based services
 - Prevention and psychoeducation
- Leadership enhanced through clinical supervision and collegial consultation

Administrative and Clinical Supervision within School Psychology

Administrative supervision is a related but distinct practice compared to clinical supervision. Administrative supervisors typically serve in roles such as program directors, department chairpersons, or other school administrators. Their tasks may involve hiring, work assignments, legal compliance with educational mandates and other regulations related to service delivery, compliance with personnel matters including contractual requirements and performance evaluation, and coordination of multidisciplinary staff. Administrative supervisors oversee organizational structures, logistics, and the overall functioning of the service unit. They monitor outcomes of the service unit's activities and the satisfaction of all consumers of professional service delivery and relevant stakeholders. They ignore or focus less on the discipline-specific professional skills of practitioners. Their focus is on supervisees as employees rather than on the development of their professional skills. Administrative supervisors are usually trained and credentialed in educational administration but not necessarily in school psychology.

In contrast, clinical supervision focuses on school psychology professional practice and thus requires training, knowledge, and credentialing in this discipline and competency in supervision of school psychologists. Clinical supervisors monitor and support practice consistent with professional standards. They promote ongoing professional development in school psychology competencies. Clinical supervisors work to ensure that systems of personnel evaluation are consistent with professional standards. In this regard, clinical supervisors may also serve as advocates for supervisees to support their engagement in activities delineated by the profession as best practices in psychological service delivery. The NASP Practice Model (2020a) is designed to set a national standard for the breadth, quality, and character of school psychology services. Clinical supervisors must be well versed in its provisions; unfortunately, not all administrative supervisors are.

Unfortunately, administrative supervision for school psychologists is generally not provided by a psychologist. This supervision is typically provided by a special education director, assistant principal, or student services coordinator who may or may not be a credentialed psychologist. The NASP 2015 membership survey reported that only 31.6% of responding school psychologists received their performance evaluations from an administrator who was a school psychologist. In the same survey, only 49.5% reported that they had received "systematic professional support, mentoring, and/or peer supervision for their professional activities" (Walcott & Hyson, 2018, p. 13). These figures actually report a decline in administrative supervision by school psychologists from the 2010 survey (Curtis et al., 2012).

When they are not the same person, it is important for clinical supervisors to collaborate with administrative supervisors to ensure appropriate service delivery and support for school psychologists. When both administrative and clinical supervision are provided by the same person who is a school psychologist, it is necessary to balance monitoring, evaluation, and support elements of supervision. Administrative responsibilities such as personnel evaluation which can impact employment retention and salary compensation may negatively impact the comfort and trust required for supervisees to share challenges and vulnerabilities in clinical supervision. However, this is not substantially different than the character of clinical supervision that supervisees experienced during their internship training when clinical supervisors were required to certify readiness for graduation and professional credentialing as part of their gatekeeper role.

Despite this potential limitation, Harvey and Struzziero (2008) suggest that there are overall advantages for school psychologists to receive both administrative and clinical supervision from a single professional who is a school psychologist. They cite Tromski-Klingshirm and Davis's (2007) study of counselors whose supervisors held both roles to support the benefits of the single role. In this study over 82% of supervisors reported no problems with the combined role in a single person arrangement and 72.5% judged it as beneficial. School psychologists play a unique role and bring a distinct skill set to their work in schools. NASP (2020a) provides a *Framework for Personnel Evaluation for School Psychologists Utilizing the NASP Practice Model* that provides guidelines for appropriate personnel evaluation and includes references to model evaluation rubrics (<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-iv-evaluating-school-psychological-services-utilizing-the-nasp-practice-model/part-1-individual-level-embedding-the-nasp-practice-model-in-personnel-evaluation>).

Some school psychologists struggle when administrative supervisors have an inadequate grasp of their work requirements, the skill sets required for effective practice, contemporary best practices, and new roles required to implement Multitiered Systems of Support (MTSS). In these cases, it is clearly better for performance reviews and work assignments to be managed by an administrator who is a school psychologist. Harvey and Struzziero (2008) emphasize that competent clinical supervisors are effective system change leaders. Since contemporary role changes and progressive initiatives by school psychologists can be compromised by lack of administrative support, it is important for clinical supervisors to be able to advocate for school improvements that may change the focus of activities of school psychologists based on the overall needs of the school system and in line with the NASP Practice Model (2020a). If the administrative supervisor and clinical supervisor have contrary views of effective practice, the supervisee would be placed in a compromised position.

We too have underlined the importance of program development and system change activities in training and clinical supervision under both the Ecological and Problem-solving components of the DEP framework. We perceive substantial advantages to the combined role of an administrative and clinical supervisor in a single supervising psychologist. The practice of school psychology always remains in the broad context of the multidisciplinary framework of education and is subject to administrative oversight by school and district administrators who may have various educational backgrounds. However, support for daily clinical practice, ongoing professional development, and performance evaluation would be best managed by a supervisor with a comprehensive understanding of the requirements of best practice in school psychology and with competencies in supervision to support development of the skills necessary to be an effective school psychologist. In this arrangement it is important for administrative and clinical supervision role responsibilities to be clearly delineated and frequently processed as we have advocated for all clinical supervision relationships. Realistically data from both administrative- and clinical-oriented conferences will impact professional evaluation. The administrative/clinical supervisor can ensure opportunities for additional case consultation beyond this evaluative relationship by organizing and supporting collegial consultation through formats such as peer group supervision which will be highlighted later in this chapter.

When the clinical supervisor does not also share the administrative supervisory responsibility, it remains important for administrative issues to be discussed in supervision. Holloway's (2016) SAS model describes the institution or organization as a critical contextual factor to address in supervision. This is consistent with the DEP ecological perspective. Reviews of agency or district policies are relevant to supervision. A key supervisory task entails preparing supervisees to navigate the politics within systems to support efforts to influence best practices on behalf of students. This knowledge base and skill set are essential not only for program development activities but for the implementation of diverse daily practice activities.

One final note, while supporting the importance of school psychologists assuming administrative roles, Monahan (2018) cautions that there is a need for clearer guidelines and definitions of responsibilities for school psychologists serving as administrators. She raises concerns about ambiguity concerning whether vicarious liability would be assumed by the administrative school psychologist in relation to the work of staff psychologists. While in the absence of direct negligence, malpractice, or unethical directives, this seems unlikely, her call for increased clarity and professional association standards in this regard is warranted. Until such standards exist, one alternative is to clearly define responsibilities in clinical supervision contracts for those staff members who do receive structured routine clinical supervision. Particularly in large school

districts, few administrative school psychologists provide direct clinical supervision to all their staff. As always, structure and transparency are the best course of action.

Professional Supports When Administrative Supervisor Is Not a School Psychologist

When employers do not provide professional supervision for school psychologists, the practitioners themselves become responsible for seeking mentorship and collegial consultation relationships. Examples of postgraduate professional support relationships are provided in Table 15.4. Such supports may be organized within schools, districts, or regions, and with differing levels of formality. The amount of structure in these relationships is variable, including expectations regarding pre-scheduling/coordination, incorporation of tools such as a contract to clarify relational expectations, and systematic processes such as structured peer group supervision as described above.

Generally speaking, postgraduate support relationships differ from supervision in that they are nonevaluative (with the exception of postdoctoral supervision) and do not involve vicarious liability on behalf of the mentor or other source of support (NASP, 2021a). Postgraduate support relationships may or may not be hierarchical. For example, a peer support group extending from one's training program cohort-colleagues would be non-hierarchical, but when an early career school psychologist is supported by a senior practitioner, a hierarchy may inevitably be present.

As noted above under the section on collegial consultation, a peer group consultation format adapted from SPGS may provide school psychologists one avenue to access support for professional learning. This peer group consultation process holds promise for psychologists who desire supervision but do not

TABLE 15.4 Examples of Postgraduate Professional Support Relationships

Psychologists in the same school district (varying career stages)
Senior psychologist in or out of district
Psychologists from a nearby district
Paid supervisor providing supervision of postdoctoral supervision requirements
Peers/fellow alumni from a graduate training program
Former faculty from a graduate training program
Former field supervisors from practica and internship experiences
Mentor met at professional conference coordinated via a professional organization, such as NASP ^a or APA
Peers that are co-leaders in a professional organization
Mentor met at a professional conference through informal networking

a *NASP's formal mentorship program*: <https://www.nasponline.org/membership-and-community/get-involved/find-a-mentor-program>

otherwise have access to supervision. A district with many psychologists could have several small peer consultation groups, or psychologists from a smaller school district or districts might come together to meet if necessary, utilizing video conferencing. Through group consultation, resources can be streamlined, and professional learning and collaboration can be proliferated. In turn, peer support may act as a protective factor against issues such as practicing outside of boundaries of professional competence and professional burnout. Peer supervision, whether the process is structured or not, may be a key way to close the gap between practitioners' desire for supervision and their limited access to supervision. Additional examples of postgraduate support are provided in Table 15.4.

A Comprehensive Support Plan for Psychologists and Psychological Service Delivery

We have articulated the principal features of the application of the DEP supervision model to credentialed psychologists. School psychologists who serve in the combined role of administrative and clinical supervisors are often also responsible for the administration and supervision of the complete program of psychological service delivery for their school district. Service delivery is often coordinated with social workers, counselors, special educators, lead teachers, speech therapists, and other specialists. Program design including the support for capacity building of staff should involve a collaborative effort. We recommend the following as essential elements for a comprehensive support plan for psychologists and psychological service delivery.

- Best practice requires all school psychologists to have access to clinical supervision or mentorship from an experienced and competent school psychologist (NASP, 2020a).
- Early career psychologists should receive a minimum of 1–2 years of weekly clinical supervision individualized to address their professional development needs. The goal is to solidify their professional competencies specific to their employment setting requirements and all domains of the NASP Practice Model that are relevant in that setting. NASP *Blueprint III* suggests that expert-level competencies can only be achieved after significant postgraduate experience and generally only in some areas of practice that are the focus of daily practice (Ysseldyke et al., 2006).
- All school psychologists new to the school district or other practice settings should be assigned a mentor who is a veteran psychologist to not only address procedural orientation, but to provide information on the culture of the school and its community and to provide consultation regarding professional activities.

- Collegial consultation groups should be organized either within a district or across districts where psychologists can present cases and program dilemmas and receive feedback and suggestions from colleagues.
- Staff psychologists should be encouraged to develop a subspecialty that not only enhances their own professional development but benefits the psychological service team as a whole. Presentations regarding this specialty area to colleagues during collegial consultation sessions can cement their expertise and prepare them to be in-house consultants for this area of practice.
- Not every psychologist will be a primary clinical supervisor of either an intern or an early career psychologist; but every psychologist should participate in at least some individual case consultation or supervision. Thus, core universal training in supervision skills should be available to all psychologists. Metasupervision groups can be assembled at the district or regional level to support clinical supervisors.
- Each psychologist's personal professional growth plan developed as part of the school district's performance review procedures should define specific areas of professional development, training and supervision requirements, planned activities, and outcome criteria. If the psychologist is learning a new skill set or intervention protocol, they can share learnings and new information with the collegial consultation group to benefit the team's overall practice effectiveness.
- Whenever possible, clinical supervision, particularly when it includes performance evaluation, should employ multiple methods.
- The entire psychologist team should participate in periodic reviews of psychological service delivery. Accountability and systematic collection of outcome data are important elements of program practice for all psychological services units.
- The framework for excellence is defined by the NASP Practice Model (2020a), literature on best practices, summaries of evidence-based practice, sufficient attention to all multitiered levels of support and intervention, assessment of needs for systemic change, and evaluation of the status of collaboration with all key stakeholders (i.e., parents, teachers, school administrators, collaborating community practitioners, and relevant community agencies).
- Assessment of the status of current psychological service delivery based on a review of elements just noted above should define needs for service improvement and identify service gaps. Feedback from key stakeholders should be a routine component of program reviews.
- Pilot projects to introduce innovative programs can be developed in response to this review process. It is important to note that it is essential that all new programming include substantial education for all stakeholders regarding its relevance and importance, and sufficient capacity building and

assignment of resources are required for the initial success and sustenance of new state-of-the-art initiatives.

- Leadership within school psychology teams should clearly articulate and attempt to gain the support of administrators for a vision and plan for the best practice of school psychology consistent with the NASP Practice Model. The identification of professional activities and the essential resources to support them, including personnel, funding, and space, is required to make psychological service delivery effective for the benefit of all students.
- Leadership of psychology service units requires competencies in core clinical skills, program development, and clinical supervision. Leadership provides a blend of management, innovation, accountability, and advocacy to support school psychologists and the youth, families, and faculty they serve.
- The DEP framework can organize both staff professional development and psychological service delivery. It provides both a theoretically sound paradigm and practical behavioral markers for best practices in school psychology.

Table 15.5 summarizes the comprehensive support plan for psychologists and service delivery.

TABLE 15.5 A Comprehensive Support Plan for Psychologists and Psychological Service Delivery

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- Access to clinical supervision for all
 - Structured weekly supervision for early career professionals
 - Mentorship for new staff that includes local organizational and cultural information
 - Structured collegial consultation groups (across districts if necessary)
 - Encouragement for development of practice subspecialty
 - Universal training in supervision skills including metasupervision supports
 - Development of personal professional growth plans including required supports
 - Multiple methods for clinical supervision and performance evaluations
 - Full psychological team participation in progress monitoring and review of service delivery
 - Assess the implementation of NASP Practice Model and contemporary best practices
 - Assess needs for program development and system change
 - Collect data from all stakeholders
 - Define professional development needs
 - Leadership provision of management, innovation, accountability, and advocacy to support school psychologists and youth, families, and faculty served
 - Application of DEP behavioral markers to all aspects of school psychology practice
-

SUPERVISOR REFLECTION ACTIVITY: SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Take a moment to complete the online *Self-assessment for School Psychologists Survey* (http://apps.nasponline.org/standards-and-certification/survey/survey_launch.aspx). Upon completion, define three professional development goals for yourself. If you are or soon will be a clinical supervisor, add an additional goal related to supervisory competencies.

Training and Supports for Supervisors

The potential benefits of clinical supervision depend on the expertise of supervisors. Consistent with NASP (2020a) standards, clinical supervisors should hold a valid license or appropriate state credential for the setting in which they practice and have a minimum of 3 years of full-time experience. Training in supervision skills is strongly recommended. As supervision is recognized as a distinct professional competency, like all other competencies it is an ethical and best practice imperative that supervisors practice within the bounds of their competencies and training. Admittedly, the profession is only recently providing the resources to address the need for specific training in supervisory skills; however, it is important that the field accelerate its efforts for training experienced psychologists in identified competencies for clinical supervision as delineated within the DEP model and the growing literature on clinical supervision. We will address this issue in greater depth in Chapter 16.

Summary

NASP recommends that clinical supervision or mentoring be available for all psychologists at every stage of their careers from internship to senior levels of practice. Professional learning in school psychology is a moving target, with the half-life of professional knowledge continuously shrinking. DEP provides a comprehensive framework for postgraduate support including mentoring, consultation, and supervisory relationships that is applicable to credentialed psychologists at all levels of experience. These supports are particularly important during early career and when veteran psychologists transition to serve different populations or must apply new research and service delivery models. DEP principles guide supervision of psychological services defining staff professional development needs and ensuring that service delivery is ecologically sensitive and empirically sound.

PART 5

Preparing for the Future of Supervision within School Psychology



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16

EDUCATING NEOPHYTE AND VETERAN SUPERVISORS IN BEST PRACTICES IN SUPERVISION

Teaching Supervision to Future Supervisors

The American Psychological Association (APA, 2011, 2015b) has called for explicit training and supervised practice in supervision skills to be a required component of graduate training for all doctoral-level psychologists who are preparing to be health service providers. NASP (2018) has also highlighted the need for training in supervision skills for all those who supervise school psychologists at both the preservice and credentialed levels but does not yet include it as a required component of preservice training.

Preparation for being an effective supervisor requires a multistage developmental process. The training begins very early in the school psychology graduate student's professional training with the first exposure to clinical supervision in fieldwork or practica. The training continues with graduate coursework in supervision and extends through internship and supervision received as an early career school psychologist. Other veteran school psychologists interested in assuming the role of a clinical supervisor or who have already been assigned this role by their administrator will gain this training through continuing professional development activities. The purpose of this chapter is to review the various methods by which training in effective supervisory practices can be provided to preservice, early career, and veteran school psychologists.

Supervision Training for Preservice and Early Career School Psychologists

Initial Fieldwork and Practica

Coursework in supervision is more easily built into doctoral-level training where the number of courses is expanded. However, graduate programs need

to build initial training in supervision into the curriculum for specialist-level students as well since most field supervisors of school psychology graduate students function at the specialist level. Appropriate preparation for field experiences should include a review of effective supervisory process and the benefits of being a proactive supervisee (Newman, 2020).

For both doctoral- and specialist-level trainees, it is during the initial field-work or practicum experience that the supervisee is first learning the meaning of clinical supervision including what to expect from a supervisor and qualities of an effective supervisee. This can be supported through readings on effective supervision (e.g., Guiney, 2019; Joyce-Beaulieu & Rossen, 2016; Newman, 2020) and direct attention to the supervisee characteristics necessary for productive field experiences beginning with the practicum. In addition, it is beginning with these initial supervisory experiences that the supervisory process should be explicit and transparent with sufficient opportunities to process the supervisory relationship and its methods. This transparency and opportunities to process the supervisory relationship should occur throughout the trainees' supervised practicum and internship experiences.

Readings and practicum experiences can be supplemented with meetings and seminars that prepare students for field training and should include information on what to expect from supervision and what behaviors and attitudes enhance the learning experience for the supervisee. As required by APA and NASP and consistent with ASPPB supervision guidelines, university programs should also require a written supervision contract that delineates roles, responsibilities, and expectations for field-based training. An example contract used by a university program is provided in Appendix 16A. The topic of contracting was discussed in depth in Chapter 7. Routine formative feedback and summative evaluation throughout graduate education prepare the supervisee for this dynamic process in supervision and assist in the delineation of individualized training goals for field experiences. Finally, coursework that accompanies initial field experiences such as an introduction to school psychology seminar can introduce supervisory best practices.

Graduate Coursework in Clinical Supervision

Due to the number of required courses based on NASP *Standards for Graduate Preparation of School Psychologists* (2020a), there is little room for additional courses at the specialist level of school psychology training. Therefore, it is typically the case that only doctoral trainees receive graduate coursework, and some receive supervised practice in clinical supervision pre-internship. All APA-accredited internship programs must provide supervised practice in delivering supervision. At the specialist level of training, it would be beneficial for graduate programs to incorporate sufficient training in effective supervision into the courses that support practica and to offer a workshop on clinical

supervision to all students in advance of their internship. In addition to specialist programs incorporating content related to best practices in supervision within field-based course work, each training year could start with a workshop for students outlining best practices in supervision from both supervisor and supervisee perspectives. Similarly, a beginning of the school term orientation to supervision can be offered to supervisors (even online) to orient them to the university's conceptualization of best practices in supervision and what is expected of supervisors. There is a dual purpose to this training of making supervisees more likely to be proactive and effective in their utilization of their supervision.

The authors' university programs begin training in supervision skills within courses supporting practicum and internship experiences. Students are exposed to contemporary best practices in supervision delineated within the Developmental, Ecological, Problem-solving (DEP) framework. Particular attention focuses on the characteristics of proactive supervisees. Classwork not only outlines what field work students can and should expect within supervision, but also specifies supervisee behaviors that contribute to an optimum supervisory relationship and field experience. To support supervisory relationships, universities offer workshops for supervisors, reinforce best practices in consultation opportunities with supervisors, and apply DEP principles in progress review meetings with students and supervisors at field sites.

We will describe recommended elements of graduate courses which can be condensed as necessary into a workshop format. Typically, this coursework and supervised practice in supervision would occur pre-internship in the later course requirements in the doctoral program. The typical graduate course in supervision follows a sequence of topics similar to what was presented in this text including: (a) identification of roles and responsibilities; (b) review of literature on characteristics of effective supervisory relationships; (c) presentation of a comprehensive model of supervision consistent with best practice in the field, such as the DEP approach; (d) techniques of multimethod supervision; (e) skills for effective feedback and evaluation; (f) essential tools for recordkeeping, accountability, and risk management; (g) legal and ethical issues relevant to supervision; (h) competency in diversity and culturally responsive practices relevant to supervision; and (i) delineation of a developmental framework for mastering core problem-solving with supervisory input. Newman, Hazel et al. (2021) conducted a survey of course instructors and a qualitative analysis of supervision course syllabi taught in APA-accredited school psychology programs. This study focused on instructor characteristics, course topics, instructional methods, and topic alignment with APA supervision competency domains.

Within graduate programs in school psychology, there can be a ladder of experience levels (referred to as hierarchical supervision) wherein more experienced students have some opportunity to supervise aspects of the field experience of less experienced students under close metasupervision. This can be

built into a graduate course in supervision (see syllabus in Appendix 16B) or be offered as an advanced practicum.

This hierarchical model of supervision can be extended to provide metasupervision of supervisory experiences for early career psychologists who initially should be exposed to supervision in the role of a “collaborating rather than primary” supervisor for an intern and who may then by their third year in many school settings become a primary supervisor.

Capstone Internship

During the later stages of the capstone internship and consistent with APA doctoral internship accreditation standards, supervisees should be afforded opportunities to engage in supervision under vigilant metasupervision. During internship, interns may supervise some activities of practicum students, monitor implementation of programming by paraprofessionals, or supervise teaching faculty in implementation of new programming (e.g., Social Emotional Learning (SEL) curriculum). Routine processing of the supervisory relationship during internship also helps to prepare the intern for an eventual role as a supervisor.

Early Career

Early career psychologists should continue to receive weekly clinical supervision for the first 2 years of professional employment. This was discussed in more depth in Chapter 15. One component of this supervision should be focused on preparation for eventual assumption of supervisory roles. Sample activities can include collaborating with a primary supervisor on specific cases of their preservice supervisees. When early career psychologists become primary supervisors, they can be supported through collegial metasupervision support groups as described in Chapter 14.

Supervision Training for Veteran School Psychologists

In the sections above we discussed a vision for training new supervisors beginning with a structured sequence from the beginning of graduate school through their early career; however, this does *not* address the reality that most practitioners and active supervisors have received little to minimal training in effective supervision (and may not even think they require it). In this section, we address training veteran school psychologists and active supervisors to be effective clinical supervisors as part of their continuing professional development. To illustrate a broad range of potential training initiatives, we will share examples from within our home state of Illinois and then suggest some additional training and support activities to address this critical need. These various approaches were designed to address three areas: (a) the need for a clear

description of supervisory activities that matched contemporary best practices; (b) the availability of multifaceted opportunities to engage veteran supervisors in training; and (c) the creation of substantive supports to entice and then recognize participation in professional development.

In Illinois a group of university school psychology educators recognized the need to provide a comprehensive model for professional development for veteran school psychologists who were either interested in assuming a supervisory role or were already active supervisors. These school psychology faculty teamed with our state school psychology organization, the Illinois School Psychologists Association (ISPA), to initiate a state-wide professional development program in supervision. This collaboration resulted in the ISPA Supervisor Credential which was described in more detail in Chapter 14. In addition, some individual universities conducted training sessions for fieldwork supervisors of their students. Another example of a comprehensive program for professional development in supervision in our state has been conducted by the Illinois School Psychology Internship Consortium (ISPIC), a state-wide APA-accredited doctoral-level internship program. We feel that elements of many of these strategies can be generalized to other states that wish to either increase the pool of trained supervisors and/or improve the effectiveness of those currently providing supervision. We will now describe the specifics of these initiatives.

Adoption of a Single Supervision Model for Professional Development

For purposes of our state-wide initiative for providing continuing professional development in effective supervisory practices, we have adopted the Developmental, Ecological, Problem-solving (DEP) model explicated in previous chapters. We adopted this supervision model as it is school psychology-specific, defines a common core of effective supervisory practices that is task-specific, and identifies supervisory competencies with behavioral markers consistent with competency-based training initiatives. The DEP model emphasizes the need to provide transparency to demystify the supervisory process, articulates content that can serve as a basis for a supervision contract, and facilitates routine processing of the supervisory relationship. The adoption of the DEP school psychology-specific supervision model also provides a common language and framework for our regional and state-wide supervisor education initiatives, can serve as content for university coursework for graduate students for their future roles in supervision, and emphasizes training in supervision competency as a last-stage goal of internship training.

The adoption of the DEP model allows for a common set of effective supervisory practices or standards throughout the state. To monitor implementation integrity, the DEP Self-reflection and Supervisor Feedback Survey (DEP-SSFS) (discussed in more detail in Chapter 14) can be completed from both the

supervisor and supervisee perspectives. This survey assesses the DEP behavioral markers for best practice in supervision. It is understood that best practices will continue to evolve over time and must be revised as necessary.

Supervision Manual

A manual outlining best practices in supervision that is endorsed by the state board of education, field sites represented by the state school psychology professional organization, and in-state university programs can help promote effective supervisory practices. This manual can outline the practices consistent with the state-wide supervision model and summarize best practices. The manual would include a sample supervision contract and sample forms for planning and recordkeeping. It would address the timing, character, and format for feedback and evaluation including outlining preferred practices for university and field site collaboration to address supervisee problems of professional competency. The requirement for multimethod supervision would be delineated. Any state-specific requirements regarding internship and postdoctoral training would be specified.

State-wide and University-based Workshops on Supervision

Training workshops that foster the implementation of best practices and reflective supervision can be designed specifically for school psychologists who are supervising interns and/or practicum students for the first time and for experienced supervisors. In addition to the ISPA Supervisor Credential Program described in Chapter 14, in Illinois we offer beginning and advanced supervision seminars at an annual state-wide intern/intern supervisor conference.

The state-wide intern/intern supervisor annual conference is the result of the collaborative effort of the Directors of University School Psychology Programs (DUSPP [Illinois]). Interns are required to attend this annual conference by their university programs; this requirement is written into the internship contract signed by both the district and university. Intern supervisors are strongly encouraged to attend this annual conference with their interns.

Programming includes a keynote and hour-long sessions for interns only (e.g., *Making the Most of Supervision*), supervisors only (e.g., *Navigating the First Year of Supervision*), and joint sessions (e.g., *Giving and Receiving Feedback*). Over the past 23 years over 2,000 interns and over 1,000 supervisors have participated (see Kelly et al., 2002 for a full description of this conference including outcome data).

As discussed earlier, university faculty have also offered training for practicum and intern supervisors of their graduate students. Since face-to-face meetings are a challenge to schedule for busy school-based practitioners, online

webinars can also be offered to ensure that those who are not able to attend state or regional workshops can have access to this training.

The breakout sessions provided as part of the annual intern/intern supervisor conference, the onsite or online webinars provided by university faculty for supervisors of their own students, as well as the ISPA Supervisor Credential training program provides supervisors with NASP and state-level approved Continuing Education Units. Some states (e.g., Montana) have provided stipends for participating supervisors in such intensive trainings (Machek & Rader, 2016).

ISPIC's Model Program for Supervisor Training and Support

The Illinois School Psychology Internship Consortium (ISPIC) is an APA-accredited school psychology doctoral-level internship consortium program. We discuss ISPIC in this chapter in detail as it has served as an important laboratory for development of the DEP model. ISPIC has adopted the DEP supervision model for all of its supervisors, has prioritized fostering a dialogue on effective supervision as well as on supervisor professional development, has incorporated training in supervisor competencies into the internship year, and has been successful in preparing the next generation of doctoral-level field supervisors.

ISPIC has made a commitment to provide a quality supervisory experience for each of its interns. Consistent with this commitment, ISPIC has focused on: (a) fostering productive supervisory relationships; (b) the development and application of a supervision model and training activities that address the multidimensional service requirements specific to school psychology; (c) the development of competencies for interns *and* for supervisors; (d) training for empirically supported practice impacting individuals and systems; and (e) preparing interns to become leaders and supervisors.

The primary intern supervisors represent those licensed for independent practice or dually licensed for independent practice and school-based practice. Collaborating supervisors include specialist-level school psychologists supervising interns in school-based sites. The comprehensive training and support program developed for ISPIC supervisors includes several components. The training for all new and experienced ISPIC primary and collaborating supervisors includes an annual August orientation. Interns participate in the morning session along with their supervisors.

The agenda for the annual August training includes a review of the ISPIC mission and fundamental principles of effective supervision including the DEP framework and behavioral markers. Structured training activities engage supervisors and interns in directed conversations about their supervisory relationship. These directed conversations center around such topics as expectations, various structural and organizational methods to support training such as the

supervision contract and supervisory session planners, intern goals, cultural factors relevant to the site and the supervisory relationship, evaluation experiences, methods of supervision, and targeted training activities. Each year at this August orientation a special topic is addressed that represented a theme that had emerged from the prior year's metasupervision as an area of concern or one in need of further professional development related to supervision practice. Examples from recent orientations have included self-care, building organizational consultation activities into the internship plan, addressing diversity factors, examples of social justice advocacy activities that can be included as part of the internship, and strategies to facilitate obtaining intern feedback regarding the supervisory relationship. At the end of each August training session, supervisors identify annual personal professional development goals for themselves as supervisors. Opportunities for supervisors to monitor their progress toward achieving these goals occur during follow-up group metasupervision conferences.

As part of the ongoing support component of the program quarterly metasupervision meetings are held each year. As discussed in Chapter 14, metasupervision groups are collegial support groups for sharing experiences (both successes and challenges), discussing issues, and engaging in supportive and collaborative problem-solving. In keeping with the developmental perspective of the DEP model, facilitators promote reflection on key issues that emerge at each stage of the internship.

In addition to the metasupervision groups that are offered quarterly, a variety of consultation resources are available to ISPIC supervisors and the ISPIC director. These consultation resources include year-long availability of problem-solving consultation for individual ISPIC supervisors, and the offering of periodic special topic metasupervision sessions such as interviewing intern candidates and dealing with problematic intern behaviors. Consultation is also available to the ISPIC director related to the development of trainee remediation plans and managing professional competence problems.

ISPIC includes supervision competence as a training goal. All interns are required to engage in some form of supervision under close metasupervision to begin to prepare them for their future role as supervisors. This is consistent with the doctoral-level consortium's broader goal of leadership training and meets APA standards for accredited internships.

The outcomes of these various training and ongoing support efforts related to supervision have been very gratifying. To date, over 300 interns have graduated from ISPIC with more than 50 supervisors participating in this comprehensive training and support program. Many ISPIC graduates are now clinical supervisors applying the DEP model. Many of these new supervisors have settled in less populated areas of Illinois that now have an influx of dually licensed practitioners. A number of ISPIC graduates have also accepted positions in higher education as university educators, and they enter these positions

with advanced supervisory competencies to facilitate the learning of preservice school psychology students.

For the past 20 years, ISPIC has systematically collected data from a variety of sources including intern narratives, summative supervisor evaluation forms, intern exit interviews, and the DEP-SSFS. Summarizing these data, the overall rating of supervisors by supervisees is consistently overwhelmingly positive. Particularly noteworthy are the higher ratings in areas related to accountability, establishing trust, fostering developmentally appropriate autonomy, and encouragement of intern self-awareness and self-reflection skills. All critical aspects of supervisory practice that are consistent with current understandings of best practice are rated uniformly high across all practices. It is noteworthy that over a 10-year span, there has been a continuing rise in positive ratings. This data collection has been designed for self-monitoring and quality control purposes; but it would be beneficial to be formalized into a research protocol regarding supervision practices.

Create an Endorsement Process at the State Level

An endorsement process could be developed for which supervisors can earn an endorsement on their school psychology licenses for completion of a core course on effective school psychology supervision. Best practice would suggest that participating in metasupervision should also be required for this endorsement. Although a number of states have supervisory endorsements on their school psychology credential, many do not require a specific course in clinical supervision of school psychologists; but rather the required course focuses on supervising student teachers. This precedent can be a foundation for specifying endorsements for clinical supervision within school psychology. The ISPA Supervisor Credential described in Chapter 14 represents an alternative to a state-level endorsement through the state board of education.

Although an honor and not a credential or certificate, NASP and its Graduate Education Committee have created a program for recognizing field-based internship supervisors. This award recognizes supervisors who consistently demonstrate best practices in supervision and mentoring consistent with NASP's (2014c) *Best Practice Guidelines for School Psychology Internships*. Each professional selected for the recognition is designated as a NASP-Recognized Model School Psychology Intern Supervisor. Intern supervisors are nominated by university programs and require endorsements from two recent interns who have received supervision from the nominee and a colleague at their place of employment. Selected supervisors receive a certificate which has no expiration date, and the recognition is publicized on the NASP website and in the *Communiqué*. More information about this recognition system for providing effective intern supervision can be found at the NASP website (nasponline.org). Since this recognition was initiated in 2015, 45 Model School Psychology Intern Supervisors have received this honor.

Metasupervision Groups

Metasupervision groups conducted through audio and/or video conferencing can be offered throughout the state facilitated by trained veteran supervisors or organized by university faculty. As referenced as part of the comprehensive training and ongoing support program available for ISPIC supervisors, metasupervision groups are collegial support groups for sharing supervisory experiences, issues, and concerns, and engaging in supportive and collaborative problem-solving. In keeping with a developmental perspective, facilitators promote reflection on key issues that emerge at each stage of the practicum, internship, or supervisory relationship. Outcomes of these metasupervision groups include creating a culture that supports the personal professional growth of supervisors, modeling collegial consultation for supervisees as essential for professional sustenance, enhancing an understanding of best practices for supervision, and fostering a network of professional support. Participation in these metasupervision groups can earn continuing education credits. Creating metasupervision groups and other forms of collegial support was discussed in more detail in Chapter 14.

Other Initiatives/Strategies to Enhance the Effectiveness of School Psychology Supervision

A number of other initiatives or strategies can be offered to enhance the effectiveness of school psychology supervision at all levels of practice. State school psychology organizations should lobby for increased administrative supervision for psychologists by psychologists, particularly in relation to personnel evaluation, and for formal clinical supervision and mentoring programs for early career psychologists. Efforts should be initiated to further identify specific school psychology supervision competencies and necessary training supports to facilitate the implementation of best practice standards for supervision including delineating and operationalizing structures and process procedures (i.e., written contracts, frequency of one-on-one supervision, multimethod supervision, and so forth) that are considered best practice for clinical supervision (ASPPB, 2018). Delineating and operationalizing supervisor competencies, including skills, practices, and so forth, similar to the competency benchmarks being developed for other areas of school psychology practice can also enhance the effectiveness of supervision for school psychologists. In this effort, attention should be focused to ensure that “value-added” school psychology supervisory competencies are clearly described in behavioral terms. There exists a need for research to continue to refine best practices in supervision, and this will be addressed in Chapter 17.

Summary

This chapter focuses on training supervisors at the preservice, early career, and veteran stages. Although APA requires supervision as a required doctoral competency and domain of training, NASP does not yet at the specialist degree level, but only highlights the need for professional development in supervision competencies for all those who supervise school psychologists at any level. Coursework in supervision is more easily built into doctoral-level training where the years of training are expanded; but graduate programs need to incorporate some initial training in supervision for specialist-level students as well since most supervisors of school psychology graduate students function at the specialist level. There are various junctures in the sequence of graduate preparation that supervision training can occur including initial fieldwork and practicum placements, specific graduate coursework, and during the capstone internship experience. Training can also occur during the first 2 years of professional employment. Training in effective supervisory practices for veteran school psychologists can be through continuing professional development (CPD). These efforts should begin with adopting a common school psychology-specific supervision model to drive all state-wide professional development activities. Various methods of delivering this training can include: (a) creating a supervision manual; (b) offering introductory and more advanced workshops at professional conferences; (c) affiliating with an established internship consortium or state-wide network offering a comprehensive training and support program for their supervisors; (d) hosting state-wide metasupervision groups; (e) creating a supervisory credential either through the state board of education or a professional organization; (f) recognition for effective supervisors; and (g) identifying, operationalizing, and publicizing supervisory competencies, effective structures, methods, supports; and (h) promoting the need for school psychologists to receive clinical and administrative supervision from someone trained in school psychology.

Appendix 16A: Sample Specialist-Level Internship Agreement between University, Field Site, Supervisor, and Supervisee

Name of School System/Agency _____

has agreed to accept

Name of Specialist Intern _____

as an intern for the XXXX-XX academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on August _____, XXXX and continue through June _____, XXXX. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS:** The intern is appointed on a full-time basis for 1 year. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.
3. **LOCATION:** The internship will be performed at the following location(s): If the intern's primary placement is in a high school, they will spend a minimum of 20 days in an elementary setting. If the primary placement is in an elementary setting, they will spend 20 days in a high school setting.

Name of School District: _____

Address: _____

4. **PLAN:** Internship activities shall be determined by a written plan developed by _____ University. It is expected the plan will be consistent with the guidelines and objectives as contained in the training standards promulgated by the National Association of School Psychologists (NASP, 2020) internship criteria.
5. **COMPENSATION:** The intern is provided a salary commensurate with their level of training, experience, and period of appointment. The intern will be paid in the amount of \$_____ for the term of the internship. Any work-related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.
6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in-state, regional-, and national-level meetings for school psychologists. Expense reimbursement should be consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

The intern will be expected to attend the following conferences, seminars, and/or in-service training program(s) and be reimbursed consistent with policies for other school psychology staff:

Intern/intern Supervision Workshop

Illinois School Psychologists Association (ISPA) Annual Conference

_____ University Internship Classes

National Association of School Psychologists (optional conference, but provided release Time if requested)

7. **WORK ENVIRONMENT:** Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.
8. **SUPERVISION:** The cooperating practitioner must hold a valid credential as a school psychologist. Full-time employment at the internship setting for at least 1 year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

Name of School Psychology Supervisor	Certification Number and State
--------------------------------------	--------------------------------

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern.

9. **TRAINING COMMITMENT:** The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which they were appointed.
10. **PURPOSES, GOALS, AND OBJECTIVE OF CLINICAL SUPERVISION:**
 - a To monitor and ensure welfare of clients seen by supervisee
 - b To structure the activities of the supervisee to ensure they provide competent services
 - c To ensure that the unlicensed provider functions within their level of competence
 - d To facilitate the intern's personal and professional development
 - e To promote accountability
 - f To fulfill academic requirements for supervisee's internship

11. CONTEXT OF SERVICES

- a Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
- b A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
- c Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.
- d The supervisor will follow the Developmental, Ecological, Problem-solving (DEP) model of a supervision model designed for school psychology (Simon & Swerdlik, 2023). This developmental approach is committed to supporting the supervisee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry-level professional. It requires multimethod supervision which includes direct or recorded observations of intern performance and routine formative feedback to support skill development. DEP's ecological perspective addresses the contextual, systemic, and ecological factors impacting clients and the professional development of the intern. Problem-solving in supervision integrates both developmental and ecological factors into all prevention, assessment, intervention, and consultation activities. DEP problem-solving utilizes data-based decision-making to engage in evidence-based practices that are adapted to the unique circumstances of each professional activity.

12. DUTIES AND RESPONSIBILITIES OF SUPERVISORS AND SUPERVISEES

Your clinical supervisor is legally and ethically responsible for the services provided by the supervisee and the manner in which they conduct themselves. It is therefore the supervisee's responsibility to keep their supervisor well informed as to their activities. Openness with and trust in the supervisor will enhance their experience of supervision and their professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk-for-harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor's role to do the following:

- a Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b Conduct formative and summative evaluation/assessment of intern progress. To enhance intern growth and legitimize accuracy of intern progress

evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is their responsibility to request it from the supervisor.

- c Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving within a best practices framework, fostering the adaptation and implementation of evidence-based practices.
- e Identify supervisee's personal and/or professional blind spots.
- f Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g Present and model appropriate directives.
- h Intervene if client welfare is at risk.
- i Ensure that ethical guidelines of the National Association of School Psychologists (NASP, 2020) are upheld.
- j Conduct activities in accordance with the School District and University policies.
- k Sign off on all client documentation including psychological reports.
- l Maintain weekly supervision notes.

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the intern's role as supervisee to do the following:

- a Be punctual, both at sessions with clients as well as at supervision. In the event that the supervisee is delayed for or unable to attend a supervision session, it is their responsibility to notify their supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time, and a supervision session will only be canceled upon the mutual agreement of the both the supervisee and supervisor.

- b Be prepared, both for sessions with clients as well as for supervision. Supervisees are expected to have client notes, protocols, and recordings ready to review and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed a “Supervision Session Planner” for each session with the student, parent, educator, or other client to discuss in supervision and will have “scored” all formal psychological tests administered.
- c Will provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor).
- d Request additional assistance and supervision time if the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session.
- e Share with the supervisor learning goals for the internship experience. This will require self-reflection and self-evaluation regarding their current level of clinical skills.
- f Be receptive to guidance and instruction from their supervisor, that is, be attentive to feedback and suggestions from the supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by the supervisor.
- g Inform their supervisor of any difficulties in delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
- h Be open to feedback from others and monitor any tendency you may have toward defensiveness. As a working relationship is established with their supervisor, supervisees should become increasingly able to share issues and concerns that impact their clinical work.
- i Engage in evidence-based practice guided by consultation with their supervisor and after review of evidence-based literature. Formulate client case conceptualizations for all clinical work from this perspective consulting with the supervisor to adapt daily psychology practice to the unique circumstances of every client.
- j Do not engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern’s responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.

- k Inform parents/guardians of all clients of the supervised nature of work and of the ultimate professional responsibility of the supervisor.
- l Ensure that all evaluative letters and reports concerning clients are co-signed by their clinical supervisor before they are sent out to parents, educators, or other approved third parties, (i.e., private practitioners, governmental agencies, etc.). When required, assume responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client's file before presenting the letter/report to the supervisor for signature.
- m Review prior to implementation all assessment and intervention plans with the supervisor to determine appropriateness and monitor for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, (i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.).
- n Keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk-taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. The intern will notify their supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify the supervisor immediately if any summons to testify are received or if told that a subpoena to testify is forthcoming. The intern will not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. The intern will not communicate confidential information or identify clients in e-mail communications other than in drafts of reports and intervention plans that are specifically noted to be drafts and properly encrypted.
- o Seek supervision whenever uncertain about a situation. Make every attempt to reach their clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. While the supervisee may also consult informally with more experienced clinicians on staff, their clinical supervisor must be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____ at their office at _____, at home at _____, or by cell at _____. If unable to reach their supervisor, contact another

psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

- p Implement supervisory directives in subsequent psychological activities.
- q Uphold ethical NASP principles in all client-related activities.
- r Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor with enough time for review and editing prior to meetings.
- s Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Signatures:

_____	_____
Intern	Date
_____	_____
Supervisor	Date
_____	_____
University Supervisor (or Designee)	Date
_____	_____
School District Administrator (or Designee)	Date

****NOTE:** the goals, methods, and processes of supervision and a complete delineation of the roles and responsibilities of the supervisor and supervisee will be spelled out in the **Clinical Supervision Contract** between the supervisor and supervisee separate from this agreement.

(Adapted from training agreements utilized by Illinois State University and Loyola University of Chicago.)

Appendix 16B: Sample Syllabus for Seminar and Practicum in Supervision

Seminar and Practicum in Supervision of School Psychological Services

Psychology 536
Spring 2021

Instructor: Dr. Mark E. Swerdlik

Office: 424 Degarmo Hall

Cell Phone: _____ (preferred over office phone)

E-mail: meswerd@ilstu.edu

Office hours: When available in Degarmo Hall 424 or by appointment

Class Meeting Day/Time: Wednesdays, 2:00–4:50 PM.

Any student in need of a special accommodation should contact 438-5853 (voice) or 438-8620 (TDD).

Description of Course and Instructional Strategies:

The goal of this course is to prepare school psychologists, as competent scientist-practitioners, to supervise colleagues at various stages of their professional development. The course will also address issues related to administering school psychological services (creating a mission/vision for a school psychological services unit, recruiting and selecting staff, accountability, staff development). After completing this course, students will be able to articulate research questions to investigate the supervisory process. During this seminar, theoretical, empirical, and practical aspects of the supervision process and administration of school psychological services will be considered.

This doctoral-level class is taught as a seminar. In other words, the primary instructional approach will not be lecture, but rather our seminar will be discussion oriented and participative. It is, therefore, imperative that you prepare for and participate in class. Class activities will be structured, and evaluation methods will be consistent with this instructional approach. I want to hear your reactions to course content and the small class size coupled with your advanced standing should accommodate all students feeling comfortable sharing their reactions. Attendance at all class sessions is expected.

A number of experienced supervisors will be invited to class as guest speakers. They will be asked to share the following: (1) The work settings in which they have provided supervision. (2) What they enjoy most and find most challenging about supervision. (3) Their philosophy of supervision. (4) What model(s) of supervision they have adopted and how they arrived at this model? (5) How they apply this model with their supervisees? (6) What they have found to be the most pressing ethical issue(s) in the supervisory relationship? (7) If any crisis situations presented in supervision and how they have handled them?

It is also expected that class members will prepare questions for guest speakers to further explore our guest speaker's supervision philosophy and how they would handle particular situations/issues based on class readings and class member's own experiences as supervisors in the practicum component of this course. When scheduled, discussions with guest speakers will typically last for 30–45 minutes beginning at 3:30 (or in some cases at the beginning or end of class).

As a further effort to address both clinical supervision and administration of school psychological services issues and provide you with different models/experiences of supervisory/administrative practices and the challenges of the role, you will be assigned a cyber mentor who is an experienced administrator of school psychological services (see #8 below for more detailed information).

Discussion of legal–ethical issues impacting supervision will be discussed throughout the course through readings, the use of vignettes, and discussions with guest supervisors.

Doctoral Program Course Aims/Competencies Addressed in Psychology 536

Discipline-Specific Knowledge

Aim I: To prepare competent entry-level school psychologists who possess foundational and integrated knowledge across the basic areas of the discipline of psychology, which they will demonstrate by using basic psychological principles to understand and explain human behavior.

Competencies:

Demonstrate the ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology

Profession-Wide Competencies:

Aim II: To educate school psychologists with the necessary profession-wide entry-level competencies to deliver effective psychological health services to children, adolescents, and families. These services include assessment, intervention, consultation, prevention, and clinical and administrative supervision. The competencies in these areas are exhibited in settings chosen by the graduate, which may include schools, hospitals, university-based clinics, mental health settings, or independent practice.

Competencies:

Supervision

Intervention

Ethical & Legal Standards

Individual & Cultural Diversity

Professional Values, Attitudes, and Behaviors
 Communication and Interpersonal Skills
 Consultation & Inter-professional Interdisciplinary Skills

For a full description of Aims and Competencies, please refer to this webpage <<https://psychology.illinoisstate.edu/graduate/schoolPsych/doctoratePsych/#tabs-accord2>> and the 2020–2021 doctoral handbook tab <<https://psychology.illinoisstate.edu/graduate/schoolPsych/doctoratePsych/#tabs-accord7>>

Additional objectives for Psychology 536:

1. Each student will acquire a working knowledge of the Developmental, Ecological, Problem-solving (DEP) model of supervision (Simon & Swerdlik, 2017) with selected components of the Systems Approach to Supervision (SAS) (Holloway, 2016) model of supervision.
2. Each student will acquire knowledge of issues and effective strategies related to the administration of school psychological services.
3. Each student will be able to articulate aspects of the DEP (and relevant components of the SAS) supervision models that they would find most useful in the supervision process of school psychologists at various stages of their professional development.
4. Each student will become familiar with legal–ethical issues related to the administration of school psychological services and clinical supervision.
5. Each student will become familiar with diversity and multicultural issues impacting the supervision process.
6. Each student will be able to articulate their own philosophy of clinical supervision and school psychological services.
7. Each student will develop an awareness of the importance of accountability/evaluation procedures and of a continuing professional development plan for an administrative unit of school psychological services.
8. Through the practicum component of this course, each student will demonstrate an understanding of and the ability to effectively provide clinical supervision to first-year school psychology fieldwork students.
9. Although a practicum component related exclusively to the administration of school psychological services is not possible to arrange as part of this course, class projects will allow students to demonstrate their ability to integrate and apply relevant literature to effectively administer a school psychological services unit.

Texts/Readings:

PRIMARY TEXT:

Simon, D.J., & Swerdlik, M.E. (2017). *Supervision in school psychology: The Developmental-Ecological-Problem-solving model (DEP)*. Routledge.

SELECTED CHAPTERS FROM:

- Corey, C., Haynes, R., & Moulton, P., and Muratori, M. (2021). *Clinical supervision in the helping professions: A practical guide (3rd edition)*. Alexandria, VA: American Counseling Association.
- Harvey, V.S., & Struzziero, J. (2008). *Professional development and supervision of school psychologists: From intern to expert*. Corwin Press.
- Holloway, E.L. (2016). *Supervision essentials for a systems approach to supervision*. Washington, DC: American Psychological Association.

PLEASE BRING YOUR TEXTBOOKS AND READINGS (WITH ASSIGNED CHAPTERS OR INSTRUCTOR PROVIDED READINGS) TO CLASS TO FACILITATE DISCUSSION OF UNCLEAR TERMS OR CONCEPTS.

Requirements:

1. *Class Participation.*

Regular attendance, completion of all assigned readings and class exercises, and participation in seminar discussions is expected. (100 points)

2. *Reaction Papers.*

As noted above, it is imperative for all students to prepare for and participate in class. Consistent with this expectation, students will prepare reaction papers on assigned readings and append other weekly assignments. The reaction papers are also used to guide your participation in our structured discussion groups, which will occur each week and will be based on the assigned readings and assignments for the week.

Weekly reaction papers **must** consist of the following four sections:

- I *Definition of terms:* List all terms that need clarification.
- II *Main Points/Questions:* List what you perceive as several main points of each reading and questions covering ALL of the readings. These questions should relate to aspects of the readings that are unclear to you and what you would like clarified during the class discussion. The questions are important, as they will guide our class discussions.
- III *Integration:* Integrate the information presented in the readings to what you have studied in other undergraduate or graduate courses, with your life-experiences related to supervision in psychologically related or other positions you have held in your lifetime; to your own experiences being supervised as a graduate student in this program; your own current experiences supervising first-year graduate students this semester; and, if applicable, other previous or current roles you have had as a clinical supervisor (e.g., at TAP or Head Start).

IV *Application*: How will you use the information presented in the readings with your own supervisees this semester, in your role as a supervisee in other practica, in your professional life (i.e., as a school psychologist supervisor and/or administrator in the future) or in your personal life.

(25 points each) Papers should be a maximum of three to four pages and will be graded according to the degree to which you identify common themes in the readings, integrate the readings with prior readings from your graduate (and/or undergraduate) coursework, your personal experiences as a supervisor or supervisee, and application of the content specifically to your supervision work. **You must complete all reaction papers but can “drop” your lowest grade at the end of the semester.** If absent from a class due to illness, you can still earn credit for your reaction paper by informing the instructor and completing it.

PLEASE BRING A HARD COPY OF YOUR REACTION PAPER TO CLASS EACH WEEK (OR YOUR LAPTOP TO ACCESS YOUR REACTION PAPER PREPARED FOR THAT SESSION OR HAVE AVAILABLE TO ACCESS DURING CLASS VIA ZOOM) SO YOU CAN REFER TO IT DURING OUR CLASS DISCUSSION. HOWEVER, BY 2:00 PM OF THE SAME DAY OF OUR CLASS PLEASE ALSO E-MAIL YOUR REACTION PAPER, SUPERVISION NOTES, AND HOURLY LOGS (SEE SAMPLES AT END OF THIS SYLLABUS – SUPERVISION NOTES: OUTLINE ON pp. 20–21 and completed sample pp. 22–23; SAMPLE REFLECTION LOG ON pp. 26–27), AND HOURLY LOG (SEE #4 BELOW AND SEE SAMPLE AT END OF THIS SYLLABUS p. 29) TO THE INSTRUCTOR AT meswerd@ilstu.edu AS A WORD DOCUMENT. THIS WILL ALLOW THE INSTRUCTOR TO USE “TRACK CHANGES” TO PROVIDE YOU WITH FEEDBACK ON BOTH YOUR REACTION PAPER, SELF-REFLECTION LOG AND SUPERVISION NOTES EACH WEEK. PLEASE PLACE BOTH YOUR REACTION PAPER, SUPERVISION NOTES, HOURLY LOG, AND SELF-REFLECTION LOG IN THE SAME WORD DOCUMENT. PLEASE NOTE THE LENGTH OF THE SELF-REFLECTION AND SUPERVISION NOTES AND HOURLY LOG DOES NOT COUNT IN THE 3–4 PAGE LIMIT OF THE WEEKLY REACTION PAPER.

3. A self-reflection journal of your weekly supervisory activities and development as a supervisor will be required. The weekly journal should document your supervision activities (i.e., the number of hours of your supervision activities per week and the nature of those activities), and include a discussion of issues, strengths, problems related to your work as a supervisor of first-year graduate students this semester and should serve as a vehicle for you to reflect on your own development as a supervisor.

The weekly self-reflection entry log should be appended to your weekly reaction paper but as noted above is not included as part of your 3–4-page weekly reaction paper page guideline. PLEASE SEE SAMPLE SELF-REFLECTION JOURNAL ENTRY AT END OF THIS SYLLABUS pp. 26–27.

4. Development of an evaluation form/instrument for your clinical supervision (50 points) reflecting characteristics of effective supervision you have learned in this course and your own supervision philosophy. You should also include a section appended to your form/instrument that addresses how this instrument reflects your personal supervision philosophy. This task is meant to be completed individually and not part of any group project. **Due: May 5th as part of your portfolio.**
5. *Practicum Experience.*

Each doctoral student will be required to supervise two to three first-year school psychology fieldwork students with exact days and times of supervision meeting will be mutually agreed upon between you and your supervisees. You are responsible for supervising their public school field placement work.

You must meet weekly with each of your school psychology supervisees for approximately one hour. You are responsible, in consultation with the instructor, for monitoring your supervisee's progress in their public school field placements through your individual meetings and collecting, reading, and approving your supervisee's weekly logs, including both EXCEL (for SSP & Ph.D. students) logs and observation logs (similar to what they did last semester). Observation logs should be submitted to you in advance of your individual meetings, and you must provide your comments/questions either using "track changes" or by hand directly on the hard copy of the submitted observation log. SEE OUTLINE OF SUPERVISEE OBSERVATION LOG ON p. 24 and Sample Hourly log on p. 29 of this syllabus. Your supervisees should also complete a weekly supervision session planner (see outline on p. 25 of this syllabus) and turn it in to you at least 24 hours prior to your supervision session.

You are also responsible for preparing weekly supervision progress notes (see format and sample at the end of this syllabus), which are to be typed and attached to your weekly reaction paper (also not part of the three to four-page reaction paper guideline) to be reviewed by the instructor. You will also complete a final evaluation of each of your supervisees and provide input into their final grade in Psychology 498.05, First-Year Fieldwork in School Psychology.

Your grade for this practicum component of the course will be determined by the instructor based on evaluations of your supervision by your supervisees and audio recordings/transcripts of your supervisory sessions (to be discussed further in class). You will be required to audio record your

supervision sessions each week and bring to class the audio file on your computer or phone to discuss during metasupervision (For Zoom you are required to record each of your Zoom supervision sessions and place in the one-drive for this course). IF YOU MEET IN PERSON, PLEASE TEST OUT THE PLACEMENT OF THE RECORDER TO BE SURE IT IS ADEQUATELY RECORDING BOTH YOU AND YOUR SUPERVISEE. The instructor will be providing weekly group and individual (as-needed) metasupervision. (150 points)

6. *Cyber Mentors.*

Each student will be assigned an experienced school psychology supervisor/administrator who will be their mentor for the semester and with whom they will communicate weekly via e-mail (see list of assigned cyber mentors later in this syllabus). You are expected to communicate with your mentor weekly related to questions/issues raised in your assigned readings, class discussion including any group-determined common questions that we want all of our cyber mentors to respond to, and issues/questions related to your own supervisees. Embed your e-mail correspondence (including your mentors' responses if available when you submit your reaction paper) to your weekly reaction papers (this cyber mentor correspondence also does not count toward the 3–4 page reaction paper page limit). Class discussion will incorporate reactions of your cyber mentor to the issues/questions you have raised. You are asked to formally set goals for the semester with your cyber mentor so that we may have a measure of the effectiveness of this particular type of support system. This would also allow our mentors to give both formative and summative feedback to you as well. Please inform the instructor if your cyber mentor does not respond to two (consecutive) of your e-mails so that he can determine, after consultation with the cyber mentor, if an alternate should be assigned for the rest of the semester. We do have a list of alternates if your cyber mentor is not able to respond to you consistently and in a timely fashion.

7. *Tasks Related to Assuming the Role of a Director of Psychological Services.*

In lieu of a final exam in this course, the following tasks represent additional opportunities for you to demonstrate mastery of the course readings/discussions. These tasks require integration and application of course material.

The following assignments may be completed individually or as part of a group(s) (with no more than two class members). If you are part of a group, each member will be asked to rate the contributions of their fellow group members to the final written products. The efforts to provide class members with a choice of participating in a group or completing tasks independently and providing a mechanism to assess relative contributions to the final product are intended to address typical student concerns about group projects.

Assume you are now promoted to Director of Psychological Services for a Psychological Services Unit. In this role complete the following five tasks which are due **May 5th** and are to be included as part of your portfolio:

- a *Provide a description of your unit.* This should include the demographics of your district—rural, urban, or suburban; student enrollment, numbers of schools, type of school district—unit, elementary, or high school district; percentage of diverse students, type of organizational structure of your unit (i.e., who is included in the unit—more than school psychologists?), and the organizational structure of your unit (provide an organizational chart reflecting lines of authority) (25 points)
- b *Develop a Vision, Mission and Goals of your School Psychological Services Unit.* (25 points)
- c *Develop an evaluation system (process), including an evaluation form, for the evaluation of an individual school psychologist. This evaluation process/system should be related to your Mission, Vision and Goals of your unit and is focused on a practicing school psychologist.* (25 points)
- d *Develop an Accountability System/Plan for your Unit. This Accountability System/Plan should also be related to your Mission, Vision and Goals of your unit.* (25 points)
- e *Develop a Staff Development Plan for your Unit. This Staff Development Plan should also be related to your Mission, Vision and Goals of your unit.* (25 points)

A few hints to accomplish these tasks:

1. Use all of the resources at your disposal (“you do not have to reinvent the wheel”) including class readings from this course and other courses you have taken as part of your program (e.g., *Best Practices*); NASP and APA Professional Standards and Ethical Principles including the *NASP Model for Comprehensive and Integrated School Psychological Services (required)*; literature reviews including journal articles and books related to administration and supervision; review of district web pages (e.g., Cypress Fairbanks Texas Psychological Services Units, Clark County School Psychological Services (NV), and other districts you choose); and input from your cyber mentors. This can represent a discussion topic for you and your cyber mentor.
2. Decide early who will be in your “work group” or if you will complete the tasks independently. It is YOUR choice. Choose the option that works best for you! No value judgments are attached to your choice of working independently or as part of a group.
3. Don’t procrastinate saving these tasks for the last few weeks of the semester. Complete work on these tasks during the semester. For example, take notes from your class readings related to the different parts of

this assignment as you complete them. *It is important to be aware of what needs to be included in this class project so that you can adequately integrate and apply class content as well as supplementary resources you find on your own.*

8. A *portfolio* of materials, to include the following:
 - I Your weekly logs/self-reflection journals, supervisory notes/memos, and hourly log.
 - II A. discussion (2–4 typed pages) of your philosophy (i.e., key beliefs underlying your supervisory practice including your personal supervision model of supervision.
 - III Your supervision contract (revised from first draft based on your philosophy developed/knowledge gained through completing this supervision course). Please include your first draft of the contract signed by your supervisees in your portfolio for comparison purposes). Please highlight the revised sections of your contract.
 - IV Your supervisor evaluation form (developed on your own based on your supervision philosophy not part of any group project) including a description of how this form reflects your philosophy of supervision.
 - V Your individual or group project that includes the Description of your Psychological Services Unit, Vision, Mission and Unit Goals; proposed of evaluation process, including form, of individual school psychologist; unit accountability plan, and unit staff development plan.
 - VI The last section of the portfolio must include a review of your “self-reflection logs” and a final discussion of your growth as a supervisor this semester including strengths, weaknesses, how your supervision has changed over the course of the semester. This discussion should conclude by listing your *own* individualized goals for future training in supervision. Please make these SMART Goals (Specific, Measurable, Attainable, Relevant, and Time-Bound).

The portfolio is due **May 5th** and will be returned to you. (100 points for organization of portfolio, philosophy statement and revised supervisory contract, and for the reflection paper on your growth as a supervisor. Other components of the portfolio have assigned points specified elsewhere in this syllabus).

9. *Analysis of one supervision session using the DEP model.*

You are to provide a transcription of the complete session, including time markers on your transcription and a DEP analysis based on your completion of the DEP Supervisor Self-reflection and Supervisor Feedback Form (DEP-SSFS adapted for ISU adv doc supervisors). The reflection form (in Microsoft Word) is included in the instructor provided readings folder. Complete this form as you think your supervisee would complete it based on the session. PLEASE READ EACH QUESTION CAREFULLY. Use

the rating N/A for any items that you believe are not relevant to the session you are critiquing. Based on this analysis provide a critique of your session (considering your supervision philosophy and goals and objectives of the session, what went well, what you would improve upon based on your KNOWLEDGE OF THE DEP MODEL). (75 points) **Due March 24th.**

Course Grading Scale:

90% of total points= A; 80% of total points= B; 70% of total points= C; 60% of total points= D and less than 60% of total points= F

Reading Schedule/Assignment Due Dates

January 21st

Review of syllabus including discussion of the practicum component of the course and cyber mentorship (Please review syllabus prior to first class period and come prepared with questions).

Discussion of planning for first supervision session with your supervisee

Creating A Supervisory Alliance Questions Completed (Instructor Provided Handout consider sharing with your supervisees and discussing during first or second supervision session)

Initial Discussion of definition of clinical and administrative supervision, Roles and Responsibilities, and Characteristics of an Effective Supervisor.

Development of Practicum Contract. Develop your contract based on the sample provided at the end of this syllabus (see pp. 30–36) Please feel free to add your own ideas to the sample contract provided based on your own personal supervisory experiences to-date and current philosophy.

Turn in your proposed contract to the instructor by Monday, January 18th for approval (send as an e-mail attachment).

January 28th

PLEASE READ ACTIVITIES FOR EACH WEEK CAREFULLY TO NOTE BOTH REQUIRED READINGS AND ASSIGNMENTS DUE.

Due: Supervisory Contract (due Monday of this week). Final signatures on your contract should occur after the instructor approves your contract. See sample contract at end of this syllabus

Foundations of Effective Supervisory Relationships (Part I)

Simon and Swerdlik (2017) – Preface and Chapter 1 (Status of School Psychology Supervision: Current Perspectives and Core Principles)

Simon and Swerdlik – Chapter 2 (Clinical Supervision: Roles and Responsibilities)

Harvey & Struzziero – Foreword, Preface, and Chapter 1 (Overview)

NASP Position Statement on Supervision (2018) (instructor provided reading)

APA Position on School-based school psychological services <<http://www.apa.org/about/policy/chapter-10.aspx>>

Search on document for section – *Supervisors for psychological services in schools*

Readings about Supervision Notes: pp. 244–246 **Harvey & Struzziero; Simon and Swerdlik**. Chapter 7, pp. 99–103.

Audio recording first supervision session (in person or via Zoom). Related to negotiating your contract provide one-page critique (attach to your reaction paper the week you review your supervision contract). You may or may not have your final supervision contract for your supervisee to sign until your second session. Please load the recorded session on the one Shared Drive to discuss during metasupervision.

*Review NASP Supervision Community (Access Supervision Community at <<https://communities.nasponline.org/communities/community-home/digestviewer?communitykey=999cee2a-71f8-4cda-bc21-816f0c319d-c5&tab=digestviewer>> then go to <<https://communities.nasponline.org/participate/join-community-b>> to join the supervision interest group. Please **note this in your reaction paper if you are a NASP member and able to join**.

*Attach to your reaction paper your written goals for the Cybermentor Experience. Share with your cybermentor.

Discussion with Guest Supervisor

February 4th

Foundations of Effective Supervisory Relationships (cont.)

Simon & Swerdlik – Chapter 3 (Characteristics of Effective Supervisory Relationships)

Simon et al. (2021) – Clinical Supervision Support and Professional Development for School Psychologists across the Lifespan (instructor provided reading)

Inadequate and Harmful Clinical Supervision: Testing Revised Framework and Assessing Occurrence (**Ellis et al.**, 2014 instructor provided reading)

Handouts on Characteristics of **Effective Feedback** and Supervisee Feedback form on Effective Feedback (instructor provided reading).

Read **Falender et al.**, on Defining Competencies in Psychology Supervision (instructor provided reading)

Audio recordings supervision session

Discussion with Guest Supervisor

February 11th
Foundations of Effective Supervisory Relationships

Simon and Swerdlik, Chapter 4 (Processing Supervisory Relationships), and Chapter 5 (Ethical and Legal Issues in Supervision)

Harvey and Struzziero-Handouts 6.1, p. 152, 6.2 p. 156, 6.3 p. 157, 6.4 p. 158

Olley *Communiqué* article – Communicating Effectively to Resolve Ethical Concerns: The Role of School Psychology Supervisors (instructor provided reading)

Audio record supervision session

Discussion with Guest Supervisor

February 18th
The DEP Model with Components of SAS Model

Simon and Swerdlik – Chapter 6 (Introduction to the DEP Model)

Holloway Chapter 1 (Essential Dimensions of Systems Approach to Supervision)

Newman et al. (2013) Structured Peer Group Supervision Format (we will begin using in class during metasupervision; instructor provided reading)

Stone et al. (2019) Preservice to in-service: impact of structured group supervision in the training of school psychologists; (Instructor provided reading)

Audio record supervision session

SAS Video

Discussion with Guest Supervisor

February 25th

Simon and Swerdlik – Chapter 7 (The Developmental Component: Structuring and Supporting the Development of Professional Competencies)

Ladany et al. (1996) Nature, Extent, and Importance of What Psychotherapy Trainees Do Not Disclose to Their Supervisors (instructor provided reading)

Harvey and Struzziero – Chapter 9 (Providing Clinical Supervision)

Holloway, Chapter 2 (Case Illustration of the Process of Supervision)

Audio record supervision session

March 4th

Working with Conflict in Clinical Supervision: Wise Supervisors' Perspectives (**Nelson et al.**, 2008 instructor provided reading)

Nelson & Friedlander (2001) (instructor provided reading) – A Close look at Conflictual Supervisory Relationships: The Trainees’ Perspective

Simon and Swerdlik – Chapter 8 (The Ecological Component: Incorporating Contextual Factors)

Audio record supervision session

March 11th

Spring Break No Class-Enjoy your Break

March 18th

Simon and Swerdlik – Chapter 9 (The Problem-solving Component: Core Activity of Psychological Practice)

Newman et al. Strength-Based Supervision in School Psychology: Accentuate the Positive; Eliminate the Negative, Communique (instructor provided reading)

Review of DEP-SSFS (Instructor provided reading – This is what supervisees will be asked by the instructor to use to provide final feedback to the instructor on their supervisors)

Audio record supervision session

March 25th

Becoming a Multiculturally Competent Supervisor

Corey – Chapter 6 (Being a Multiculturally Competent Supervisor)

Multicultural Supervision: Lessons Learned about an Ongoing Struggle

Christiansen et al., (instructor provided reading)

Growth-Promoting Supervision: Reflections from Women of Color Psychology Trainees (**Thomas, Bowie, Hill and Taknin** (instructor provided reading)

Perceptions of Racial Microaggressions Among Black Supervisees in Cross-Racial Dyads – **Constantine & Sue**, 2007 (instructor provided reading)

Audio record supervision session

Discussion with Guest Supervisor

Recent Supervision Session with DEP Analysis Due. Turn in transcription, DEP analysis frequency count, self-reflection, and USB with audio file.

April 1st

More on Evaluation and Feedback in Supervision

Corey Chapter 10 (Evaluation in Supervision)

Review **Simon and Swerdlik** DEP Chapter 7, pp. 113–125 (Evaluation, Feedback, and Problems of Professional Competence)

Cruise, T., & Swerdlik, M.E. (2010) Problematic behaviors: Mediating differences and negotiating change. In *The handbook of education, training and supervision of school psychologists in school and community*. (instructor provided reading)

Karpenko and Gidycz The Supervisory Relationship and the Process of Evaluation: Recommendations for Supervisors (instructor provided reading)

Hoffman et al., 2005 Supervisor Perspective on the Process and Outcome of Giving Easy, Difficult, or No Feedback to Supervisees (instructor provided reading)

Audio record supervision session

April 8th

Simon and Swerdlik, Chapter 10 (Professional Development and Collegial Support Networks) and Chapter 11 (DEP Applied to Supervision of Credentialed Psychologists and Psychological Services)

Corey Chapter 9 (Managing Crisis Situations)

Audio record supervision session

April 15th

Administrative Supervision

Harvey & Struzziero – Chapter 13 (Leading and Managing)

Harvey & Struzziero – Chapter 14 (Recruiting and Orienting)

Harvey & Struzziero – Chapter 15 (Performance Evaluations and Professional Development)

Olley-Communique Article-Supporting staff through COVID-19 (instructor provided reading)

*Review the *NASP Model for Comprehensive and Integrated School Psychological Services*. This resource is also important to review as you complete your tasks for the Director of Psychological Services project. <<http://www.nasponline.org/standards-and-certification/nasp-practice-model>> complete a search on supervision, and note in your reaction paper how supervision is integrated into this model.

Review (as examples) websites for Clark County Schools Psychological Services Units (Nevada) <<http://ccsd.net/divisions/student-support-services-division/psychological-services>> and Fairfax County Public schools School Psychological Services (VA) <<https://www.fcps.edu/resources/student-safety-and-wellness/school-psychology-services>> school districts and Cypress Fairbanks (TX) <<http://www.cfsd.net/en/about/know-your-district/departments/psychological-services/>> and include what you find in integration section related to mission/vision/philosophy statements and unit organization.

Audio recording supervision session

April 22nd

Administrative Supervision (continued)/Looking toward the Future

Harvey, V.S., & Pearrow, M. (2010). Identifying challenges in supervising school psychologists. *Psychology in the Schools, 47*, 567–581. (instructor provided reading)

Monahan, K. (2018). Administrative supervision: Undefined (and dangerous?) territory. *Communique*. (instructor provided reading)

Corey – Becoming an Effective Supervisor (Chapter 11, Consider how this reading will impact your goals for your fall semester Advanced Practicum in Supervision that you must specify in your final self-reflection paper)

Review Handouts that can be useful when supervising–Harvey and Struzziero–Pages 101–102; 108, 123–125; 141–142; 211–216, 232, 271, 275–279, 293, 296, 299, 304–306, 321–322, 323, 325–326, 338, 342–343.

Based on the readings on administrative supervision over the past two weeks, prepare five questions for our guest speakers (see below all administrators/supervisors of school psychological services) and include with reaction paper

Guest Speaker Discussion–School psychologists who are administrators of school psychological services

April 29th

Teaching Supervision, Current and the Need for Future Research

Simon and Swerdlik – Chapter 12 (Touching the Future: Teaching Supervision to Future Supervisors)

Simon and Swerdlik – Chapter 13 (Future Development: Research to Refine School Psychology Supervision)

Falender, C. (2018). Clinical supervision – the missing ingredient. *American Psychologist, 75*, 1240–1250. (instructor provided reading)

Newman, D.S., Simon, D.J., & Swerdlik, M.E. (2018). What we know and do not know about supervision in school psychology: A systematic mapping and review of the literature between 2000–2017. *Psychology in the Schools* (instructor provided reading)

Audio record supervision session

May 4th

Finals Week – Meet during regular class period (unless a conflict for anyone)

Portfolios Due – Clinical Supervision Evaluation Questionnaire due as part of portfolio. Administer your evaluation to your supervisees and incorporate into your self-evaluation

Complete all Evaluation Letters

Cybermentor Feedback

Note: Chapter and page numbers in class reading assignments refer to the first edition (2017) of the DEP text.

Inclusion and Professionalism Policy

My goal is to create a course culture that is inclusive, welcoming, and safe for all students. I am committed to maintaining a such an environment, and I expect our students to also uphold these standards.

Inclusion

I intend this course to be welcoming to all students. I strive to be as helpful to your learning as possible. I also intend our assignments and their grading to be fair, consistent, and timely.

If you ever feel that I am unsuccessful in any of these goals, please let me know and if your concern is not addressed, please consult with our department chair, XXX

Harassment

Harassment is any verbal, written, or physical conduct designed to intimidate, coerce, or make another person feel uncomfortable. Harassment may include unwelcome advances, physical touching, or offensive or unwelcome comments regarding a person's race, gender, nationality, religion, sexual orientation, age, disability, or appearance.

As a student in this course, you are expected to treat your peers with respect and awareness. What might seem like a joke to you may seriously hinder another student's ability to feel comfortable in the course. It is unacceptable for you to prioritize something like your own sense of humor over another student's learning.

If you encounter problems of this nature in this course, including interaction between your fellow students, I encourage you to let me know. I take such reports seriously and will do my best to remedy the situation.

Illinois State University has policies related to and resources to file complaints of discrimination and harassment. These policies and resources are described at <<https://deanofstudents.illinoisstate.edu/conflict/report>> and <<https://equalopportunity.illinoisstate.edu>>.

Supervision Notes

Date of Supervision Meeting:

Supervisee:

Supporting Documents (mark those used)

Weekly Hourly Log	Audio Recording
Weekly narrative log	Video recording
Progress monitoring data	Other

DEP Component/Client/Setting Issues/Concerns/Skills and Client Progress Addressed (Circle Appropriate DEP Component(s) Supervision Task(s) and Supervision Function(s))

DEP COMPONENT (Circle one or more): **Developmental, Ecological, Problem-solving**

<i>Supervision Tasks</i>		<i>Supervision Functions</i>	
Counseling Skill	Case Conceptualization	Monitoring/Evaluation	Consulting
Psych. assess. Skill	Professional Role	Instructing/Advising	Supporting/ Sharing
Consulting Skill	Self-evaluation	Modeling	
Client/Setting Issue/Concern/Skill and Client Progress Addressed		Task & Function and DEP Component	
		T:	
		DEP:	
		T:	
		DEP:	
		T:	
		DEP:	
		T:	

	DEP:	
	T:	
	DEP:	

Theoretical Issues Addressed (e.g., cognitive-behavioral, diversity issues)

Process Observations Noted

How supervisee reacts during supervision – anxious, confident, actively engaged, more passive; Quality of the supervisor–supervisee relationship; Your use of communication skills as a supervisor; Strategies/techniques employed; How are strategies/techniques matched to your supervisees’ developmental level?

Supervisee Self-Awareness Noted

Intervention Evaluation (e.g., plans implemented to get more involved)

Supervisor Recommendations/Follow-up

What do you want your supervisee to focus on by the next session (e.g., particular counseling skills, follow-up with teachers, students, etc.)?

What are your next steps as a supervisor?

What would you like to discuss further in metasupervision?

Supervisor Signature

SAMPLE Supervision Notes

Date of Supervision Meeting: 9/30/2020

Supervisee: XXX XXX

Supporting Documents (mark those used)

Weekly Hourly Log X	Audio Recording X
Weekly narrative log X	Video recording
Progress monitoring data	Other

DEP Component/Client/Setting Issues/Concerns/Skills and Client Progress Addressed (Circle Appropriate DEP Component(s) Supervision Task(s) and Supervision Function(s))

DEP COMPONENT (Circle one or more): Developmental, Ecological, Problem-solving

Supervision Tasks		Supervision Functions	
Counseling skill	Case conceptualization	Monitoring/ Evaluation	Consulting
Psych. assess. Skill	Professional role		Supporting/ Sharing
Consulting skill	Self-evaluation	Modeling	
Client/Setting Issue/Concern/Skill and Client Progress Addressed		TASK & FUNCTION and DEP Component	
This week I spoke to XXX about observing a remote lesson and talking to her field supervisor about transitioning to in person hours. XXX was receptive to all my suggestions.		T: Professional Role	
		F: Instructing/ advising	
		DEP: Developmental	

Process Observations Noted

For our seventh supervision session XXX and I met over Zoom.

Session content included:

- Short off recording content
- School placement experience discussion
- Going over potential school placement activities and discussion topics

As always XXX was on time for supervision, respectful, and engaged. XXX was in a good mood this week and seemed to have a good experience at her school placement. Last week XXX attended the board meeting at District 87. This experience seemed to be helpful for XXX because she was able to see and compare how two school districts (that are next to one another) can be so different from each other. As we mentioned in meta supervision, one of the main themes in the Unit 5 meeting was parents being angry because they were spending money on tutoring. Meanwhile, XXX reported, at the District 87 meeting the format was more organized and felt more productive because more topics were covered. I am glad XXX was able to attend both meetings because I think seeing how similar and different the two districts were led to some interesting reflection for her and discussion for the two of us in supervision. For

example, we spoke about the important role school teams play, but also how hard their job is right now because there really is no perfect strategy for how school should look in the pandemic.

This week I spoke to XXX about attending a school lesson taught remotely and talking to her field placement supervisor about transitioning from school hours being remote to school hours being in person. XXX was excited about the idea of switching to in person and seemed to super eager to ask her field supervisor about it. When talking about attending a remote school lesson XXX was open to the idea. However, she did ask if attending a remote lesson at a different school than her assigned one would be an option and I was not sure. From my understanding, XXX worked in at Sheridan School last year and the teacher from that class is willing to let her observe a lesson. However, Sheridan is in Unit 5 and XXX is doing her field placement in District 87. I know from speaking to XXX that her field placement supervisor has said most teachers are hesitant to have XXX observe a class because they are overwhelmed trying to manage the new format, which I understand. Technically, XXX is clear to be in schools, but I was not sure if her observing a lesson at Sheridan would be okay because she is placed in District 87. I recognize this is a confusing question with a number of variables, please reach out if clarification is needed.

Supervisee Self-awareness Noted

One of the reasons XXX is excited for being in person for her field placement is because she knows being in person will be beneficial to her learning.

Intervention Evaluation (e.g., plans implemented to get more involved)

No opportunity.

Supervisor Recommendations/Follow-up

- Talk to field placement supervisor about being in person and attending a remote school lesson.

What do you want your supervisee to focus on by the next session (e.g., particular counseling skills, follow-up with teachers, students, etc.)?

- Reaching out to her field placement supervisor about the school lesson and switching in in person
- Sharing the discussion topics and field placement activities list we made during supervision with her supervisor

What are your next steps as a supervisor?

- Look into school observation question

What would you like to discuss further in metasupervision?

- Can XXX observe a District 5 lesson?

Supervisor Signature

**PSY 498.05 First-Year Fieldwork/Practicum
Weekly Observation Log**

Trainee:

Fieldwork Learning Experience(s):

Date of Experience(s):

Time Spent on Each Activity:

Identify in bullet point form any follow-up/concerns since last supervision:

Please discuss your goals for the semester and indicate progress/ future plans toward these goals.

Diversity/Culturally Responsive Practices

(Minimum one paragraph double spaced; What components of cultural competency did you observe this week? What was done well or could have been improved? How did different identities come into play?)

(Keep in mind culture is broadly defined and covers many different areas including race, ethnicity, religion, SES, sex, gender identity, etc.)

Reflection *(minimum 1 page double spaced; What did you take away from your experience this week? How does it connect to your readings/class work? What questions do you have for your supervisor?)*

Signature _____

Trainee

Date

Advanced Doctoral Supervisor

Date

Illinois State University

Psychology 498.05 First-Year Field Work in School Psychology Public School Placement SUPERVISION SESSION PLANNER

Date: _____ **Supervisor:** _____ **Supervisee:** _____
Field Placement: _____
Last supervisory session follow-up: _____

Activity summary since last supervision:
(How time spent in field placement)

Students/Activities to review:

Questions/Concerns/Feedback requested of Supervisor:

Self-assessment of Progress:
([Not completed every time] Include strengths and areas of need)

SAMPLE SELF-REFLECTION LOG

Supervision Self-Reflection

Week 1

Activities:

- One hour of supervision with each supervisee
- Thirty minutes of prep per supervisee
- Ice Breaker
- Go over supervision contract
- Go over weekly log and expectations
- Go over Covid changes

Issues:

This first week of supervision was different because of the circumstances but went well. An element of supervision that seemed to go really well this week was productivity. I really tried to go into supervision prepared by prepping and sending materials to my supervisees ahead of time including a session planner for the first supervision, a general session planner for each supervision, a log template, an ice breaker game, and an edited supervision contract. I think one of the challenges of supervision this semester is that we do not have a previously established relationship with our supervisees, but we also are not in the same room which creates a unique social dynamic. From my perspective, going into supervision prepared was essential for the supervisor role, but it also helped make this first interaction a little easier on both the supervisor and the supervisees.

The main challenge of supervision this week was beginning to build a relationship with my supervisees. In the spring semester, while I did not know my supervisees well, I had met and had interactions with them. Further, my supervisees had been in the program for a semester, so they had built up some confidence, knew how supervision went, and were familiar with the program. With my new supervisees I think working on building the relationship will be important because right now they are facing the normal stresses of a new semester with the added challenge of the pandemic. Each of my supervisees were kind, responsive, and did ask questions. However, I could tell each supervisee was also nervous and unsure of what to say. The ice breaker game was super helpful because it gave each supervisee a chance to get to know me better and a chance to share something about themselves with me. I really worked to not say, "Do you have any questions?" and instead ask in a more open-ended way like, "It sounds like you have some confusion over this, is that right?" It seemed that asking clarifying questions took some of the pressure off and provided an opportunity for each supervisee to express confusion without having to articulate a specific question.

This new semester of supervision will certainly bring new challenges. I know building a relationship with each supervisee will be important, as both were understandably a little guarded. In my reflection this week I thought about how there can be nerves with a supervisory relationship because you are interacting with a person you have never met and do not know, but you do know that you will be spending an hour together each week for 16 weeks. In the coming weeks I am going to work on building the relationship and supporting my supervisees.

Strengths: Being prepared for supervision which removed some of the social stress

Areas for Growth: Building relationship with supervisees

SAMPLE LOG

<i>Date</i>	<i>Supervisee</i>	<i>Activity</i>	<i>Time Spent (in minutes)</i>
8/17/2020	All	Meta Supervision	90
8/17/2020	XX	Supervision	60
8/19/2020	XX	Supervision	60
8/19/2020	XX	Note/Log Feedback	30
8/19/2020	XX	Note/Log Feedback	30
8/17/2020	All	Editing supervision contract	60

SAMPLE SUPERVISION CONTRACT

**Supervision Contract
Spring 2020**

I, XXX, as the supervisor, offer this agreement to you, _____,

as the supervisee, and consent to the following conditions set forth for this supervisory relationship. This contract was developed to outline the purpose of this supervisory relationship and clarify the responsibilities of both the supervisor and supervisee. Please read the agreement and sign your name if you fully understand and consent to the conditions.

Purpose

As your supervisor I am committed to the development and maintenance of a positive, trusting, and open supervisory relationship. My main objective as your supervisor is to support you and your growth over the course of the semester. It is my intention to follow the guidelines set by the Developmental-Ecological-Problem-solving (DEP) model of supervision. The DEP model incorporates Developmental, Ecological, and Problem-solving components. The developmental element of the DEP model reflects my intention to meet you at your developmental level and promote the growth of your skills related to initiative and independence by fostering growth through progressively less direct supervision as your skillset grows. The ecological element of the DEP model reflects my intention to explore contextual influences on your experiences by engaging in thoughtful discussion that includes but is not limited to, social justice and diversity issues and naming and challenging biases that we both may hold. The problem-solving element reflects my intention to support you in identifying, analyzing, and developing possible solutions to concerns as they arise at your placement.

Procedures

One hour of individual, in-person supervision will be provided weekly during which we will discuss your activities and experiences related to your school placement at _____ with your field placement supervisor, _____. Supervision will take place each week on _____ from _____ AM/PM to _____ AM/PM in DeGarmo 433. If an emergency of other justifiable event arises, the supervisor and supervisee will agree on a mutually convenient time to reschedule supervision. Supervision sessions will not be canceled unless both parties (Supervisor & Supervisee) agree. Supervision sessions that are canceled, after mutual agreement, will be rescheduled.

During supervision you can expect to discuss field placement activities, receive direct instruction and feedback, use problem-solving strategies to address concerns, review weekly logs, and discuss social justice/diversity concerns.

If an emergency risk-of-harm situation arises while attending your field placement, such as concerns regarding self-harm, abuse, neglect, or immediate danger to a client or clients, the supervisee should first discuss the concern with your site supervisor. After speaking with your site supervisor, you are to call me at (XXX). The supervisee will call me even if you are unable to reach your site supervisor. If the supervisor is not reached on the first call the supervisee will immediately try a second time. If I am unavailable, please contact Dr. Mark Swerdlik at (XXX). If he is unavailable, contact another school psychology faculty member. For less urgent matters, I can be contacted by e-mail at XXX by phone if more convenient.

If you are unable to attend your field placement due to an emergency, illness, inclement weather, or school break that does not align with an Illinois State school break the supervisee is responsible for contacting your site supervisor and school placement supervisor (XXX). If unable to attend placement for one of the aforementioned reasons the supervisee is required to reschedule the missed time with their assigned field placement supervisor.

Should an unforeseen schoolwide, nationwide, or global circumstance occur that will severely alter the format of your school placement experience and our supervision experience I, as the supervisor, will consult with colleagues and seek supervision myself on how to alter the outlined format and proceed. The supervisee will be informed of any changes to format at the earliest possible opportunity.

Professional Disclosure and Confidentiality

As a third-year doctoral student at School Psychology at Illinois State University, I am currently enrolled in Psychology 536 *Seminar and Practicum in*

Supervision of School Psychological Service, which is taught by Dr. Mark Swerdlik. The information discussed during supervision sessions is confidential; however, I will be sharing aspects of our weekly supervision meetings in discussion format to meet class guidelines and through audio recordings shared with my supervisor (Dr. Mark Swerdlik) and on occasion my classmates.

As the supervisor, it is my responsibility to oversee your activities at your school placement. Both I as the supervisor and you as the supervisee are both legally and ethically responsible for the services you provide at your placement. I intend to offer you support and guidance with regard to your weekly activities, which may include providing academic, social–emotional, and behavioral interventions to clients; progress monitoring; shadowing a licensed professional; adopting a classroom; attending meetings; and seeking out further activities which might enhance your experience. As your supervisor, I will provide you with feedback, modeling opportunities, direct instruction, consultation, and evaluation in each of these areas.

As your supervisor I agree to the following:

- I will provide one hour of individual supervision per week for Spring 2020 to discuss your school placement experiences.
 - I will honor this hour each week and consider it to be your hour. Further, I will provide additional supervision at your request.
 - Beyond your field placement experiences supervision can consist of experiences related to clinical activities, professional, and personal (if needed) issues related to your professional development.
 - If circumstances prohibit a supervision session from happening in person, I as the supervisor will inform you, as the supervisee about how supervision will occur (e.g., virtually).
- I will work to provide comfortable and safe a supervisory atmosphere.
 - I welcome feedback pertaining to this supervisory atmosphere, particularly ways in which the supervisory alliance can be strengthened to allow you to feel fully supported by me in your experiences.
- I will arrive to supervision having read your placement log ready to follow-up on your placement experiences which will include answering any questions related to your experiences or the previous supervision session.
 - I will also, to the best of my ability provide any program related information.
 - If I do not have an immediate answer to any of your questions, I agree to seek supervision myself in order to find the best possible answer.
- I will adhere to NASP's *Ethical Standards of School Psychologists*, as well as APA's *Ethical Principles of Psychologists and Code of Conduct*. Awareness and application of ethical principles and standards will be addressed as necessary throughout your professional development.

- I will provide verbal and written feedback related to your performance in your field placement.
 - It will be my goal to provide constructive feedback that highlights both strengths and areas of improvement.
 - I will provide written feedback on your weekly logs in the same time-frame expectation that has been given to the supervisee (48 hours).
 - It is your right as the supervisee to seek clarification on feedback you receive throughout the semester (both written and verbal) to improve your clinical and professional development.
- I will reflect on cases and experiences shared by the supervisee in and culturally sensitive way and ask questions in a similar manner
 - I will strive to be aware of generalizations, assumptions, and/or biases I may have with the goal of preventing communication barriers caused by possible perceptions and prejudices.
 - I will challenge you to consider your own generalizations, assumptions, and biases when appropriate.
 - I will ask how you think the clients' diverse identities may play a role.
- I will work to create an environment wherein you feel you can trust and seek help from me as your supervisor
 - I am accepting of feedback regarding supervision that can enhance the supervision experience and assure the supervisee that feedback can be given without fear of retribution.
 - I will be engaged and present in supervision session, having prepared ahead of time, and will give you my complete attention.
- I will audio record each supervision session in order to monitor the process and progress of supervision. Weekly notes regarding our supervision sessions will be turned into my supervisor (Dr. Mark Swerdlik) as required by Psychology 536. The content of our supervision sessions could be shared as part of group supervisions with Dr. Mark Swerdlik and my classmates. All discussions are strictly confidential.
 - As the supervisee you have the right to, at any time, ask for recording to cease in order to discuss something you do not wish to have recorded.
 - I will honor any request of the supervisee to cease recording with complete confidentiality of any information disclosed and will only break that confidentiality if the information shared is significantly impacting your work performance and I am obligated to share that information with my supervisor.
- To foster growth and independence, over the course of the semester I will encourage you to monitor your own progress toward self-developed personal and professional goals, as well as goals specific to your field placement.
 - I will check-in on progress toward goals in order to instill their importance.

- As a reflection of the importance of goalsetting, I will develop and monitor my own goals for our supervision session.
- As a supervisor it is my responsibility to complete a formal evaluation at the end of the semester to report on your progress according to program standards and will provide a recommendation for your course grade for PSY 498.05 based on your progress.
 - I will strive to keep the supervisee updated on their progress and will inform them of any concerns. Any summative feedback you receive should never be unexpected.
 - Should any concerns arise regarding the development of the supervisee I will inform the supervisee of such concerns and work with the supervisee to overcome any concerns.
- I will recommend additional supervision time if I feel it is necessary and will agree to meet with the supervisee for additional supervision time if the supervisee feels it is necessary.
- I will provide support if you encounter risk or a crisis during your placement that is impacting you, your students, or the staff you work with.
 - Since you have not been trained in risk yet, I will take a more instructive role on how to proceed.
 - As you are currently being trained in risk, I will provide role playing opportunities to increase confidence in handling risk situations (see SEBA contract). Further, I will collaborate with you about risk and/or crisis situations.
 - I will call Dr. Mark Swerdlik to make sure that we have done everything correctly.
 - Following any risk or crisis situation I will provide any support as needed to work through the crisis.

From you the supervisee I expect the following:

- You are expected to go to your pre-practicum public school field placement a minimum of two hours per week throughout this semester. If the required 2 hours cannot be completed during that week (e.g., due to weather or closure of pre-practicum site).
 - It is expected that you will make up any missed hours, you will coordinate with your placement supervisor to make up those hours at an agreed upon time.
 - Across the semester, you are expected to complete 2 hours of school placement activities per week for a total of 30 hours at your public school pre-practicum site.
- You will strive to be aware of and work in accordance with NASP's *Ethical Standards of School Psychologists*, as well as APA's *Ethical Principles of Psychologists and Code of Conduct*.

- You will work in compliance with the standards outlined by the specific school you are placed at.
- You will maintain confidentiality regarding clients and all information associated with them and their development as well as any other sensitive information.
 - Included within this expectation is the understanding that you will not disclose any information you may be privy to due to overlapping clinician–client relationships (i.e., clients who may attend both TAP and/or Head Start and/or your school placement)
 - All logs will be password protected in order to adhere to confidentiality and protect the privacy of any children or families you work with.
 - Password will be set and agreed upon by the supervisor and the supervisee
- You have the important responsibility of informing me or another supervisor of any concerns that may arise throughout your fieldwork.
 - Such problems include (but are not limited to) suspected physical or sexual abuse by another, of another, or to oneself, domestic violence, suicidal ideation/risk, threats of violence to others, or substance abuse.
 - I can be reached at XXX.
 - If you are unable to reach me, please call Dr. Swerdlik at XXX (cell phone).
 - **Please make it a priority to know whom to contact at your field placement in the event of an emergency and have this information readily available at all times.**
- You are expected to be punctual and prepared for weekly supervision. Please e-mail your school placement log and session planner before every supervision by the mutually agreed upon timeframe of 48 hours.
 - Part of the expectation of being prepared for supervision extends to behavior in supervision. It is expected that you will actively engage in discussion during supervision sessions.
- You should expect to receive guidance and instruction and be attentive to feedback. Specifically, please pay special attention to incorporating feedback into later activities (e.g., counseling role plays, fieldwork experiences, written logs).
 - You can always ask for support should you feel any feedback is unclear or you feel you need additional help in any way.
- You should strive to be receptive to guidance and instruction from your supervisor.
 - Being receptive to guidance can include being attentive and responsive to feedback and suggestions as well as following through on such instructions promptly.
- Feedback is carefully and sensitively determined to foster your professional development. You are encouraged to discuss with me any challenges you

may face and ask for more explanation if feedback is unclear as it is your right as a supervisee.

- Spend time reflecting about student's diversity and how this is influencing them. Think about not only their different diverse identities but also aspects of privilege and oppression.
- Consider your own identities and how they may be impacting your behavior as well as how they may impact any child you may work with
 - You will work to develop your own multicultural competency through self-reflection.
- You will seek supervision if you feel any situation is outside your current developmental level.
- You will notify me in the event that you feel not everything was addressed in our regular hourly supervision. It is your responsibility to communicate with me if your questions have not been sufficiently answered.

This contract is effective from _____ to _____. It may be revised at the request of the supervisee or supervisor.

We, formally agree to follow the guidelines laid out in this supervision contract and to conduct ourselves in keeping with the Ethical Principles and Code of Conduct, laws, and regulations set forth by APA, NASP, and Illinois State University. By signing below, you acknowledge that you have read, understand, and agree to all aforementioned stipulations:

Date _____

Supervisor _____

Date _____

Supervisee _____

Date _____

SUPERVISION INITIAL MEETING OUTLINE

(Adapt to your Supervisee and your level of development as a supervisor)

The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. This contract is designed to assist the supervisor and supervisee in establishing clear expectations about the supervisory meetings, the relationship, and the evaluation process.

Complete each section that pertains to you prior to the initial meeting.

Introductions and Establishing Expectations About the Supervisory Experience

Supervisor

- ____ 1. Introduce yourself; discuss your practica/counseling/consultation experience and your supervisory style.
- ____ 2. Describe your role as a supervisor (being a role model, mentor, monitoring client welfare, teaching therapeutic, consultation skills, providing regular verbal and written feedback and evaluation, and insuring compliance with legal, ethical, and professional standards).
- ____ 3. Ask your supervisee about their learning style and developmental needs.

Supervisee

- ____ 1. Ask supervisee to introduce self and describe their clinical experience and training.
- ____ 2. Briefly discuss information/issues the supervisee wants to address during the supervisory meetings.
- ____ 3. Describe the therapeutic skills he/she wants to enhance and professional development opportunities he/she wants to experience during the next three months based on enrollment in PSY 473.

List three professional skills he/she would like to further develop.

- 1. _____
- 2. _____
- 3. _____

List three specific counseling or professional development experiences he/she would like to have during the next three months. (Attending a conference, facilitating a group, presenting a paper, etc.)

- 1. _____
- 2. _____
- 3. _____

Expectations of the Weekly Supervisory Meetings

The weekly supervisory meeting will take place face-to-face in a professional environment that insures confidentiality. Decide the location, day, and time.

_____	_____	_____
Location	Day	Time

Supervisee

- ____ 1. Discuss their expectations about the learning process and interest in reviewing audio recordings, video recordings, and case notes.

Supervisor

- ____ 1. Describe the structure and content of the weekly supervisory meetings.
____ 2. Discuss your expectations regarding supervisee preparedness for supervisory meetings (audio recordings, video recordings, case notes).

Expectations Regarding Evaluation

Supervisee

- ____ 1. Discuss his/her interest in receiving weekly feedback in areas such as relationship building, counseling techniques, client conceptualization, and assessment.

Supervisor

- ____ 1. Discuss your style of providing verbal feedback and evaluation.
____ 2. Provide the supervisee with a copy of the formal evaluation you will use; discuss the evaluation tools and clarify specific items that need additional explanation.
____ 3. Discuss the benefit of self-evaluation; provide a copy of self-evaluation forms and clarify specific items that need additional explanation.

Expectations of the Supervisory Relationship

Supervisor and Supervisee

- ____ 1. Discuss your expectations of the supervisory relationship.
____ 2. Discuss how you will work toward establishing positive and productive supervisory relationship. Also, discuss how you will address and resolve conflicts.
____ 3. The supervisory experience will increase the supervisee's awareness of feelings, thoughts, behavior, and aspects of self that are stimulated by the client. Discuss the role of the supervisor in assisting with the process.
____ 4. Share your thoughts with one another about the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process.

Supervisee

- ____ 1. Describe how he/she would like to increase his/her awareness of personal cultural assumptions, constructs, and ability to work with clients from diverse cultures.

Supervisor

- ____ 1. When you are unavailable to provide weekly supervision, or are unable to address crisis situations, discuss an alternate supervisor who will be available.

Dual Relationships

Supervisor

- ____ 1. Discuss the nature of the supervisory relationship and the importance of not being involved in a dual relationship.

Expectations of the Supervisory Process

Supervisor

- ____ 1. Describe your theory of counseling and how it influences your counseling and supervision style.
____ 2. Discuss your theory or model of supervision.

Supervisee

- ____ 1. Discuss their learning style and his/her developmental needs.
____ 2. Discuss their current ideas about his/her theoretical orientation.

Additional Information or Concerns Not Previously Discussed

- ____ 1. _____
____ 2. _____
____ 3. _____

17

FUTURE DEVELOPMENT

Research to Refine School Psychology Supervision

*with Daniel S. Newman**

Chapter 16 outlined a vision for the future focusing on training new supervisors. We delineated a structured sequence from graduate school through early career and for mid-career and senior school psychologists. This chapter will also have a future orientation focused on articulating a school psychology-specific supervision research agenda to move the study of supervision in school psychology forward. The chapter concludes with some final thoughts about supervision in the specialty of school psychology.

Consistent with our discussion in Chapter 6 regarding a need for a school psychology-specific supervision model, so too there is a need to articulate a school psychology-specific supervision research agenda for the field. Research is necessary to establish an empirical foundation for clinical supervision within the context of school service delivery. Even though it has been called upon for decades (e.g., McIntosh & Phelps, 2000; Simon et al., 2014), supervision research in school psychology remains embryonic. The related disciplines of counseling and clinical psychology and social work provide some data for studying supervision, but Bernard and Goodyear (2019) note that their output of research on the impact of supervision remains relatively small. Falender (2014) highlights the field's urgent need to evaluate supervision outcomes but cautions that the entire process of supervision and its individual components still require empirical examination.

* Daniel S. Newman, Ph.D., University of Cincinnati and Routledge Series Editor for *Consultation, Supervision, and Professional Learning in School Psychology*.

Current State of Supervision Literature in School Psychology

Newman et al. (2019) conducted a systematic mapping and review of supervision research in school psychology between 2000 and 2017 and found only 37 peer-reviewed articles published across journals focused on school psychology or supervision in psychology. Of these articles, 21 were empirical (all with descriptive methodologies and/or methods) and 16 were conceptual. In addition to summarizing what we know about supervision in school psychology based on this literature, the study by Newman and colleagues lays bare how much more there is to know about supervision in school psychology. The authors point to some key topical areas for future research, stemming from the apparent research gaps.

In a recent article, Guiney and Newman (2021) approached the study of supervision by examining the common characteristics and practices of highly effective school psychology internship supervisors. Utilizing a grounded theory qualitative methodology, they studied recipients of the *NASP Model School Psychology Internship Supervisor Recognition Program*. They identified various themes common to these supervisors which shed light on effective supervisory practice. The first was application of a developmental approach, structured close supervision in the beginning of the internship that evolved to increase independent functioning. The second theme emphasized the importance of consideration of the context in all aspects of training. Context included the organizational context of the school district and local community, including attention to social justice and educational equity. Importantly, the article identified that one context of successful supervision was that these supervisors participated in the full range of roles articulated in the NASP Practice Model (2020a). The third theme highlighted engaging personality characteristics combined with demonstrable professional competencies. The final theme highlighted the bidirectional nature of quality supervision. It is a collaborative and recursive process. The themes identified are consistent with the Developmental, Ecological, Problem-solving (DEP) approach and its behavioral markers, as well as the characteristics of effective supervisors described in Chapter 3.

In What Ways Is School Psychology Supervision Distinct?

Newman et al. (2019) suggested that given unique characteristics of the school psychology field (e.g., integrated roles, characteristics of educational settings where school psychology is practiced, distinct training [see Chapter 1]), it may be presumptuous to assume that the research from related helping professions (e.g., other health service psychology areas, nursing, social work, etc.) is 100% transferable to school psychology. Supervision research in the helping professions can be thought of as a Venn diagram, with much of the research holding relevance to school psychology supervision, but also with some distinct

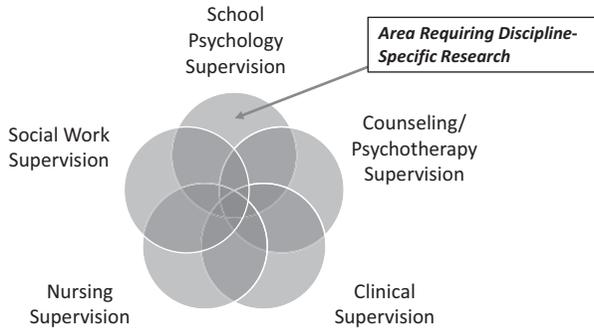


FIGURE 17.1 Theorized Overlap and Distinction between Supervision Research Literatures.

features of school psychology supervision in need of further investigation (see Figure 17.1). For example, school psychologist supervisors must support supervisees in navigating school culture. They also should, at least in theory, be competent across multiple practice domains in order to supervise the increasingly broad practice roles expected of school psychologists, described in the NASP (2020a) practice model. Further, the legal and ethical aspects of supervision in general must be considered in conjunction with legal and ethical issues in school-based practice (e.g., see the Principles of Professional Ethics in the NASP [2020a] Standards). As school psychology supervision research is expanded upon in the future, unique findings may be potentially informative to related fields just as work external to school psychology has informed school psychology supervision for decades.

We will examine various research targets for supervision in school psychology including: evaluation of supervisee development; assessment of client outcomes as a variable to examine both supervisee progress and the effectiveness of supervision; influence of supervisory practices on supervisee development and client outcomes; how supervision availability and access can be expanded; how issues related to diversity, equity, and inclusion are addressed in supervision; investigation of whether theoretically determined best practices are truly effective and thus whether DEP can be established as an evidence-based approach; assessment of implementation integrity of DEP; examination of training in supervision both during preservice preparation and for credentialed psychologists; and the need for multimethod research protocols.

Evaluation of Supervisee Development

In order to define best practices in supervision, it is necessary to implement research programs that can reliably evaluate supervisee development. This requires clear definitions of the skills essential to supervisee development; in the

case of preservice preparation, operationalized markers for qualifying for entry into the profession. Progress is being made in defining required professional skill sets; but more needs to be done. Supervisee development should be evaluated within the context of the NASP Domains of Practice (2020a) that should be reflected in written internship or other training plans. APA's (2011) competency benchmarks can contribute content to the evaluation of supervisee development if additional behavior anchors are added specific to the extra competencies required of school psychologists. The Council of Directors of School Psychology Programs (CDSPP) has done this for the practicum competencies (Caterino et al., 2010). Fenning et al. (2015) have expanded this effort by assessing the perceptions of university educators and practitioners as to the importance of competencies and foundational knowledge as delineated by APA, NASP, Council for the Accreditation of Educator Preparation, state boards of education, and best practices in the field. More sophisticated operationalization of professional skills and behaviors with clearly defined rubrics that can identify developmental markers indicating progress toward skill development is required. Multirater evaluation of supervisee progress that goes beyond reports from supervisors and supervisees themselves needs to augment primary supervisor performance reviews. School psychology is a discipline requiring effective teamwork and collaboration. Feedback from secondary clinical supervisors, collaborating educators, administrators, consultees, and direct service clients can all contribute to a complete picture of supervisee development.

Preservice training programs should incorporate pre- and post-training work samples into university portfolio requirements that reflect internship activity. These work samples should include assessment reports, intervention samples, consultation work, program development and systems change activities, and supervision activities (at the doctoral level). Grading rubrics can help to define future professional development needs requiring focus beyond the internship year, including training in supervision. In recent years, many NASP-approved/accredited school psychology graduate programs have incorporated some or all of these portfolio requirements as a required assessment to meet NASP Program Approval requirements.

For internship training, the internship plan should reflect core required competencies and be sufficiently behaviorally anchored to contribute to progress monitoring. A baseline assessment of intern competencies can involve an integration of university faculty, self-report, and supervisor interview data.

All the approaches just delineated appear essential to monitor supervisee development and to utilize data-based decision-making to support the gatekeeping function of supervision. However, research is needed to assess the impact of various supervision structures and methods on supervisee development, if the profession is to achieve definitions of best supervision practices. In other words, evaluating which supervisory frameworks, structures, and methods are essential to enhance supervisee development.

Client Outcomes to Evaluate Supervisee Progress and Supervisor Effectiveness

As noted throughout this text, the feedback, evaluation, and gatekeeping roles represent primary responsibilities of a supervisor. A focus on client outcomes should be part of all intervention work; thus, adding client outcomes as an additional variable to evaluate supervisee progress supports best practice and prepares the supervisee to maintain an outcome focus throughout all professional activities. Measurement of client improvement must take into account the severity, duration, and complexity of problem manifestation (whether an individual, group, class, or system is the target). Client outcomes should be evaluated with multisource and multimethod approaches that are anchored in behavioral data from direct observation; include formal assessment instruments where appropriate (e.g., rating scales); and incorporate data from client, parent, and teacher reports (e.g., goal attainment scaling). Including client progress in evaluation of supervisee progress and the effectiveness of supervision is a complex but essential task.

The complexity of accurately measuring client outcomes is apparent. To determine best practices in supervision, this must be coupled with research to examine what supervision approaches contribute to supervisee skills to routinely measure client outcomes. Then, perhaps more challenging would be an examination of which supervisory strategies are most beneficial for developing effective intervention skills for supervisees.

An outcome focus with routine collection of progress monitoring data is part of the best practice for all school psychology service delivery. Many practitioners and supervisees work extensively within special education programs. This provides an additional opportunity and responsibility for monitoring client outcomes. Appropriate benchmarking of IEP goals requires behavioral specificity, reliable and valid measuring tools, and a direct connection to meaningful performance. IEP benchmarks are evaluated quarterly and provide a ready mechanism for evaluating student progress and the impact of supervisee interventions. Properly designed IEP goals should account for the severity of student concerns so that benchmarks are attainable yet meaningful. It is important to note that an effective team of educators is generally required to achieve progress on IEP goals. In cases where progress is hampered by dysfunction within the education team, this must be taken into account when using IEP benchmark progress as an outcome evaluation for a supervisee's work.

Applications of evidence-based practices, implementation integrity of these intervention activities, and unique adaptations to setting and population should be noted as part of any evaluation of supervisee skills and their impact on client outcomes. Supervisor input into the selection and character of intervention activity requires monitoring as well. The quality of supervision should affect supervisee skills development and client outcomes. The interaction between

demonstrated supervisee competencies and supervisory practices is important to evaluate. It needs to be a priority target in future research on supervision in school psychology. Whenever there is consideration of a remediation plan for a supervisee's professional competence problems, it is essential to review the fit of current supervisory strategies. This examination ensures that appropriate support strategies are implemented. Monitoring client outcomes helps to evaluate both supervisee progress and the effectiveness of supervisory practices.

The Influence of Supervision on Supervisee and Client Outcomes

If clients are achieving documented positive outcomes, these data support that the two primary responsibilities of supervision are met: client welfare and supervisee development. However, this does not specify which supervisory practices are effective or even guarantee that another supervisee will achieve the same results with this supervisor. It is a complex task to assess the influence of supervision and specific supervisory strategies on supervisee and client outcomes. Clear identification of the supervisory strategies employed by supervisors with successful outcomes across multiple supervisees is a starting point. When multiple supervisors employ a similar set of strategies successfully, support builds that this package of strategies can be effective. When the implementation of these strategies is organized within a theoretically sound supervision model that also delineates best practices for the timing and process of supervision, it is possible to evaluate whether the model of supervision can prove effective across various supervisors and supervisees. Validating the effectiveness of a clearly operationalized supervision model would be a significant contribution to the field.

This sequence is similar to research on psychotherapy outcomes. Treatment efficacy is often assessed after the administration of a multidimensional intervention protocol. It is only after the entire intervention package has proven beneficial that further research attempts to identify the key mediating variables that are most essential for successful outcomes. Regarding supervision, qualitative data systematically gathered from supervisees, supervisors, and collaterals may point to the relative influence of different supervision strategies and principles of the overarching supervision model. Once identified, these strategies can be studied in more depth in terms of the manner, frequency, and timing of their implementation. As with all intervention research, it is important to assess whether prescribed protocols are implemented with integrity.

How Can Supervision Availability and Access Be Expanded?

Given limited supervision availability and access for school psychologists (e.g., Silva et al., 2016), researching the potential utility of alternative formats for supervision may be helpful. A broad swath of supervision-related approaches

and formats including but not limited to group supervision, peer supervision, telesupervision, and mentoring may prove to be viable supplements or alternatives to traditional supervisory supports. Each of these formats may be considered worthy of its own research agendas to better understand which formats work best, for whom, and under what circumstances. All have been discussed in previous chapters.

Diversity, Equity, and Inclusion in Supervision

Research on cross-cultural and multicultural supervision and social justice in supervision are lacking. This is the case despite the increasing diversity of students and families served by schools and the presence of systemic inequities that persist in the field of education and society. Scholars such as Malone et al. (2017), Proctor et al. (2021), Eklund et al. (2014), and Grapin et al. (2021) have demonstrated the importance of centering the experiences of minoritized and marginalized students, families, and trainees, as well as how the numerous ecological contexts in which supervision is embedded and implemented can influence supervision, mentoring, and training in school psychology. A new edited text by Proctor and Rivera (2022) puts forth five critical theories (i.e., Intersectionality, Critical Race Theory, DisCrit Theory, Queer Theory, and Critical Study of Whiteness) to inform supervision practices in schools. The book is training and practice-oriented; however, these critical theories may support an expanded and ecological conceptualization of current supervision issues in school psychology, as well as the applicability of a diversity of research methodologies and methods.

Monitoring Implementation Integrity

As the field defines supervisor competencies and effective supervisory practices, it becomes essential to monitor implementation integrity to be able to test out whether those best practices are truly effective. Throughout this text, we have made the case that DEP reflects the current understanding of best practice in the field of supervision with specific application to the discipline of school psychology. The *DEP Self-reflection and Supervisor Feedback Survey* (DEP-SSFS) discussed in Chapters 4 and 14 systematically reviews behavioral markers for implementation of the DEP model. This instrument can be used as a self-reflection or self-monitoring tool by supervisors and a supervisee feedback instrument regarding supervisory practices. Research needs to be conducted to investigate the reliability of this instrument as well as its validity in terms of tying the results from a feedback and self-reflection instrument to supervisory outcomes. Research using this instrument can also contribute to supporting the validity of the overall DEP supervision model. Demonstration of implementation integrity is necessary to ensure that other assessments of the effectiveness of the DEP supervision approach validly reflect DEP implementation.

As part of its quality monitoring regarding supervision, the Illinois School Psychology Internship Consortium (ISPIC), which uses DEP, collects annual survey data from supervisees regarding their supervisory experiences near the conclusion of their internship. Since the development of the DEP-SSFS, ISPIC interns have also completed this DEP implementation integrity survey. While important, limited conclusions can be drawn from supervisee surveys alone. We incorporate DEP-SSFS data into our planning for ongoing professional development opportunities for ISPIC supervisors. The long-term need is to combine varied approaches to examine supervision outcomes for supervisees and clients with implementation integrity measures that ensure DEP has been properly implemented.

Implementation integrity of DEP is defined by the behavioral markers and specific supervisory activities delineated for each of its components. This specificity ensures that DEP is an applied practice model that informs daily supervision practice. These markers and prescribed activities can also be used to evaluate which supervisor activities demonstrate the strongest direct positive impact on supervisee and client outcomes and thus should receive particular emphasis in supervision training activities.

Supervision Training

There is also a need to study supervisor training. Central questions include the following: (a) what is the essential content of training; (b) which training methods are most effective in ensuring implementation of prescribed supervisory practices; (c) what duration of training combined with what kinds of follow-up activities and supports is required to ensure quality supervision practice; and (d) what formats and incentives recruit credentialed school psychologists to voluntarily participate in professional development focused on supervision? Since it is likely that training formats and needs may vary depending upon supervision experience and career stage, research efforts should study preservice training, training of first-time supervisors, and professional development for experienced supervisors. Regarding incentives to participate in supervision training, our experience with the ISPA Supervisor Credential Program (discussed in Chapter 16) suggests the following: (a) public recognition of achievement of a Credential (posted on professional association website) is viewed as valuable for attracting quality interns, which in turn is seen as important for recruitment of new school psychologists in an era of personnel shortages; (b) preparation for the first experience as a supervisor motivates participation; and (c) remote learning through videoconferencing in more but shorter modules facilitates permission for participation since psychologists are not off campus for a full work day. The remote format has the side benefit of attracting participants state-wide, and trainers have reported that this cross-fertilization is beneficial.

While supervision is now defined as a core professional competency, it currently remains one of the few practice areas where primary training is post-graduate and dependent on workshop formats. Newman, Hazel et al. (2021) surveyed graduate instructors and studied syllabi in APA-accredited Doctoral school psychology programs. They discovered that half of the instructors had not themselves taken a graduate course in supervision. Even where courses are not offered only 60% included participation in applied practice. It is critical that professional development in the area of supervision should be substantive, practical, and of sufficient duration and intensity to affect practice in the field. Study of effective professional development activities for teachers suggests that training is most effective when it is consistent with adult learning principles, targets, and practices specific instructional practices directly applicable to classroom instruction, is active and experiential, and consistent with personal goals and professional standards (Desimone et al., 2002). In our view, these characteristics are essential for professional development regarding supervision as well.

In earlier chapters, we shared our curriculum and methods for both pre-service and continuing professional development training in supervision. We believe that even within shorter workshop formats, it is necessary to provide a theoretically sound supervision model, emphasize practical strategies, engage participants in exercises that practice application (when possible, with their supervisees participating), and, whenever feasible, provide follow-up support through engagement in metasupervision. The efficacy of this approach requires empirical study. When the parameters and characteristics of effective professional development training have been established, it will be possible to better define minimum requirements for credentialing, certification, or formal recognition in clinical supervision.

We have found through our observation and repeated feedback from participants that there is particular value in including current supervisees in supervisor professional development activities. There are several unique advantages to this approach. Supervisees receive training in best practices enhancing their ability to be proactive supervisees and ensuring transparency in the goals of the supervision process. The shift from role-play to direct interactions with their supervisee elevates the impact of training, accelerates the formation of a positive supervisory alliance, and demonstrates experientially the benefits of the DEP approach. Examples of structured exercises include reviewing roles and expectations specified in the supervision contract, supervisee sharing personal strengths and areas they want more training under supervision, sharing prior experiences of positive and negative feedback and what is personally helpful for hearing and accepting constructive feedback, sharing own cultural backgrounds and personal experiences and their potential influence on professional practice, and discussing self-care strategies. Conjoint training involving supervisors with their supervisees might be studied either in terms of added benefit

to a full course of training (e.g., Credential training) or as an annual orientation activity to set the tone for interactions, guidelines, and expectations for supervision of preservice supervisees.

Research Methods

Mapping Supervisor Activities by Coding Supervisory Interactions

No reliable and valid observational system for recording supervisory interactions for research purposes currently exists. Development of a coding system would support operationalization of supervisor competencies and contribute to research methodologies. Although Holloway (1995, 2016) developed a coding system based on her SAS supervision model, no reliability or validity evidence exists to support its use as a research methodology. Newman (2012) analyzed and coded university-based supervision of consultants-in-training who were involved in a consultation practicum experience. Application of similar approaches to general field-based clinical supervision could be beneficial. There is a need to develop coding systems for observing and describing supervisory interactions within supervision sessions. This observational coding system should capture a supervision session in terms of content and process as well as supervisee reactions to the supervisor's input with interactions systematically recorded. The observational system could resemble the coding of therapist responses or the systematic behavioral observation systems for the use of recording teacher, student, and peer interactions in a classroom setting. A reliable coding system could be used in research to test the impact of specific supervisory strategies and to validate the effectiveness of supervisory models.

Similar to what was outlined in Chapter 7 for observing either a live or a recorded counseling session, a coding system can be developed to record supervisor actions. Some codes could specify the type of supervisory method employed: modeling (Mod), didactic (Did), cotherapy/co-consultation (Co), observation (Obs), intern self-report (Sr), and case consultation (Ce). Other codes could address the process of supervisory intervention: empathy (AL), clarifying and probing questions (Q), Socratic Questions (SQ), formative feedback (Fdbk), prompts for self-assessment (Self), intervention directives (Dir), and collaborative problem-solving (PS). Some codes could focus on the content addressed in supervision: assessment (Asmt), intervention (Int), program development (Pdev), program evaluation (Pev), professional disposition (Pdis), self-care (Sc), and future professional development (Fpd).

Coding could capture a picture of the method, process, and content occurring in supervision sessions. It would permit studying the utility of various supervisory approaches at different developmental stages of supervision. The Developmental component of DEP matches supervisory methods to

developmental skill levels of supervisees. Coding supervisory transactions can indicate whether the character of supervisory strategies does indeed change over time and in relation to supervisee competencies. Mapping supervisory practice is a complex task but an important step toward understanding and eventually defining competent practice.

Qualitative and Mixed Methods

Because supervision is required for supervisee development, client welfare, and gatekeeping for the profession, it would be unethical to not provide supervision when required. This limits the possibilities for utilizing random control designs to study effective supervision. It is possible to compare supervision that emphasizes particular strategies or to compare differences in supervisee and client outcomes from supervisors who have participated in a supervision training program like DEP compared to those who have not received formal training in supervision. Studies of supervision and evaluations of supervisors have relied heavily on supervisee feedback. It is clearly important to continue to incorporate this perspective into future research. However, supervisee surveys by themselves have limitations and must be interpreted cautiously. Transparency of supervisee feedback can be compromised by the power differential between supervisor and supervisee. For example, even in final stages of an internship, the supervisee may be concerned about getting a passing grade for the field experience and will likely still require letters of recommendations from the supervisor. In a challenging supervisory experience, the supervisor may be required to frequently provide feedback regarding performance deficiencies and might need to exercise the gatekeeping role. In this case, the supervisor may be demonstrating competent skills but a feedback survey from the supervisee might be negatively biased.

Quantitative, qualitative, and mixed methods research approaches will be required for examination of supervision practices (see Yin, 2016). Survey data from multiple sources, analysis of structured or semi-structured interviews of supervisors and supervisees, observational methods, strategy logs, data collection regarding supervisee development and client outcomes, assessment of implementation integrity, supervisee portfolio and work product reviews, and client progress data are examples of varied research sources that might contribute to our understanding of effective practices of clinical supervision. Single and multiple case study designs can involve qualitative and quantitative data as well (see Yin, 2018). Case study approaches are consistent with the necessary focus on progress monitoring and client outcomes. Integrating qualitative and quantitative data can set the foundation for empirical study of supervision practices. The Guiney and Newman (2021) study cited above reveals the benefits from well-designed qualitative research.

Studying and Refining the Application of DEP

The DEP model provides a framework for contemporary best practices in supervision tailored to school psychology. Since the first edition was published, the DEP approach has been taught in university programs and numerous professional development programs and adopted by school districts and individual supervisors. The approach will continue to evolve as our empirical understanding of quality supervision grows and through feedback from university and field supervisors and their supervisees who apply the model. Three examples follow.

Rhode Island College has applied the DEP approach to practicum field training (Holtzman, 2018). They adapted the Dreyfus (2004) skills acquisition model to create a developmental self-assessment instrument consistent with the DEP Developmental component to track supervisee progress in school psychology competencies. Checklists and action plans were developed to monitor attention to core elements of the ecological and problem-solving DEP domains. Practicum students asserted the importance of reciprocal communication between supervisors and supervisees in a shared role of expert/learner and shared their self-monitoring with field supervisors. Also, after the initial adoption of the DEP model, the Illinois School Psychology Internship Consortium's (ISPIC) annual supervisee evaluations of supervisors provided increasingly positive ratings. ISPIC now orients supervisors and supervisees together in the DEP approach in the first week of training, reinforces its application in quarterly metasupervision sessions with supervisors, and applies its principles to training interns in supervisory skills. The DEP-SSFS is completed by both supervisors and supervisees to monitor implementation integrity. In a final example, program evaluation data for the ISPA Supervisor Credential Program, which is based on the DEP approach and was described in Chapter 14, is being collected to assess its impact on supervision practices. We encourage university training programs to teach the DEP framework to both students in field placements and their supervisors, to monitor implementation fidelity through the DEP behavioral markers, and to assess its impact on the development of supervisee competencies. Please share with us your program's applications of the DEP model and your data on its impact on supervisee growth and supervisory practices.

Summary: Research Agenda

To refine the practice of supervision in school psychology, it is necessary to establish a multifaceted research agenda. It must examine the practice of clinical supervision in the context of best practices in school psychology. The overarching goal is to define effective supervisory competencies and practices and establish best practices for training supervisors. It must take into account supervisee development, client outcomes, the impact of a theoretically sound yet pragmatic supervision model, the influence of specific methods and supervisory processes, and fidelity to current empirically supported practices. Research agendas must

TABLE 17.1 School Psychology Supervision Research Priorities

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- Evaluation of supervisee development in relation to supervisory practice
 - Assessment of client outcomes in relation to supervisory practice
 - Approaches for increased access to supervision training
 - Diversity, equity, and inclusion in supervision
 - Investigation of effectiveness of theoretically determined best practices
 - Further study of the DEP-SSFS as a measure of implementation integrity of the DEP model
 - Examination of training methods in supervisory skills
 - Implementation of qualitative and mixed methods research protocols to evaluate supervisory practice in diverse field sites
-

pay attention to diversity within the supervisory relationship, how diversity, equity, and inclusion are addressed in supervision, and ways to increase the availability and access to supervision. Research will be needed to operationalize and map supervisory strategies and processes. Qualitative and mixed methods research tools will be required to incorporate diverse data sources into an initial research foundation for supervision within school psychology. Table 17.1 summarizes priorities for school psychology supervision research.

SUPERVISORY REFLECTION ACTIVITY: WHAT KIND OF SUPERVISOR DO YOU WANT TO BE?

Your commitment to quality supervision is evident in your taking the time to read this book. As you near conclusion of this text, take a moment to reflect on the following questions.

- As you reflect on the DEP model, what has been reaffirmed for you about requirements for effective supervision learned from your experiences as a supervisee and/or in your current practice as a supervisor?
- What changes in your current supervisory practice might you engage in as a result of reading this text or, if you are a supervisee, what changes would you like your clinical supervisor to implement?
- What new supervisory methods might you use that are different from your experience as a supervisee or a change from your current practice as a supervisor?
- What professional development supports would benefit your growth as a supervisor?
- Years from now, how do you hope your supervisees will describe their supervision experience with you and its impact?
- What kind of a supervisor do you want to become?

Final Thoughts

We began this text by making the case for a school psychology-specific supervision model. The attention to supervision and supervisory practices and competencies is long overdue. Supervision represents one of the primary mechanisms to move our field forward (Guiney, 2019; Harvey & Struzziero, 2008; Newman, 2020; Simon et al., 2014; Simon & Swerdlik, 2017a). It should be elevated to a core competency for school psychologists at both the specialist and doctoral levels of training. While there are time constraints in the specialist-level curriculum, we have suggested several ways this could be accomplished, as well as how supervision training could be embedded in the internship experience. (See Chapter 16). Competent supervision supports the professional development of school psychologists and enhances the quality of services to clients. The field is in the midst of a significant reconceptualization of the role of school psychologists in education and mental health services. Competent clinical supervision is essential for professional preparation but can also support the professional development of school psychologists throughout their careers. The dialogue that occurs in a supervisory relationship helps to further refine our perspectives on best practices for the service of children, adolescents, families, and educators.

It is necessary to incorporate training in effective supervisory practices into professional preparation at the preservice level *and* to initiate broad efforts for supervision training at the early, mid, and veteran career phases. Since few veteran psychologists received training in supervisory competencies in their own graduate preparation, updated professional development in the area of supervision is a critical need for experienced supervisors. Like all other professional competencies, supervision skills require continuous development.

The DEP model provides the first comprehensive framework specifically designed to guide supervisory practice within school psychology. It serves as an initial foundation for the practice and examination of best supervisory and clinical practices within our field. The DEP framework matches the complex practice requirements of school psychology. Core elements of this model are appropriate for clinical and counseling psychology and clinical and school social work as well. These fields are also experiencing dramatic shifts in service delivery systems. They remain key collaborators with school psychologists in services to children and families.

The DEP model and its components require empirical study to further refine supervisory practice and determine its impact on supervisee and client outcomes. Development of a best practices model for supervision in school psychology is only a starting point. It will need to be refined by feedback from supervisory practice and a commitment to research activity regarding effective supervision that has historically received insufficient attention. These investigations go hand-in-hand with the study of best practices in graduate preparation and effective service delivery. We have made the case that the DEP

delineation of best supervision practices requires applications of evidence-based practices in service delivery. If we want to ensure access to and implementation of evidence-based social–emotional–behavioral and academic interventions, clinical supervision must incorporate developmental and ecological considerations into all supervisory processes and problem-solving activities. Tumultuous social events and conflicts have intensified the necessity of incorporating attention to ecological factors into all aspects of school psychology practice. Clinical supervision can play a key role in professional development of diversity and multicultural responsive skills and social justice advocacy skills.

The field of school psychology's heightened focus and dialogue about supervisory practice can be a springboard to refine best practices in supervision, ensuring quality preparation for the next generation of school psychologists, and enhancing clinical support for psychologists at every level of experience. Commitment to quality supervision is a commitment to quality services for the children, adolescents, families, and educators served by school psychologists.

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