

Illinois
School
Psychology
Internship
Consortium
**APPLICANT
HANDBOOK**
2027-2028

DESCRIPTION

The Illinois School Psychology Internship Consortium Applicant Handbook serves as an essential resource for psychology internship applicants, offering detailed information about the internship program and how to apply.

Dr. Gina Bartucci-Andriusis

Internship Training Director

gbartucciandriusis@thechicagoschool.edu

We are happy you are considering the Illinois School Psychology Internship Consortium!

If you are thinking about applying to the Illinois School Psychology Internship Consortium, you are in good company! We have had interns from over 50 graduate programs. We seek to prepare interns to be dually credentialed as both licensed clinical psychologists and credentialed school psychologists. As such, our training curriculum considers both the American Psychological Association's Profession-Wide Competencies and the National Association of School Psychologist's Practice Model's Domains. Interns have opportunities to engage in a broad range of clinical psychological and school psychological activities.

Our internship program is one full year (12 months and 2000 hours) in length. Though located throughout the state, interns have regular contact with each other through the Illinois School Psychology Internship Consortium's training curriculum.

Aims:

The mission of the Illinois School Psychology Internship Consortium is to train interns who promote the highest quality educational and mental health services for children and families. In order to achieve its mission, ISPIC has set the following aims for program completers:

- Engage in culturally competent service delivery;
- Consistently integrate research and practice;
- Solve complex academic, behavioral, social-emotional, and mental health problems at the individual and systems levels; and
- Engage in ethical/legal practice, on-going professional development, and contributions to the field.

Accreditation & APPIC Membership

The Illinois School Psychology Internship Consortium was accredited by the Commission on Accreditation for over 20 years. **The Illinois School Psychology Internship Consortium is currently re-applying for APA accreditation. The site visit occurred in May 2026 and the final decision will be offered in October 2026 by the Commission on Accreditation (CoA).**

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
 American Psychological Association
 750 1st Street, NE, Washington, DC 20002
 Phone: (202) 336-5979
 Email: apaaccred@apa.org
 Website: <https://accreditation.apa.org/accredited-programs>

The Illinois School Psychology Internship Consortium is an APPIC member and agrees to abide by the APPIC policy that no person in this training consortium will solicit, accept, or use any ranking-related information for any intern applicant.

Table of Contents

History.....	5
Mission & Aims.....	6
Training Model	7
Half Day and Full Day Training Seminars	10
Coffee Talks.....	10
SEEN Meetings.....	10
Competencies & Work Products.....	10
Administration	10
Application Information.....	11
Required Prior Experiences	11
How to Apply.....	12
Incoming Interns	13
Appendices.....	15
Appendix A: Policies and Procedures.....	15
Intern Rights and Responsibilities	15
Exit Criteria.....	17
Evaluation Procedures	17
Intern Violation.....	17
Due Process Procedures	18
Termination Procedures	Error! Bookmark not defined.
Grievance Procedures	Error! Bookmark not defined.
Records Retention.....	19
Supervision Policy	23
Virtual Didactic Seminars.....	30
Appendix B: Diversity Plan.....	30
Appendix C: Program Financial and Benefits Tables by Site	34
Appendix D: Conflict of Interest	38
Appendix E: Partnering Site Descriptions	40
District 15 (Palatine).....	40
Southern Illinois University Edwardsville/Metro East Public Schools (Edwardsville)	40

Evergreen Coaching and Counseling Services, Inc. and the Vermillion Association for Special Education (Champaign/Urbana/Danville).....	40
Livingston County Special Services Unit (Flanagan).....	41
Maine District 207: Maine West (Des Plaines)	41
Township High School District 211 High School and Academy (Palatine).....	42
SIU School of Medicine & Springfield Public Schools (Springfield).....	43
Southeastern Illinois System of Care (Eldorado); Egyptian/WOVSED.....	44
Appendix F: Organizational Graphic.....	45
Appendix G: Example Training Calendar (2025-2026)	46
Appendix H: Alumni Narratives	46
Appendix I: Quarterly Feedback Form from Supervisor.....	49
Appendix J: Internship Plan.....	51

History

The Illinois School Psychology Internship Consortium was born out of five years of collaboration among directors from four Illinois doctoral programs: Illinois State University, Loyola University Chicago, National-Louis University, and Northern Illinois University. These leaders came together to address a pressing need: a shortage of school psychologists—especially doctoral-level practitioners—in rural and urban areas of the state.

At the time, many doctoral students were forced to leave Illinois for internships, as few in-state sites met the standards for APPIC listing and APA accreditation. The solution: form a statewide consortium that could offer high-quality, accredited internships while keeping talent in Illinois.

Together, the universities formed an Executive Committee, secured funding for a training director, and committed to a model aligned with licensure and certification standards. They prioritized equity by opening internship slots to students from all programs—not just their own—and sought to attract out-of-state applicants to foster program growth and innovation.

The first year launched with ten internship opportunities, including both suburban and rural placements. In some cases, clinical sites were partnered with schools to provide comprehensive training, strengthening collaboration between education and mental health systems. These partnerships enhanced services for children and families and helped develop a new generation of doctoral-level psychologists.

After a successful pilot year in 2002–03, ISPIC joined APPIC, adopted the National Matching system, and gained APA accreditation in 2005. Since then, the program has trained over 370 interns from more than 50 universities. When The Chicago School began its doctoral program and National-Louis discontinued theirs, The Chicago School stepped in as a Sponsoring Institution alongside Loyola University Chicago, Northern Illinois University, and Illinois State University, which also served as the Host Institution. As the Host Institution, ISU provided physical space for the Central Office, maintained the consortium’s web presence, served as fiscal agent, and employed the Training Director and clerical support. With funding from multiple sources (e.g., Illinois Board of Higher Education, Illinois Children’s Healthcare Foundation, Health Resource Services Administration), the consortium grew in size and diversity. In 2015-2016, the cohort boasted 26 members. During the years since the COVID shutdown, however, cohorts have been half the size, and we have been collaborating with grantees of the US Department of Education to address school psychology workforce pipeline issues in Illinois. In July 2025, the Host Institution designation transitioned from ISU to The Chicago School, and a new Training Director was hired and charged with the task of developing innovative training partnerships in high-needs districts. With ongoing funding and expansion, ISPIC will continue to offer rich, diverse training experiences that meet the evolving needs of school psychology in Illinois and beyond.

The Illinois School Psychology Internship Consortium has collectively committed to the following consortium goals:

- Maintain an accredited internship program
- Secure permanent funding
- Recruit highly qualified and diverse interns
- Prepare interns for the practice of professional psychology
- Assist interns in becoming certified and licensed in Illinois
- Retain graduates outside the Chicago collar
- Build a network of dually credentialed, culturally-competent professional psychologists in Illinois

During 2025, the Illinois School Psychology Internship Consortium was formally withdrawn from APA accreditation as a result of not turning in the self-study on time. The self-study has since been submitted and reviewed by the Commission on Accreditation (CoA), and the program has been approved for a site visit in Spring 2026.

Mission & Aims

The mission of the Illinois School Psychology Internship Consortium is to train interns who promote the highest quality educational and mental health services for children and families. The Illinois School Psychology Internship Consortium is based on the practitioner-scientist model of training. Our intention is to educate psychologists who integrate their knowledge of scientific principles with their applied clinical skills to improve the lives of children and families. This integrated approach to science and practice promotes the development of complementary skills by fostering a career-long process of psychological investigation and intervention.

The capstone experience is intended to refine the knowledge and skills gained through training for functioning as a professional psychologist including learning the role of a psychologist in an applied setting, understanding the function of educational and human service organizations, and developing an understanding of data-based problem solving methods that are equally effective for practice-related issues as well as research. Through the financial support of the four Illinois universities, the active supervision by qualified professionals, exposure to research and practice in a variety of settings with diverse clientele, interns display competence in the ten professional standards for credentialing school psychologists proposed by the National Association of School Psychologists. These standards are consistent with the school psychology specialty definition of the American Psychological Association.

Commensurate with entry-level health service psychologists, exiting interns will:

- engage in culturally competent service delivery,
- consistently integrate research and practice,

- solve complex academic, behavioral, social-emotional, and mental health problems at the individual and systems levels, and
- engage in ethical/legal practice, on-going professional development, and contributions to the field.

The crosswalk below is intended to show the relationship between the Illinois School Psychology Internship Consortium's aims, the APA Profession-Wide Competencies, and NASP domains of practice.

Illinois School Psychology Internship Consortium Aim	APA Profession-Wide Competencies	NASP Standard
Aim #1: Engage in culturally competent service delivery	PWC5. Communication and interpersonal skills PWC3. Individual and cultural diversity	NASP 2: Consultation and Collaboration NASP 6: Services to Promote Safe and Supportive Schools NASP 7: Family, School, and Community Collaboration NASP 8: Equitable Practices for Diverse Student Populations
Aim #2: Integrate research and practice	PWC1. Research	NASP 9: Research and Evidence-Based Practice
Aim #3: Solve complex academic, behavior, social-emotional, and mental health problems at the individual and systems levels.	PWC6. Assessment PWC7. Intervention PWC9. Consultation and interprofessional/interdisciplinary skills	NASP 1: Data-Based Decision Making NASP 3: Academic Interventions and Instructional Supports NASP 4: Mental and Behavioral Health Services and Interventions NASP 5: Schoolwide Practices to Promote Learning
Aim #4: Engage in ethical/legal practice, on-going professional development, and contributions to the field.	PWC2. Ethical and legal standards PWC4. Professional values, attitudes, and behaviors PWC8. Supervision	NASP 10: Legal, Ethical, and Professional Practice

Training Model

The Illinois School Psychology Internship Consortium is based on the practitioner-scientist model of training. As practitioner-scientists, interns can distinguish fact from opinion in the application of psychological principles to human behavior and to use existing theory and techniques to develop innovative practice in the field of school psychology.

While all interns in the program are assumed to be well-grounded in research methodology, it is not expected that all interns will have as their primary career goal the production of new research. The success of the model does not depend on the majority of interns engaging in the dual role of productive researcher and active clinician. Rather, the integrated training of science and practice leads to a unique focus on psychology as a mental health profession and further aids both the researcher and practitioner in the performance of their respective functions. It aids practitioners in obtaining a body of knowledge that can help them work effectively in a variety of applied settings, and it aids researchers in having an applied perspective to their empirical activity.

Consistent with the mission of the Illinois School Psychology Internship Consortium, the overarching theoretical orientation represented across sites is the developmental-ecological model. This developmental-ecological perspective in understanding human growth, development, learning and maladaptive behaviors is integrated into service delivery and seminar trainings. Services are nested within systems including the society (macrosystem), family, school as an organization (exosystem), classroom, family, and individual student. The sources of problems and potential solutions lie within the various systems impacting the child and family. Interns are taught to understand behavior, assess, and intervene at various levels. A developmental perspective is provided as the roles of these systems change as children mature. Graduates may not work in all systems, but they develop a respect and appreciation of those who work in each of these systems.

Through sequential and cumulative training experiences, interns are encouraged to become systematic, collaborative problem-solvers who can participate and facilitate the problem-solving of others in a variety of settings. The systematic approach to problem-solving includes moving through a sequence of problem-solving steps. Although the specific labels for the stages may differ, they typically include problem identification, problem analysis, plan implementation, and plan evaluation.

The program fosters the development of scientist-practitioners who are collaborative problem-solvers functioning from a developmental ecological perspective. Through planned, closely supervised experiences and didactic seminars, interns are educated to use information/data from a variety of sources to develop interventions for one or more of the various systems in which the intern works (e.g., for the school or family or individual child). Data is collected from a variety of sources and take a variety of forms. For example, interns are taught that psychological tests represent only one source of data. Others include review of existing records/information, observation, and interview.

Training as a scientist and practitioner requires that interns be engaged in integrated clinical and research experiences. Seminars and case presentations provide a practitioner-scientist orientation and opportunities for students to integrate their clinical and research experiences. In each site, the practitioner-scientist model is emphasized and reflected in the experiences made available. In the process of demonstrating and supervising intern activities, supervisors actively integrate research and clinical work. The Illinois School Psychology Internship Consortium training experience

teaches interns that separate and independent roles do not exist for practitioners in the schools, consumers of research, and research innovators.

As collaborative problem-solvers, interns are prepared to use the scientific method to generate new information, skills, and other techniques that add to the existing knowledge base of school psychology and that ultimately enhances the functioning of individual school-age children, youth and their families. The doctoral-level school psychologist functions as a practitioner when the scientific method is applied to the existing knowledge base relevant to educational and mental health problems. However, the varying emphasis on one role or the other (researcher vs. practitioner) is legitimate and will depend on the particular career goals of the intern. Throughout the internship experience, the importance of knowledge of and experience with a wide range of individual differences, including ethnicity, gender, age, culture, religion, race, SES, and lifestyle is emphasized. Also stressed throughout the program is the importance of legal and ethical issues that guide service delivery and research. The most fundamental tenet of the Illinois School Psychology Internship Consortium is that students acquire the knowledge and skills to be leaders, innovators, and positive change agents in the service of children and families.

The Illinois School Psychology Internship Consortium administers an organized internship program of appropriate depth, breadth, duration, and intensity to prepare interns for the practice of health service psychology. The Illinois School Psychology Internship Consortium Training Curriculum includes several components, and all components are part of the experience for all interns. The training method is primarily experiential within each Partnering Site, beginning with observation, mentoring, and supervisory guidance which facilitates the intern's becoming progressively more independent as they become socialized to the profession of psychology. All interns are engaged in a range of psychological services, including assessment, intervention, consultation, and teaching/supervision (though the nature and extent of these services vary across sites), throughout which they also develop their competencies related to professionalism, ethical/legal practice, interpersonal communication, diversity/social justice, and research. Each intern participates in at least 600 hours of direct service.

In addition to the experiential training, interns participate in a series of didactic training seminars. Interns are granted access to Google folders with readings, videos, and other resources associated with each training. The training seminars are organized in a sequential and cumulative fashion and include four different curriculum components 1) didactics and case presentations associated with Profession-Wide Competencies, 2) social justice, 3) professionalism discussions, and 4) career development topics

Specifically, interns are typically in training seminars (either didactic training seminars, Coffee Talks, and/or SEEN discussions) every Friday virtually from 8am-12pm. The interns also meet in-person at least four times during the internship year for full day training seminars – in August (Northern Illinois University), October (Loyola University Chicago or The Chicago School), May (Springfield, IL) and July (Illinois State University). For an example of a recent training calendar,

please refer to Appendix G. To read specifically about the Illinois School Psychology Internship Consortium's policies involving Virtual Training Seminars, please see Appendix A.

Half Day and Full Day Training Seminars

At half day and full day training seminars, the full intern cohort comes together (either virtually or in-person) for a presentation on a selected topic. These seminars typically include didactic instruction along with facilitated discussion and applied or experiential activities. Additionally, interns participate in two hours of Group Supervision during the Half Day and Full Day Training Seminars.

At most of these training seminars, a professionalism series activity is also completed. In addition, in the second half of the year, 1-2 interns present a case during group supervision.

These training seminars are led by a licensed clinical psychologist – a site supervisor, Illinois School Psychology Internship Consortium alumnus, or Diversity Mentor.

Coffee Talks

Each month, interns also participate in a 2-hour virtual Coffee Talk. These sessions were added in 2021 with the intent of providing additional support for career and professional development. These sessions provide interns with an opportunity to refine their professional interests and career goals, with discussions about applying for various types of positions, grant writing, and working in less traditional settings (i.e., not in school systems).

SEEN Meetings

Interns participate in monthly SEEN meetings, each of which lasts one hour, during which they discuss topics related to diversity, equity, inclusion, and/or social justice. SEEN meetings are led by the interns on a rotating schedule. Illinois School Psychology Internship Consortium supervisors and Diversity Mentors are invited to attend these intern-led events.

Competencies

Illinois School Psychology Internship Consortium's internship plan is organized around APA's Profession-Wide Competencies. Interns are evaluated on the performance indicators (as described in the Internship Plan, Appendix J) periodically throughout the internship year.

Administration

A Governing Board, consisting of representatives from each of the four universities and from each of the partnering sites, meets a minimum of three times a year and communicates electronically as needed to review data and develop and update policies and procedures (please see Appendix A for the current Policies and Procedures). Representatives from the intern cohort and a representative

from the Diversity Mentors participate on the Governing Board as well. The Governing Board is chaired by two elected Governing Board members, one representative of the partnering sites and one representative of the universities.

In consultation with the Governing Board, the Illinois School Psychology Internship Consortium office, which is located on The Chicago School campus, is responsible for the entire operation of the consortium including orchestrating the consortium-wide planned, programmed sequence of training activities, coordinating the recruitment, application and interviewing process, and maintaining documentation/evaluation of intern experiences and performance. Intern stipends are paid directly to interns by the partnering sites (please see the Appendix C for the Program Benefits Table). Each partnering site has developed its own training component, which supports the developmental process of the intern within the particular setting; however, the overall quality and coordination of experiences is monitored by the Illinois School Psychology Internship Consortium training director and Governing Board.

The Illinois School Psychology Internship Consortium is sponsored by and largely funded by the four Illinois doctoral granting universities including Illinois State University, Loyola University at Chicago, Northern Illinois University and The Chicago School. In addition, annually, Colleague Institutions across the country can choose to contribute to the maintenance of accredited internship opportunities. Applicants for the consortium enrolled in these institutions will not be given preferential treatment by any of the partnering sites. Rather, all applications are judged based on their unique qualifications. Please see our Conflict of Interest Policy in Appendix D. Please see our Organizational Graphic in Appendix F.

Application Information

Required Prior Experiences

Illinois School Psychology Internship Consortium seeks applications from graduate students training in doctoral programs in school psychology or combined programs, which prepare students for the practice of school psychology. Applicants must be doctoral students in good standing, typically with a minimum of three years of completed coursework. While APA or CPA accredited programs are preferred, applicants from non-accredited programs will also be considered. Most successful applicants have a minimum of 800 hours of practicum experience in schools and other child-serving settings. If passing comprehensive examinations prior to going on internship is a requirement of the doctoral program, we require that successful completion occur prior to submitting rankings. The Illinois School Psychology Internship Consortium has no requirements regarding progress toward dissertation completion. All Illinois School Psychology Internship Consortium interns must pass background checks, and some sites require finger printing and drug screening.

If an applicant has less than 800 hours of practicum (400 direct service) or if an applicant has not passed their comprehensive examinations prior to applying, the applicant will need to provide some additional information (see No. 3 in Application Information below).

How to Apply

The Illinois School Psychology Internship Consortium desires a diverse applicant pool, including, but not limited to, the following: age, color, disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status. Applicants must participate in the National Matching Service www.natmatch.com/psychint. The Illinois School Psychology Internship Consortium agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

If you would like to contact a current or former intern for a candid review of the program and its Diversity Plan (see Appendix B), please email the Internship Training Director, Dr. Gina Bartucci-Andriusis (gbartucciandriusis@thechicagoschool.edu).

A completed application includes:

- One on-line APPIC application, which can be accessed from **www.appic.org** (includes vita, graduate transcripts & letters of recommendation)
- One general cover letter should include a general introductory paragraph and a unique paragraph for each internship opportunity of interest to you. Please label each paragraph with the site name.
- 1-2 Pieces of your work to be uploaded as “supplemental materials” (e.g., an assessment report, a treatment summary, progress monitoring of an intervention, in-service handouts)

Note: If you are from a clinical or counseling psychology program rather than a school psychology program, we respectfully request that you do not apply. Your materials will not be reviewed.

Application Information

1. The Illinois School Psychology Internship Consortium is considered one program so you will only need to pay one fee to apply to as many of our opportunities as you like. Your entire application packet will be directed to the interview team for each of the opportunities.
2. You will compose one cover letter that will go to all the internship opportunities within the Illinois School Psychology Internship Consortium that interest you. Please start your cover letter with a general description of yourself/interests followed by separate labeled paragraphs conveying your interest in the various sites. Cover letters can be addressed "Dear Training Supervisor."
3. If you have less than 800 hours of practicum (400 direct service) or if you have not passed your comprehensive examinations prior to applying, please provide an e-mail from your

university advisor or program director assuring Illinois School Psychology Internship Consortium that you will be allowed to go on internship even if you do not pass your comprehensive exams. We will not rank an individual whose program could restrict them from upholding their match contract. Also, if you do not have a total of at least 800 hours of practicum (400 direct service), please have your university advisor or program director write an e-mail assuring the program that you will accrue these hours prior to internship or provide rationale of extenuating circumstances, which would justify fewer hours being perceived as acceptable. Emails can be sent to Dr. Gina Bartucci-Andriusis (gbartucciandriusis@thechicagoschool.edu).

Interview Information

1. To promote greater equity for applicants, Illinois School Psychology Internship Consortium conducts a fully remote recruitment process. We will not offer any on-site interviews, tours, or informational meetings/visits.
2. The Illinois School Psychology Internship Consortium Training Director emails interview offers to applicants early in December. Scheduling will be handled by NMS Interview.
3. If interviews are accepted by applicants, sites schedule and facilitate a remote interview. These interviews may begin as early as mid-December and occur throughout January. Interviews are 35-45 minutes in length, likely facilitated through Zoom (though other technology or phone may be considered if Zoom cannot be used). Each site conducts its own interviews.
4. The Illinois School Psychology Internship Consortium website offers virtual tour slide presentations for each site. (Click through to the site-specific pages for links to these presentations.)
5. An optional (but highly encouraged), virtual open house/Q&A with current interns is held via Zoom in early January. The 2-hour long event allows applicants to speak to interns from multiple sites; visiting different Zoom breakout rooms for each site. NMS Interview will be used to sign-up for the virtual open house.

Incoming Interns

Students will be contacted by the Training Director and their supervisor on Match Day. Shortly afterwards, they will be contacted by the Internship Training Director with information regarding opportunities offered to incoming interns, including the possibility of applying to be an Intern Representative, which includes a stipend.

The Intern Representative's role involves coordinating training seminars and Coffee Talk sessions by organizing materials, tracking attendance, and ensuring timely completion of evaluations. It also includes managing work product submissions, overseeing logistics, tracking uploads, reviewing materials, and communicating with the Training Director. Additionally, the position

helps foster intern community and professional connections by organizing social events, maintaining peer networks, and serving as a liaison for intern feedback and support throughout the year and presenting on equity, inclusion, and belonging at the end-of-year Governing Board meeting.

The Orientation for the Illinois School Psychology Internship Consortium is a two-day program held the first week of August at the Northern Illinois University Campus.

Appendices

Appendix A: Policies and Procedures

ILLINOIS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM Procedures of Evaluation, Grievance, & Termination Revised 5.1.26

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 interns can meaningfully explore their professional functioning. In response to interns' expectations, the training program assumes a number of general responsibilities. Primarily, it recognizes that the provision of on-going feedback to interns is fundamental to a successful training experience.

The internship program has the responsibility to assess the progress of interns throughout their training. 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 interns' 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 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. Further, 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 a formal action.

Intern Rights and Responsibilities

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 interns bring.
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 grievance and due process.
8. The right to receive written Notice of any concern being formally addressed.
9. The right to appeal any formal action taken by the program.
10. The right to raise concerns informally without fear of retaliation.
11. The right to initiate a formal grievance about aspects of the training program.
12. The right to request facilitated support in addressing a concern rather than proceeding alone.
13. The right to select an intern advocate to participate in the Advisory Committee process.
14. The right to receive a written response to a formal grievance.

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 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 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.

Program Responsibilities:

1. Follow the Due Process and Grievance procedures.
2. Communicate with the intern's graduate program early when concerns arise.
3. Base decisions on multiple sources of professional input.
4. Receive all grievances in good faith and without retaliation.
5. Provide interns with the Interns Concerns Committee Chair's contact information at orientation.
6. Facilitate meetings between the intern and the person of concern when the intern requests support.
7. Conduct a fair and thorough review of all formal written grievances and appeals.
8. Provide a written response within the defined timeframe.
9. Maintain documentation of all formal grievances and their outcomes.

Exit Criteria

To successfully complete the internship, the following criteria must be met:

- Total training time should approximate 2000 hours.
- A minimum of 600 hours has been spent in a school setting.
- A minimum of 600 hours has been spent in direct service.
- Interns have engaged in meaningful training experiences with both general and special education students ranging from 3–21-year-olds.
- Competency requirements have been met during the one-year full-time doctoral internship.
- An average of six hours per week has been spent in regularly scheduled, formal supervision learning activities, at least two hours of which were on an individual face-to-face basis.
- All client records, paperwork, and work products have been completed and reviewed with supervisors before the end of internship.
- Competency-based evaluations indicate that the intern's performance is commensurate with that expected of an entry-level professional psychologist. **Interns MUST be rated “proficient - expected competency of end-of-year intern” in all nine profession-wide competencies (PWC) for successful completion of internship. Minimum Level of Achievement for entry-level psychologists includes the ability to independently function in a broad range of clinical and professional activities, the ability to generalize skills and knowledge to new situations, and the ability to self-assess when to seek additional training, supervision or consultation.**

Evaluation Procedures

To successfully complete the internship, the following criteria must be met:

- Total training time should approximate 2000 hours.
- A minimum of 600 hours has been spent in a school setting.

- A minimum of 600 hours has been spent in direct service.
- Interns have engaged in meaningful training experiences with both general and special education students ranging from 3–21-year-olds.
- Competency requirements have been met during the one-year full-time doctoral internship.
- An average of six hours per week has been spent in regularly scheduled, formal supervision learning activities, at least two hours of which were on an individual face-to-face basis.
- All client records, paperwork, and work products have been completed and reviewed with supervisors before the end of internship.
- Competency-based evaluations indicate that the intern's performance is commensurate with that expected of an entry-level professional psychologist. **Interns MUST be rated “proficient - expected competency of end-of-year intern” in all nine profession-wide competencies (PWC) for successful completion of internship. Minimum Level of Achievement for entry-level psychologists includes the ability to independently function in a broad range of clinical and professional activities, the ability to generalize skills and knowledge to new situations, and the ability to self-assess when to seek additional training, supervision or consultation.**

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 programs about interns are not arbitrary or personally based, 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 time-frame 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.

Due Process and Grievance Procedures

The Illinois School Psychology Internship Consortium maintains two separate written procedures to protect the rights of interns and uphold the integrity of the training program: (1) **Due Process** and (2) **Grievance Procedures**.

PART I: Due Process Procedures.

Due process procedures apply when concerns arise about an intern's professional functioning or conduct beyond those that can be addressed in the Quarterly Feedback Form. These procedures ensure that decisions about interns are not arbitrary, that clear expectations are communicated, and that interns have defined rights throughout the process.

When concerns about an intern's performance are identified such that a formal action is considered, the program will:

- Communicate early with the intern's graduate program about suspected difficulties and seek input on how to address them;
- Use input from multiple professional sources when making decisions about intern performance;
- Document all actions taken and the rationale, in writing, to all relevant parties; and
- Ensure that interns are given sufficient time (as described below) to review and respond to any action taken.

Notice of Formal Action.

The intern must be formally notified, **in writing**, using the Quarterly Feedback Form as a guide, that the TC has determined that formal action is warranted. Formal actions include a Remediation or Probation Plan or Termination (details on the various types of formal actions are described in the Evaluation Procedures section above).

The Notice must include:

- A clear description of the specific behavior or competency concern;
- Reference to the program expectation or standard that has not been met;
- The date the concern was identified; and
- Information about next steps in the due process procedure.

The Notice should be provided as promptly as possible following identification of the concern. The intern should be asked to sign and date the Notice to acknowledge receipt (not necessarily agreement).

If a formal remediation or probationary plan is developed, it must be provided to the intern in writing and must include:

- A clear description of the behaviors or competencies to be addressed;
- Specific, measurable expectations for improvement;
- A timeline for achieving the required improvement; and
- Consequences if the required improvement is not achieved within the stated timeline.

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, often a representative from the intern's home university. The intern retains the right to hear all facts with the opportunity to dispute or explain his/her 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.

The Hearing must include:

- A formal meeting between the intern and appropriate program representatives (e.g., Training Director, supervisors, and/or members of the Intern Concerns Committee);
- A clear presentation of all concerns to the intern;
- A dedicated opportunity for the intern to respond to the concerns, ask questions, and provide relevant information; and
- Documentation of the meeting, including who was present, what was discussed, and the intern's response.

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 overturn the formal action. The intern will receive written notification of the outcome of the hearing, either that the decision is overturned or upheld, and of their right to appeal the hearing decision.

1. Overturned. When the decision is overturned, the TC will continue efforts to move the intern toward successful completion of the program, and the TC will communicate its recommendation to the intern.
2. Upheld. When the decision is upheld, the intern, graduate program, and other appropriate individuals will be informed in writing of the decision to continue with formal action.

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.

Appeal.

The intern may appeal on the basis of procedural error (e.g., the steps of due process were not followed), or substantive disagreement with the program's findings based on newly available relevant information. The appeal review should be conducted by parties one step beyond the Training Director and not directly involved in the original decision.

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), who form the Appeal Board. Each member reviews the documents separately and subsequently conferences regarding the decision of the TC. The Appeal Board will either overturn the formal action or uphold the formal action.

1. Overturned. The Appeal Board may overturn formal action based on substance and/or procedure, the TC will be charged with returning to an informal plan. If termination was the decision overturned, the TC will develop a Remediation or Probationary Plan, as appropriate, and the stipend will be reinstated.
2. Upheld. If the Appeal Board determines that the formal action taken is the appropriate course of action, the intern, graduate program, and other appropriate individuals, which
3. may include the Chair of APPIC and any relevant professional credentialing bodies, will be informed in writing of the formal action.

PART II: Grievance Procedures

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 Illinois School Psychology Internship Consortium to ensure that their needs are met. Giving feedback (both positive and negative) to supervisors and/or the TD is encouraged and welcomed.

Grievance procedures apply when an intern has a concern or complaint about the training program — including concerns about supervision quality, workload, harassment, discrimination, or any other aspect of the training experience. These procedures provide a clear, step-by-step pathway for interns to raise concerns and have them addressed fairly. It is not uncommon during the internship year for interns to experience dissatisfaction with some aspect of their training. The vast majority of such concerns, when raised, are satisfactorily resolved.

A. General Principles

- Interns are encouraged to raise concerns early and directly. Most concerns can and should be resolved through informal conversation.
- All parties involved in a grievance process should act in good faith and maintain privacy to the extent possible.

- Interns will not face retaliation for raising a concern or initiating a formal grievance.
- An **Interns' Concerns Committee** exists to assist interns in resolving conflicts. The name and contact information of the Intern Concerns Committee Chair is provided to interns during orientation.

Informal Complaint

Interns are encouraged to first attempt informal resolution:

1. Discuss the concern directly with the person involved (e.g., the supervisor or Training Director).
2. If the concern is not resolved, or if the intern is not comfortable approaching the person directly, the intern should speak with their individual supervisor or the Training Director.
3. If the intern is uncomfortable speaking with the Training Director or their individual supervisor for any reason, the intern should contact the Intern Concerns Committee Chair.
4. If the intern is not comfortable addressing the situation alone, the Training Director, supervisor, or Intern Concerns Committee Chair will facilitate a meeting with the intern.
5. If the concern involves an employee of a Partnering Site who is not affiliated with ISPIC, the supervisor and/or 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.
6. Throughout the informal process, the TD may consult with members of the ISPIC Supervision Committee, the Diversity Mentors, or other relevant ISPIC committees as appropriate. The TD may also utilize the APPIC Informal Problem Consultation service as needed.

If a grievance involves potential violations of state or federal law (e.g., harassment, discrimination), interns are also encouraged to seek guidance from the host agency's Human Resources department or relevant legal authorities. ISPIC's grievance procedures do not supersede applicable law or Partnering Site HR policies.

Formal Grievance

If the concern is not resolved in the meeting(s) with the intern, supervisor, TD and/or Committee Chair, the intern may submit a formal grievance in writing.

1. **Written Grievance Submission:** The intern submits a formal grievance in writing to the Training Director. If the Training Director is the subject of the complaint, the written grievance is submitted to the Intern Concerns Committee Chair. The written grievance should describe: (a) the nature of the concern; (b) when and where it occurred; (c) who was involved; and (d) what resolution the intern is seeking.
2. **Convening of the Advisory Committee:** Upon receipt of the formal grievance, the TD (or Intern Concerns Chair) will convene an Advisory Committee to deliberate the grievance. The Advisory Committee will include: the individuals already involved in the informal process; members of the Interns' Concerns and Development Committees; and, if the intern chooses, an intern advocate selected by the intern (often one of the Intern Representatives).
3. **Deliberation and Plan of Action:** The Advisory Committee will review all relevant information and outline a course of action.
4. **Written Summary:** The TD (or Intern Concerns Chair) will distribute a written summary of the plan to all parties involved.

5. Governing Board Notification: The decision will be communicated to the full ISPIC Governing Board at its next meeting and provided to APA.

Records Retention

Illinois School Psychology Internship Consortium documents and permanently maintains accurate records of interns' training experiences, evaluations, and certificate of completion for evidence of interns' progress through the program as well as for future reference and credentialing purposes. The Illinois School Psychology Internship Consortium Central Office retains electronic files of each intern's:

- final internship plan documenting minimum level of achievement in the profession-wide competencies
- internship certificate of completion
- log of training activities

In the case of an intern termination, documentation of remediation and/or probation plans and due process are retained for review by representatives of the Commission on Accreditation during its next site visit.

Illinois School Psychology Internship Consortium also maintains records of all formal complaints and grievances which have been filed against the program and/or against individuals associated with the program for review during subsequent site visits from representatives of the Commission on Accreditation.

All Illinois School Psychology Internship Consortium records are stored on a password protected computer belonging to the Sponsoring Institution and subject to the institution's privacy and security policies for educational records. In addition, back-up of all Illinois School Psychology Internship Consortium records is maintained in password protected and secure cloud storage. Illinois School Psychology Internship Consortium's records retention policy is communicated passively via posting on the Illinois School Psychology Internship Consortium website and actively during intern orientation.

Supervision Policy

Since its founding in 2002, Illinois School Psychology Internship Consortium has had a primary emphasis on providing research-based supervision to each of its interns and continuing professional development for its supervisors. Supervision by appropriately credentialed and experienced psychologists is one of the most critical aspects of an internship experience. Psychology interns must have both licensed clinical psychologists and school psychologists available as their mentoring models. In this way, interns can see how psychologists work in a variety of settings, with particular populations, and with a wide array of interventions and assessment procedures.

SUPERVISION STANDARDS

Illinois School Psychology Internship Consortium's Supervision Standards include the following principles of supervision:

- fostering productive supervisory relationships
- applying a supervision model and training activities that address the multidimensional service requirements specific to school psychology
- developing competencies for interns and for supervisors
- training for empirically supported practice impacting both individuals and systems
- preparing interns to be ethically, multiculturally, and diversity competent practitioners
- teaching professional skills to prepare interns to become leaders and supervisors

This document summarizes Illinois School Psychology Internship Consortium's current Supervision Policy which is based on doctoral level internship *Standards of Accreditation for Health Service Psychology* of the American Psychological Association (2015a), *APA Guidelines for Supervision in Health Service Psychology* (2014), the National Association of School Psychologists (NASP) *Standards for the Graduate Preparation of School Psychologists* (2020), *NASP Best Practice Guidelines for School Psychology Internships* (2014), and current research and literature on best practices for clinical supervision (APA, 2015b; Bernard & Goodyear, 2019; Falender & Shafranske, 2021; Harvey & Struzziero, 2008; Newman, 2020; Simon et al., 2014; Simon & Swerdlik, 2023). Interns are exposed to each of the 10 NASP Practice Domains (NASP, 2020) and trained in each of the APA Professional Competency Domains (APA, 2015).

Illinois School Psychology Internship Consortium has adopted the *Developmental, Ecological, Problem-solving (DEP) Model* (Simon & Swerdlik, 2023) as the best practice model for school psychology supervision. This school psychology-specific supervision model was initially developed and field tested within Illinois School Psychology Internship Consortium. The Consortium's supervisors have played a significant role in the development of the DEP Supervision Model.

A structured *Developmental* approach to supervision matches supervisory methods to assessed training needs of supervisees.

- Multimethod supervision coupled with deliberate practice, based on the developmental level of the supervisee, to learn essential clinical skill levels is required.
- Reliance on the use of supervisee self-report is insufficient; direct "live" observation is also necessary.
- While less intense oversight may be necessary in the latter part of an intern year for very competent interns, these supervisees still require the same intensity of supervision to develop more advanced skills.

An *Ecological* perspective is essential to address the multiple systemic contexts that influence school psychology practice and prepares the supervisee to intervene within both individual and systemic contexts including consideration of diversity and cultural factors in all aspects of psychological practice.

- Skills for program development, system change, and social justice advocacy are core training goals.

Supervision for *Problem-solving* focuses on the application of data-based decision making and evidence-based interventions to the full range of school psychology activities.

- The ecological perspective is integrated into all problem-solving activities.
- A key supervisory role is to guide interns to adapt evidence-based strategies to the unique characteristics of clients and settings.
- Supervision is goal directed and intern's goals are frequently progress monitored.
- Interns are encouraged to engage in ongoing self-reflection, self-evaluation goal setting and progress monitoring of goals.

UNIFORM SUPERVISION PRACTICES:

- Use of a written supervision contract that outlines roles, responsibilities, and expectations for supervisors, supervisees, and the supervisory relationship (Appendix A)
- Interns complete the *Supervision Session Planner* and submit it to their supervisors prior to a scheduled supervision session. In turn the supervisors are required to complete *Supervision Notes* to maintain a record of supervisory practice (Appendix B)
- Attainment of the [*ISPA Supervisor Credential*](#) is recommended for all Illinois School Psychology Internship Consortium supervisors to benefit the quality of supervisory practice and fidelity to best practices in supervision. New supervisors, whether from existing or new Illinois School Psychology Internship Consortium sites, are expected to attain the ISPA Credential within one year of becoming an Illinois School Psychology Internship Consortium Supervisor.

SUPERVISOR RESPONSIBILITIES

All interns are guaranteed an average of two hours of face-to-face supervision from their primary supervisors and an additional two hours of supervision in other modalities (e.g., case conferences, staffings, multidisciplinary teams, grand rounds) every week. These hours form an important core of training. At least quarterly, but preferably monthly, supervisors directly observe their interns engaging in one of the profession-wide competencies and provide oral and written feedback documented in Supervision Notes and quarterly feedback summaries. The frequent and easy access to psychologist supervisors is just as, if not more, important than formally scheduled supervision sessions. For this reason, the Governing Board requires that designated supervisors be proximal and accessible to interns at all times.

Supervisors at each site are committed to quality mentoring activities with interns. They are responsible for providing feedback and support as the interns become socialized to their work and gain competence in the many tasks and roles played by psychologists. Interns will have a clear understanding of the lines of authority among their supervisors and agency administrators so their

concerns and needs can be dealt with in a timely manner. The best supervisors are skilled in their own work and have enough influence on the agency environment so they can oversee the responsibilities and opportunities offered to the interns.

Psychology interns can learn very important information and skills from non-psychologist supervisors. These individuals (e.g., psychiatrists, social workers, nurses, speech and language pathologists, teachers, and other non-doctoral mental health practitioners) play an important, but secondary role in training. When a portion of an intern's learning depends on interaction with other related professionals, the primary (doctoral, licensed) psychologist supervisor must gain cooperation and commitment from these individuals to take on training and mentoring roles with the interns.

Primary supervisors are responsible for regular communication with collaborating supervisors and ensuring a coordinated training experience for interns (a minimum of every other week documented collaboration is recommended and monthly is required). Collaborating supervisors also provide formative feedback to their interns. Primary and collaborating supervisors jointly provide summative feedback to their interns.

Broadly, Illinois School Psychology Internship Consortium aims to provide the intern with the opportunity (in terms of setting, experience, and supervision) to begin assuming the professional role of a psychologist consistent with the practitioner- scientist model. This role entails the integration of previous training and a further development of the scientific, professional, and ethical bases involved in professional functioning.

In addition to accepting supervisory responsibilities, the internship program will maintain ongoing communications with the intern's graduate department regarding the intern's progress during the internship year. The training program provides appropriate mechanisms by which inappropriate intern behavior affecting professional functioning is brought to the attention of the intern. The training program also maintains intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they arise.

SUPERVISOR EXPECTATIONS

- Demonstrate a commitment to supervising interns.
- Help interns obtain the resources, support, and experiences needed to complete all Illinois School Psychology Internship Consortium internship requirements.
- Develop strong supervisory relationships with their interns.
- Model and promote best practices and those consistent with APA and NASP ethical principles.
- Frequently assess intern performance and provide formative feedback to their intern and summative feedback to the intern, their university program, and Illinois School Psychology Internship Consortium central office.

- Observe interns demonstrating profession-wide competencies and provide live supervision at least once per quarter
- Demonstrate an appreciation for and ability to address human diversity.
- Be able to articulate your philosophy of supervision
- Develop the interns understanding of the practitioner-scientist model and the developmental-ecological approach
- Individualize the internship training year to meet the needs/interests of the interns
- Facilitate entry of the intern into the service-delivery system (both formally and informally)
- Regularly dialogue with interns regarding:
 - relevant research
 - impact of diversity on practice
 - public policy issues
 - socialization to the profession
- Promote an effective transition from supervisee to emerging supervisor
- Provide graduated training experiences which allow for increasing independence so that interns are able to practice as entry-level professional psychologists upon graduation
- Encourage interns' attendance at training seminars
- Abide by APA and NASP ethical principles as well as all relevant state/federal laws. Regularly discuss aspects as they relate to supervision and clinical service. Issues such as power differentials and dual relationships should be addressed throughout.
- Evaluate intern in narrative format 4x (and present the information in verbal feedback conferences) during the year and via ratings of progress on the internship plan 2x
- Follow the Illinois School Psychology Internship Consortium 's Policies & Procedures
- Demonstrate responsibility for interns' progress notes, reports, etc. by carefully reviewing and co-signing.
- Take notes documenting what transpires during supervision sessions.
- Solicit and be open to feedback from the intern.
- Evaluate work products for threshold of competency.
- Be able to describe how information is gathered for use in evaluation.
- Dedicate an average of 2 hours a week for regularly-scheduled, face-to-face individual supervision
- Ensure 2-4 additional hours a week for other supervision and training
- Regularly exchange information with other individuals to whom you have delegated supervision (e-mail, telephone, or face-to-face); minimum of monthly contact to monitor progress toward goals, strengths & weaknesses
- Periodically sit down together with various supervisors and intern to dialogue about the internship plan and training program
- Attend governing board meetings (unless someone attends in your place) and serve on an Illinois School Psychology Internship Consortium committee

- Participate in the provision of a monthly training seminar and/or other trainings.
- Encourage interns to work toward completion of university research requirements
- Participate in the recruitment process by reviewing, selecting, interviewing, and ranking applicants; comply with Conflict of Interest policy.
- Promptly submit paperwork requested for accreditation.

TELESUPERVISION PARAMETERS

Illinois School Psychology Internship Consortium believes that in-person psychological supervision is generally preferred, and encourages the intern and supervisee to meet in person whenever possible. Interns' regularly scheduled supervision is performed face-to-face and in-person with the rarest of exceptions. Group supervision, which is a regular part of monthly training seminars, is often conducted via Zoom.

When telesupervision or distance learning are conducted, it must be done in ways that align with APA policy. It is expected that supervision or distance learning will be conducted remotely when the following is true:

- The supervisor and interns have access to HIPAA compliant software with which to conduct the supervision synchronously and can participate in the call from a location where privacy and confidentiality can be maintained.
- Conducting the supervision in person would lead to extensive time and monetary cost for the intern.
- The supervisor believes that the content of the session can be shared in a way that the intern's learning experience will not be hampered by the remote format of the supervision session.

SUPERVISOR SUPPORTS & RECOGNITION

The Illinois School Psychology Internship Consortium Supervision Committee supports supervisors through the annual August Orientation, quarterly metasupervisions, and individual consultations regarding supervision practice. In addition to a support role, the committee is charged with monitoring the implementation of best practices in supervision, particularly as they have been applied within Illinois School Psychology Internship Consortium standards and guidelines.

Illinois School Psychology Internship Consortium has made a substantial commitment to the professional development of its supervisors:

- Quarterly metasupervision sessions provide collegial support; an opportunity to discuss supervisory issues, concerns, and successes; and provide support to the Illinois School Psychology Internship Consortium community of supervisors
- During these conferences, supervisors discuss any concerns about their interns' progress and receive feedback from their peers and the members of the supervision committee. They also discuss their progress toward their own supervision goals for the year.

- Each August, supervisors participate in a three-hour workshop on supervision; the specific research and strategies targeted during the workshop are those identified and requested by supervisors during the previous year's meta-supervision conferences.
- Regular participation in Metasupervision sessions is expected and supports the Illinois School Psychology Internship Consortium community of supervisors
- Collaborating supervisors are also welcome to attend Metasupervision sessions and all professional development activities offered by Illinois School Psychology Internship Consortium

Illinois School Psychology Internship Consortium supervisors are highly respected and valued for their roles as models of the profession and trainers of emerging psychologists. Illinois School Psychology Internship Consortium recognizes their importance in several ways.

In addition to the meta-supervision opportunities, supervisors receive other Continuing Education Units and professional development opportunities.

- There is a minimum of one Illinois School Psychology Internship Consortium training for practitioners, which are free to Illinois School Psychology Internship Consortium supervisors. Typically, these are trainings on topics of high interest and requested by Illinois School Psychology Internship Consortium supervisors.
- Supervisors interested in continuing to develop their capacity to provide culturally competent services to diverse learners are welcome to participate with interns in the SEEN meetings. The conversations are a core component of the diversity curriculum, and the articles/videos/resources are updated each year in response to current issues.

There are opportunities for formal recognition:

- Periodically, supervisors have opportunities to catch-up in person with program completers at events held at national conferences. During these events, Illinois School Psychology Internship Consortium honors our longest serving and recently retired supervisors.
- Certificates acknowledging years of service
- Listing of supervisors' names in the annual Illinois School Psychology Internship Consortium newsletter with a "spotlight" section that provides a bio for one new and one seasoned supervisor.
- Letters of "thanks" to supervisors that are copied to their administrators.

Illinois School Psychology Internship Consortium supervisors describe intangible rewards such as feeling a sense of professional community within Illinois School Psychology Internship Consortium. They report benefiting from a number of informal supports as a result of their involvement in Illinois School Psychology Internship Consortium. These include:

- Access to university library resources and faculty with research expertise.
- Letters of support for promotion, awards, and funding opportunities.

Virtual Didactic Seminars

The half day didactic training seminars are virtual, synchronous audio and video and take place on Fridays from 8am-12pm using Zoom. Attendance is expected of all interns, and interns' cameras remain on except in extenuating circumstances. Attendance information will be saved in the protected Drive.

Illinois School Psychology Internship Consortium provides and ensures regular and substantive interaction with students in all training activities using polls and open dialogue for the interns to be involved. The seminars are cumulative and sequential in their support of interns' profession-wide competencies.

Trainers are licensed clinical psychologists who are consortium supervisors, an Illinois School Psychology Internship Consortium alumnus and/or a Diversity Mentor with specific training/specialization in the topic on which they are presenting. Trainers provide their CV in the "Training" folder with the presentations to share their background and experiences with attendees.

Interns provide feedback using Qualtrics on each presentation, both virtual and in-person. Data is reviewed annually and discussed at Governing Board meetings.

Illinois School Psychology Internship Consortium discloses to interns in both the Applicant Handbook and the Internship Handbook that we use a virtual model for the majority of didactic training seminars.

Appendix B: Diversity Plan

The Governing Board of the Illinois School Psychology Internship Consortium includes a collective body of university trainers, supervisors, administrators, and practitioners. Since its inception, Illinois School Psychology Internship Consortium has benefited from the diverse experiences, expertise, and perspectives of individuals who vary in age, disability, ethnicity, language, sexual orientation, race, gender, religion, socioeconomic status, and other salient identities. In addition, a review of the literature across disciplines has contributed to our intention of making diversity and inclusion a forethought, rather than an afterthought, in all aspects of the program.

Illinois School Psychology Internship Consortium operates on the two principles Arredondo & Arciniega (2001) described. First, we consider ourselves a learning organization (Morgan, 1997). The members of the Illinois School Psychology Internship Consortium community strive to notice and examine patterns or trends in the environment and to challenge our norms and expectations. Self-study is an essential part of each Governing Board meeting and the ongoing reflection on our consortium listserv. Secondly, we tackle teaching and practice of cultural competence from a competency-based rather than a deficit-based approach. In other words, rather than viewing ourselves or our interns as culturally incompetent, we believe that we all, regardless of training or background, have some strengths to build and something to contribute to the life-long learning of others.

The realization that nearly every interaction is a cross-cultural one serves as a filter through which we view each of our policies and procedures. Understanding this fact, we assert our intention to

contribute to the development of professional psychologists who embrace the stance of cultural humility- a process of ongoing and lifelong self-exploration and self-reflection that deepens one's respect for cultural differences. Traditionally, we have found that interns coming into our program have at least a rudimentary knowledge of different cultural groups and some degree of cultural sensitivity or awareness. In addition, all interns have some level of experience in assessment, intervention, prevention, supervision, and consultation. We aim to develop a training environment where their capstone experience considers the unique cultural context within which it occurs.

This plan documents efforts to express the priority Illinois School Psychology Internship Consortium places on attending to all kinds of group and individual differences. There are two areas of focus: (1) opportunities for exchanges with racially diverse individuals, and (2) training curriculum to cultivate cultural competence.

Opportunities for exchanges with racially diverse individuals.

According to the US Census Bureau report (2020), approximately 38% of the citizens of Illinois are racially or ethnically diverse (16% Hispanic/Latino, 14% African-American/Black, 5% Asian, 2% Other) while school professionals are largely White/Non-Hispanic. The implications of this incongruity are vast. Three avenues to address this problem are being pursued.

A. Involvement of diverse training supervisors.

1. Ten school psychologists of diverse racial/ethnic backgrounds participate in the activities of Illinois School Psychology Internship Consortium. These individuals serve both as educators and mentors.
2. Primary supervisors solicit the contributions of diverse non-school psychology individuals at their sites to the training of their interns.
3. Primary supervisors engage the intern in the work of the Diversity Committee at their respective sites.
4. Materials are provided to our Partnering Sites regarding successful strategies for minority staff recruitment.

B. Exposure to a diverse clientele. On average, 40-45% of interns' service contacts are with minority children and families.

- Illinois School Psychology Internship Consortium continues to recruit training sites in rural and urban areas where underserved populations do not typically access mental health services outside the schools.
- Training supervisors select cases for interns, which involve aspects of diversity, including students of different races.

C. Recruitment of diverse intern classes. Thirteen percent of all Illinois School Psychology Internship Consortium -trained interns have been racially or ethnically diverse. The average percentage of racial/ethnic minority students trained in accredited doctoral psychology programs from years 2005 to 2015 was 5% Asian, 10% Hispanic/Latino, 7% Black/African-American, 7% Other (Callahan et al., 2018). Results from The Graduate Study of Psychology (2023), a more recent annual survey by the American Psychological Association (APA), revealed that of doctoral students enrolled in a school psychology program in the United States, 10% identified as Hispanic/Latinx, 11% identified as Black/ African American, 10% identified as Asian, .1% identified as Native Hawaiian Pacific Islander, .4% identified as Native American/ Alaska Native, and 2%

identified as Multiethnic. Approximately 3% of the school psychology doctoral students' racial/ethnic identity was labeled "unknown". Illinois School Psychology Internship Consortium is determined to attract racially/ethnically diverse applicants to our program, learn from them, provide appropriate mentors, and retain them in the state. We have implemented several strategies to this end.

1. Publishing and distributing our Diversity Plan to all Directors of APA-accredited school psychology training programs and urging them to share the information with their students.
2. Posting advertisements on listservs recommended by the Black, Hispanic, Indian, and Asian American psychological associations.
3. Obtaining grant funding to increase stipends for interns in sites with underserved populations.
4. Investing time and financial resources in cohort development so that interns can receive social support from one another.
5. Providing contact e-mails for applicants of color interested in receiving candid answers to their questions from current/former interns.
6. Providing materials to interns relocating to Illinois regarding cultural contacts/resources of interest in the community.
7. Adding a stipend for two interns (diverse backgrounds preferred) to represent the intern class on the Governing Board.
8. Assisting interns in locating post-internship employment where they can receive post-doctoral supervision or providing it for them.

Training Curriculum to Cultivate Cultural Humility

A. Training Seminars: Interns attend trainings where they receive didactic instruction in a service area and a related diversity topic. Beginning at orientation, training supervisors engage in open expression regarding power differentials and discuss differences related to language, race, SES, sexual orientation, and gender in professional settings as well as in service delivery.

B. SEEN meetings: Interns participate in virtual sessions focusing on current topics in diversity, equity, inclusion and/or social justice each month. These sessions are intern-led and engage diverse mentors and supervisors who share their professional expertise and personal lived experience.

C. Assigned Readings: Interns prepare for SEEN meetings by reading articles regarding the particular diversity topic.

D. Competencies: Knowledge and application of best practices with diverse populations is a stand-alone competency. Being cognizant of one's basic assumptions and how they affect one personally and professionally is the premise for one of the assignments submitted by the interns. Attention to cultural and individual differences is also interwoven into the work products submitted for the other 10 competencies. Consistent with the practitioner-scientist training model, interns apply knowledge gleaned from the most current literature in their work with students and families. They implement a developmental-ecological approach that attends to the values and norms of the systems within which the student resides. Finally, because diverse groups are underrepresented in many studies on empirically supported treatments (DHHS, 2001), interns gather data and monitor outcomes. Interns and their supervisors present their work at professional conferences.

E. Supervision: Supervisors utilize a uniform note format, which reminds them to attend to aspects of diversity. They often reflect on the process of cross-cultural supervision.

F. National Speaker: We partner with professional organizations to bring national speakers in the field of diversity. Time is arranged for discussion of a current topic with the intern cohort.

Appendix C: Program Financial and Benefits Tables by Site

Date Program Tables are updated: September 22, 2026

District 15 (Palatine)	
Annual Stipend/Salary for Full-time Interns	\$25,000
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	3 Days or 24 hours; same as teacher contract for 180 day calendar
Hours of Annual Paid Sick Leave	Up to 10 days
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Mileage reimbursement for Illinois School Psychology Internship Consortium trainings and events.	

Southern Illinois University Edwardsville/Metro East Public Schools (Edwardsville)	
Annual Stipend/Salary for Full-time Interns	\$23,000
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation):	As needed, per approval from supervisors at both sites; so long as internship hours/training requirements are fulfilled
Hours of Annual Paid Sick Leave:	As needed, per approval from supervisors at both sites; so long as internship hours/training requirements are fulfilled
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Professional development time can be arranged as needed, no predetermined limit	

Evergreen Coaching and Counseling Services, Inc./Vermilion Association for Special Education	
Annual Stipend/Salary for Full-time Interns	\$25,000
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	N/A
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): As needed, per approval from supervisors at both sites; so long as internship hours/training requirements are fulfilled	
Hours of Annual Paid Sick Leave: As needed, per approval from supervisors at both sites; so long as internship hours/training requirements are fulfilled	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Intern is invited to participate in the VASE professional development opportunities and trainings at no cost, Mileage Reimbursement for Illinois School Psychology Internship Consortium training and events: Mileage reimbursement is paid at the federal rate for required trainings	

Livingston County Special Services Unit	
Annual Stipend/Salary for Full-time Interns	\$35,000
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): Interns are afforded time off as needed with the exception that the internship requirements are met.	
Hours of Annual Paid Sick Leave: Interns are afforded time off as needed with the exception that the internship requirements are met.	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): LCSSU provides reimbursement for the cost of university student health insurance coverage. Interns may request funding to attend relevant workshops, training, and professional development activities. Mileage reimbursement for Illinois School Psychology Internship Consortium trainings and events is provided.	

SIU School of Medicine and Springfield Public Schools District 186	
Annual Stipend/Salary for Full-time Interns	\$28,500
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): 3 personal days through school district; SIU does not provide vacation time but is flexible in arranging time off if needed, so long as internship hours/duties are fulfilled	
Hours of Annual Paid Sick Leave: 3 sick days through school district; SIU does not provide vacation time but is flexible in arranging time off if needed, so long as internship hours/duties are fulfilled	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Professional development time, no set limit but can arrange as needed	

Township High School District 211: High School and Academy	
Annual Stipend/Salary for Full-time Interns	\$32,952.82
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	Yes
If access to medical insurance is provided:	
Trainee contribution to cost required?	Yes (See below)
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	Yes
Hours of Annual Paid Personal Time Off (PTO and/or Vacation): 4 Personal days	
Hours of Annual Paid Sick Leave: 14 days or 112 hours	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Interns receive health insurance offerings consistent to what employees are offered, with the BOE contributing a certain amount toward the premium and the intern providing the rest. We have multiple health insurance options and dependent on the plan selected, the District's contributions are expected to range between 70 and 90% of the premium. Interns have the option to participate in a free wellness screening. Participation in the health screening results in premium contribution reduction. Further, if plan HSA-1500 is selected, the District makes a contribution the individual's health savings account (similar to a FSA, but funds up to a certain dollar amount rollover from year to year). The HSA has become increasingly popular, as the premium is low, and while the deductible on such a plan is high, the District's contribution to the health savings account is near the deductible amount. Single dental coverage is free of charge and family dental is available for an annual rate, which is to be determined.	

Maine District 207: Maine West High School	
Annual Stipend/Salary for Full-time Interns	\$20,000
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation):	3 days, school holidays
Hours of Annual Paid Sick Leave:	12 days
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): We follow the school calendar. Interns get holidays, winter break, spring break, and reduced hours in the summer.	

Southeastern Illinois System of Care; Egyptian/WOVSED	
Annual Stipend/Salary for Full-time Interns	\$25,000
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	No
If access to medical insurance is provided:	
Trainee contribution to cost required?	N/A
Coverage of family member(s) available?	N/A
Coverage of legally married partner available?	N/A
Coverage of domestic partner available?	N/A
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	40 hours
Hours of Annual Paid Sick Leave	40 hours
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): Lodging for Illinois School Psychology Internship Consortium trainings; training available for national and international certification in evidence-based practices	

Appendix D: Conflict of Interest

ILLINOIS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM Conflict of Interest Statement

The Illinois School Psychology Internship Consortium (ISPIC) is sponsored by and partially funded by the four Illinois doctoral granting universities including Illinois State University, Loyola University Chicago, Northern Illinois University, and The Chicago School. In addition, Colleague Institutions may choose annually to contribute to the financial well-being of the organization. Applicants to the consortium enrolled in these universities will not be given preferential treatment by any of the Partnering Sites. Rather, all applications are judged based on their qualifications. The Governing Board has chosen not to reserve "captured sites" for in-state students believing that drawing competitive applicants from other states will cause in-state universities to refine and improve their own training programs. In addition, many in-state students continue to seek out-of-state internships. Drawing applicants from other states to Illinois ensures growth in the quantity of professional psychologists as well as cross-fertilization from interaction with students from other programs. Despite the challenges inherent in relocating, on average, fifty percent of ISPIC classes are from out of state, and the Partnering Sites are pleased to have interns from all over the country. ISPIC has developed a written policy describing safeguards for out-of-state applicants to assure them that their applications are welcome and valued and that the recruitment process occurs in a manner that does not place them at a disadvantage.

Each fall, the in-state universities host a workshop for their students. The Training Director talks with the students and their faculty advisors about opportunities available within ISPIC, any changes that have occurred over the year, and the application process. She answers specific questions about experiences available in different settings. Students from out-of-state programs also frequently contact the Training Director with similar questions. In addition, several graduates are available to all applicants by e-mail to candidly field questions.

ISPIC's Central Office and the Training Director reside at The Chicago School. It is understood that the Training Director is not involved in ranking decisions and will not provide letters of recommendation for students to Training Supervisors.

Many of ISPIC's Partnering Sites also provide field placement and practicum opportunities to students in the in-state university programs. Although relationships form that may increase the interest of both Training Supervisors and students, students are free, with the permission of their faculty advisors, to apply to these sites. Training Supervisors commit to abiding by all APPIC guidelines, which include no informal discussions or agreements regarding ranking the student in the national match.

In state students and their faculty supervisors understand that no student is guaranteed a match. Most Training Supervisors, however, choose to interview and rank most in-state applicants because they are more likely to fill all their positions. University faculty members from sponsoring Illinois institutions and Colleague Institutions, including the Training Director, will not initiate informal contact with supervisors or administrators of Partnering Sites on behalf of a student. References identified by the applicant will send formal letters of recommendation and are free to respond to additional questions posed by the professionals receiving them. In the event that an in-state student is unmatched in both phases of the match, university faculty are released from this agreement and free to openly advocate for their student in the post-match process.

Appendix E: Partnering Site Descriptions

District 15 (Palatine)

Community Consolidated School District 15 serves over 12,000 students in grades Pre-K through 8th in seven northwest suburban communities: Palatine, Rolling Meadows, Hoffman Estates, Inverness, South Barrington, Arlington Heights, and Schaumburg. The district is located about 35 miles northwest of Chicago, IL. The student population is diverse with over 75 languages or dialects spoken. All buildings have a well developed MTSS for academic, social, emotional, and behavioral needs. A focus of the internship involves working with diverse populations to provide culturally responsive practices for students and families. Opportunities include facilitation of evidence-based instructional and mental health practices, systems-level consultation, and leadership with MTSS and PBIS. The typical week includes 3 days at one of the buildings serving a diverse population and 2 days providing district-level coaching for mental health and Multilingual supports and program evaluation. Stipend \$25,000.

Southern Illinois University Edwardsville/Metro East Public Schools (Edwardsville)

Each year, SIUE and a local school district partner on the doctoral internship experience. Our current partners are the Edwardsville Community Unit School District #7 and the Triad Community Unit School District #2. The psychology intern spends approximately 3 days per week in that year's partnering school district and the remainder of their time at Southern Illinois University Edwardsville (SIUE). During the summer months, the intern typically spends three days per week at SIUE and two days per week in district. Scheduling is fluctuated as needed to accommodate ISPIC training activities, conference attendance, and other needs. Interns must pass a background check and maintain their own malpractice and health insurance. Stipend: \$23,000.

Evergreen Coaching and Counseling Services, Inc. and the Vermillion Association for Special Education (Champaign/Urbana/Danville)

Evergreen Coaching and Counseling Services, Inc., is a dynamic private practice that serves a variety of clients in Champaign-Urbana and also surrounding counties. The clinical opportunities available through Evergreen are broad and diverse. A large portion of the clinical work done by staff at Evergreen are State-contracted evaluations, though Evergreen also fields referrals from the University of Illinois, local school districts, hospital systems, and community members for the evaluation and treatment of children and adults. In addition to evaluation services, staff at Evergreen carry caseloads of clients seeking mental health counseling and academic coaching. Vermillion Association for Special Education (VASE) is a Special Education Cooperative serving 10 rural community districts in Vermillion County surrounding the city of Danville, Illinois. VASE also houses a therapeutic day school program designed to serve students who are struggling with a variety of special education disabilities and whose needs cannot be adequately

met in their home school districts. VASE provides a unique opportunity for interns to learn and specialize in activities related to rural school psychology with students with diverse needs and social-economic statuses. Danville is approximately thirty (30) miles east of Champaign, Illinois. Interns spend 2 days a week at Evergreen and 3 days a week in a school setting through VASE during the school year. During the summer the intern typically works 32 hours at Evergreen with 8 hours available for dissertation work and training. The full stipend is \$25,000. Interns maintain their own malpractice coverage.

Livingston County Special Services Unit (Flanagan)

Livingston County Special Services Unit (LCSSU) is a cooperative located approximately 40 minutes from Bloomington/Normal. The cooperative is known for its progressive practices and its history of training school psychology doctoral and specialist level interns. Several member districts are working to perfect their MTSS systems for academic and social-emotional supports. Interns are encouraged to individualize their internship plans relative to their training needs and interests. There are a number of professional opportunities available that can lead to a well-rounded internship experience. Interns have the opportunity to serve students across all levels of academic and social-emotional need. Individualized training experiences typically include counseling, transdisciplinary play-based assessments, serving our specialized school programs for children with autism spectrum, communication, or social-emotional/ behavioral disorders, and assisting with all stages of our universal social-emotional- behavioral screenings. Interns are provided laptops, iPads, clerical support, and assessment and intervention materials. Interns must provide their own transportation but receive some mileage reimbursement for travel. Stipend: \$35,000 with insurance.

Maine District 207: Maine West (Des Plaines)

District 207 understands that “getting it right for every student” is a complex endeavor that requires support and attention that goes well beyond academics. School is a student’s home away from home ... and just like at home, the adults need to continue their learning journeys (Adult Learning) to meet the changing needs of the family. District 207 strives to meet every student where they are (Multi-Tiered Systems of Support) to help them reach their fullest potential.

The intern has a dedicated office space with a desk, phone, and computer. Depending on the year, the intern office has 1-2 interns. This office is located centrally in the school building and is located in the same area as other school psychologists, social workers, counselors, the Assistant Principal of Student Services, and a Family Liaison. Office materials are provided. The intern is responsible for scheduling counseling sessions and engaging in ongoing communication with families and outside providers. There is access to interpreters as needed.

The intern is assigned a caseload for counseling that takes into account the intern’s unique training needs and desired experiences. Interns can expect to gain a range of experience with crisis management and case conceptualization. The intern will also complete re-evaluations to

determine special education eligibility and assist in educational decision-making. The internship experience includes exposure to Bilingual Evaluation, Newcomer Screening, Crisis Prevention, Collaborate Problem Solving, Family Engagement and Universal Screening. Other activities include but are not limited to group counseling, teacher consultation, writing Individualized Education Plans, participating on a problem solving team, collaborating with parents and outside providers, and completing functional behavior analyses and behavior intervention plans. The intern will split time between Maine South and Maine West, and interns can expect to gain a range of clinical experiences within a school setting. The cases interns are exposed to are complex and rich with learning opportunities. Stipend: \$20,000.

Township High School District 211 High School and Academy (Palatine)

District 211 High School Track: The D211 High School Track internship is focused on providing an intern therapeutic, consultative, and assessment experience in a fast-paced, large, innovative high school setting with diverse population needs. This experience honors the intricacy of translating clinical experience into the educational setting and is balanced with a leadership role in assessing students whose medical, functional, emotional, or behavioral needs extend beyond the expansive programming offered in the District. The intern can expect an overall well-rounded internship experience with opportunities engaging within the continuum of special education services at a large public high school setting as well as district-level case study responsibilities. Upon completion, high school track interns will have gained significant experience and broadened their knowledge of both therapy and assessment. It is anticipated that the intern will feel confident in conducting challenging case study evaluations, reporting results, and writing comprehensive psychological reports that will ultimately benefit the student and all those involved. The intern will also be involved in crisis intervention including threat assessment, safety assessment, and mandated reporting. Interns will also have experience maintaining a diverse caseload of special education and regular education students for individual counseling as well as co-facilitating a therapeutic group on a weekly basis. Interns will gain significant experience functioning in a leadership role for IEP teams and with collaborating on multidisciplinary teams focused on building wide and district wide prevention and intervention efforts. We recognize that every intern will have had varying experiences and prior training, therefore, flexibility is built-in to this internship experience to intentionally provide new learning experiences for the student. Stipend: \$32,952.82 plus full benefits.

District 211 Academy Track: The D211 Academy Track provides an internship experience at the District 211 public therapeutic day school. This therapeutic setting fosters a small-school setting where high school students have the opportunity to receive intensive therapeutic supports from staff while building close-knit relationships with other students. The program is tailored to meet the individual needs of the diverse special education population it serves. In addition to a well-rounded internship experience, the intern will also have the opportunity to conduct comprehensive district-level evaluations for unique low incidence students placed in private therapeutic settings. At the conclusion of internship, the intern will feel confident in conducting

challenging case study evaluations, leading IEP meetings, reporting results, and writing a comprehensive psychological report that will ultimately benefit the student and all those involved. At the therapeutic school, interns will also be involved with student crises which may require threat assessment, suicide assessment, and team response to maximize student safety. Interns will have experience maintaining a small caseload of students for individual counseling as well as co-facilitating a therapeutic group on a daily basis. We recognize that every intern will have had varying experiences and prior training, therefore, flexibility is built-in to this internship experience to purposely provide new learning experiences for the student. Stipend: \$32,952.82 plus full benefits.

SIU School of Medicine & Springfield Public Schools (Springfield)

The Springfield District 186/SIU School of Medicine site provides a unique blend of training experiences in schools and in an academic medical center. Interns spend half their time in the Springfield public schools and half their time at SIU in an outpatient pediatric clinic. Because school activities are limited over the summer, the intern will spend 3 days/week in the schools and 2 days/week at SIU during the school year. During the summer, the intern will spend 5 days/week at SIU.

Springfield District 186 takes pride in offering a variety of programs and internship experiences involved in meeting the needs of a diverse, urban student body, as well as a large private/parochial student population in the community for which special education diagnostics and services are provided by the district. The district is committed to progressive, evidence-based practices designed to improve social-emotional functioning and academic achievement for all students. Interns become involved in evaluation, consultation, prevention, direct service, and crisis intervention roles while working in coordination with their school psychology supervisor. SIU School of Medicine is guided by a clear mandate to assist the people of central and southern Illinois in meeting their present and future health needs through education, research, and service. Interns provide developmental screenings for at-risk infants and toddlers (ages 6-months to 3-years) in the Developmental Continuity Clinic. They also provide evaluation, therapy, and consultation services through the outpatient Psychology Clinic, with patients typically ranging in age from 24 months up to 18 years. Common referral concerns include Autism Spectrum Disorder, ADHD, learning disabilities, anxiety/depression, and behavioral problems. Interns gradually become involved in teaching medical students and residents through their clinical activities, and there are many opportunities for multidisciplinary consultation and collaboration with medical providers. Throughout the year across both sites, activities are designed to promote increasing independence of the intern as deemed appropriate by both the supervisor and the intern. Interns will need to maintain their own malpractice insurance and health insurance. Stipend \$28,500.

Southeastern Illinois System of Care (Eldorado); Egyptian/WOVSED

Egyptian Public & Mental Health Department (EHD) and Wabash Ohio Valley Special Education District (WOVSED) co-lead the Southeastern Illinois System of Care sites. The Southeastern Illinois System of Care is made up of organizations that collaborate and partner together to meet the needs of children, adolescents, and families that have a variety of needs. Training within this site will provide contact to and coordination with many other service organizations within the network in order to serve children and families. Interns will spend time within both school and clinical settings that engage in a collaborative, multi-tiered system of service provision.

Egyptian Public & Mental Health Department (EHD) is a community-based behavioral health agency located in southern Illinois that serves clients of all ages with a variety of needs related to mental health and substance use. With over 200 staff members, 40 staff working within the Child & Adolescent Division, and 70 years serving the community, EHD currently serves as the lead agency for the Project Connect and Integrated Care for Kids (InCK) and Adults (InCA) systems of care for mental health for the southeastern region and hosts numerous grants related to public and mental health concerns.

Wabash Ohio Valley Special Education District (WOVSED) is a special education joint agreement between 21 school districts located across southeastern Illinois. WOVSED provides special education services and resources to the students, parents, teachers, and administrators within the area. Stipend: \$25,000 with 15 holidays as well as vacation, sick, and personal time. Mileage reimbursement between offices and to required activities is provided.

Appendix F: Organizational Graphic



Appendix G: Example Training Calendar (2025-2026)

TRAINING CALENDAR				
Date/Time	Host	Topic	Hours	Notes
August				
8/7, 12:30pm - 5pm	NIU; ISPIC	ISPIC Orientation Part I	4.5	In-person
8/8, 8:30 - 12:00 pm	NIU; ISPIC	ISPIC Orientation Part II; Engaging in Quality Supervision Relationships	3.5	In-person
8/22, 8am - 10am	D15	MTSS and Special Education in Illinois	2	Virtual
8/29, 8am - 11am	SIU/S	Counseling Considerations & Risk Assessment & Threat Assessment	3	Virtual
September				
9/5, 8am - 9am	SEEN	Disparities in Educational Access and Opportunity Gaps; Schooling for Urban, Rural, and Indigenous Populations	1	Virtual
9/5, 9am - 11am	ISPIC	Coffee Talk: Wellness & Self-Care Part I	2	Virtual
9/5, 11am - 11:30am	ISPIC	Professionalism Series: Mindfulness	0.5	Virtual
9/12, 8am - 12pm	D211	Legal/Ethical Considerations in School Psychology Practice	4	Virtual
9/19, 8am - 12pm	D15	Assessment and Intervention for Multilingual Learners	4	Virtual
9/26, 8am - 12pm	SIUE/Metro East	Systems Level Consultation & Program Evaluation	4	Virtual
October				
10/3, 8am - 9am	SEEN	Topic: School-to-Prison Pipeline; Policing of Schools	1	Virtual
10/3, 9am - 11am	SIUE/Metro East	Coffee Talk: Applying for Post-Doc & Academic Positions	2	Virtual
10/3, 11am - 11:30am	ISPIC	Professionalism Series: Coping with Loss, Grief and Mistakes	0.5	Virtual
10/10, 8am - 12pm	Main West	Immigration, Displacement & Acculturation	4	Virtual
10/24, 10am - 4pm	Loyola University Chicago	Behavioral Interventions (BIPs and PCIT)	6	In-person
10/31, 9am - 11am	ISPIC (OPTIONAL)	Work Product Conversation and Intro to March PD		
November				
11/7, 8am - 11am	LCSSU	Early Childhood Assessment	3	Virtual
11/14, 8am - 10am	ISPIC (OPTIONAL)	Sign up on Doodle Poll for 30 minute check in with Gina		
11/21, 8am - 9am	SEEN	Topic: Equity-Centered SEL is Healing-Centered SEL Part I	1	Virtual
11/21, 9am - 11am	SIUE/Metro East	Coffee Talk: Effective Evaluation of School-Based Consultation	2	Virtual
11/21, 11am - 11:30am	ISPIC	Professionalism Series: Making Systemic Change and Intersectionality	0.5	Virtual
December				
12/5, 8am - 9am	SEEN	Topic: Equity-Centered SEL is Healing-Centered SEL Part II	1	Virtual
12/5, 9am - 11am	Dr. Betsy Basch	Coffee Talk:	2	Virtual
12/5, 11am-11:30am	ISPIC	Professionalism Series: Work Smarter Not Harder	0.5	Virtual
12/19, 8am - 12pm	Egyptian/WOVSSED	Working with the Child Welfare System	4	Virtual
January				
1/9, 10am - 12pm	ISPIC	Q&A with Prospective Interns		Virtual
1/16, 8am - 9am	SEEN	Topic: Equity-Centered SEL is Healing-Centered SEL Part III	1	Virtual
1/16, 9am - 11am	ISPIC Supervisors	Coffee Talk: Current Status of Youth Mental Health	2	Virtual
1/16, 11am - 11:30pm	ISPIC	Professionalism Series: Dealing with Ego and Competition	0.5	Virtual
1/23, 8am - 10am	ISPIC Interns (2)	Case Presentations: Ruba Hamed and César Villalobos	2	Virtual
1/30, 8am - 12pm	NIU	Evidence-Based Treatment of Depression & Anxiety	4	Virtual
February				
2/6, 8am - 9am	SEEN	Topic: Acculturation; Language; Immigration	1	Virtual
2/6, 9am - 11am	ISPIC	Coffee Talk: Wellness and Self-Care Part II	2	Virtual
2/6, 11am - 11:30am	ISPIC	Professionalism Series: Self-Care Through Activity	0.5	Virtual
2/13, 8am - 11am	Julie Herbstrith	Advanced Topics in Supporting Sexual and Gender Diverse Students and Families	3	Virtual
2/20, 8am-10am	ISPIC Interns (2)	Case Presentations: Lucia Sun and Emily Jasinski	2	Virtual
2/24 - 2/27	NASP	Hope to see you at NASP!		
March				
3/6, 8am - 9am	SEEN	Topic: Intergenerational Trauma	1	Virtual
3/6, 9am - 11am	ISPIC/The Chicago School	Coffee Talk: Credentialing & The Options Are Limitless with Dr. Corey Milsap	2	Virtual
3/6, 11am - 11:30am	ISPIC	Professionalism Series: When to Know When You Need Help	0.5	Virtual
3/13, 8am - 11am	ISPIC Interns	Group Supervision - Showcase Practice	3	Virtual
3/20, 12pm - 3:30pm	ISPIC Interns	Showcase	3.5	Virtual
April				
4/10, 8am - 9am	SEEN	Topic: Intersectionality	1	Virtual
4/10, 9am - 11am	D15	Coffee Talk: Grant Writing	2	Virtual
4/10, 11am - 11:30am	ISPIC	Professionalism Series: Balancing Work, Family, and Self-Care	0.5	Virtual
4/17, 8am - 12pm	SIUE/Metro East	Neurodivergent Affirming Practices	4	Virtual
4/24, 8am - 10am	ISPIC Interns (2)	Case Presentations: Karina Mojica and Meredith Spraggon	2	Virtual
May				
5/1, 8am - 10am	SEEN	Topic: Economic Disadvantage	1	Virtual
5/1, 9am - 11am	ISPIC	Coffee Talk: Wellness & Self-Care Part III	2	Virtual
5/1, 11am - 11:30am	ISPIC	Professionalism Series:	0.5	Virtual
5/6, 8:30 - 3:30 pm	Dr. Brenda Huber	Influencing Public Policy @ Springfield (Capitol)	7	In-Person
June				
6/5, 8am - 9am	SEEN	Topic: Culturally Responsive Practices; Racial Stress; Antiracism	1	Virtual
6/5, 9am - 11am	Evergreen	Coffee Talk: Private Practice Overview	2	
6/5, 11am - 11:30am	ISPIC	Documents, wrap-up, check-in		Virtual
6/12, 8am - 11am	D211 Academy	Assessing & Treating Severe Mental Health Issues	3	Virtual
6/26, 8am - 11am	Egyptian/WOVSSED	Intergenerational Trauma Considerations for School Psychologists	3	Virtual
July				
7/10, 8am - 10am	Dr. Kristal Shelvin	Coffee Talk: Promoting Systemic Social Justice in Schools: A School Psychologist as DEI Director	2	Virtual
7/17, 8:30am - 10:30pm	ISPIC Interns (2)	Case Presentations: Alexandra Scekie, Erica Long	2	In-Person
7/17, 10:30am - 3:30pm	ISU; ISPIC & D15	Supervision. Professionalism series: Imposter Phenomenon and Dealing with Ego and Competition	7	In-Person
7/24, 8am - 9am	ISPIC	Admin Questions/Concerns		Virtual

Appendix H: Alumni Narratives

Township District 211 – Academy Track

Interning for District 211- Academy has awarded me many unique and rewarding experiences. Academy South is a therapeutic high school which serves a diverse group of students with internalizing and externalizing symptoms. I provide individual therapy to my caseload of students, as well as co-lead group counseling sessions with my supervisor each day. I have also gained experience and knowledge in crisis response and risk assessment, as my supervisor is an expert in this area. Additional responsibilities include conducting re-evaluations and attending/leading IEP meetings for students on my caseload, as well as students that have been outplaced to private therapeutic schools. As part of these evaluations, I have gained experience with a number of new assessment measures and have the opportunity to conduct evaluations for students to become eligible for PUNS funding through the state of Illinois. I am thankful for the high quality supervision and training I am being given through my site and through ISPIC, and feel prepared for my career ahead. If you have any questions about D211-Academy track, please feel free to contact me, Riley Laffoon, at laffoonriley7@gmail.com.

Southeastern Illinois System of Care/Egyptian WOVSED

As an intern with the Egyptian Health Department and the Wabash Ohio Valley Special Education District, I have the opportunity to work across several distinct settings. During the first part of the week, I split my time between two clinic placements through Egyptian—one focused on community mental health and the other on integrated primary care. I collaborate with behavioral and medical health professionals at both sites, providing consultation, assessment, and intervention services to support our shared clients. Many of the clients at Egyptian require trauma-focused care, family therapy, and medical management. My third site is an outplacement day school, where I offer push-in, brief group, and individual counseling services to students with behavioral and emotional needs. I also consult with teachers and staff, who are always receptive to support, suggestions, and a listening ear. Finally, I spend the remainder of the week in a rural school district, providing traditional school psychology services, such as educational testing and MTSS-related consultation. Regardless of where I am, I have access to quality supervision from clinical and school psychologists who follow a developmental supervision model. Through these varied experiences, I feel I am building the skills necessary to become an effective collaborator and a well-rounded psychologist capable of thriving in a range of professional settings. If you have any questions, please feel free to reach out to me, Brenna Fitzmaurice, at brennafitzmaurice@gmail.com.

SIU Edwardsville/Metro East

My internship experience with SIUE/Metro East has been incredibly rewarding, providing me with high-quality opportunities to work across diverse settings, including elementary schools, high schools, pre-K environments, and a university clinic. I spend two days a week at the

university and 3 days within the school setting. I have thoroughly enjoyed collaborating directly with teachers, administrators, and families. Preparing to teach an undergraduate course has further expanded my horizons, allowing me to explore all my interests within the field. Engaging in critical activities such as conducting evaluations, managing 504 cases, participating in teacher consultations, and offering systems-level consulting (e.g. RTI, PBIS) has enriched my experience. The unwavering support from my supervisors has been invaluable, as they have encouraged me to pursue numerous opportunities for both professional and personal growth. Being a part of a consortium has allowed me to feel connected to others and created more space for collaboration and learning. I have gained so much from this experience, and I look forward to continuing this journey. If anyone has questions or would like to learn more, feel free to email me, Jordan Amor, at joamor@iu.edu.

Township High School District 211 – High School Track

My internship experience was a highlight of my training experience. I was placed at a large suburban high school in the suburbs of Chicago. The student population was diverse, and I enjoyed working with both the special education and general education students. Throughout the year, I was immersed in the school culture and worked with other student services staff on new student programming and participated in weekly MTSS meetings. A typical week included conducting individual counseling sessions with a caseload of students and co-facilitating counseling and support groups. In addition, I conducted evaluations for students at the high school and students who were outplaced in private therapeutic schools. These cases exposed me to a variety of assessments and types of accommodations provided to students with diverse needs, including how to prepare students transitioning to adult services and funding through the state. Throughout the year, I received high quality supervision. At the beginning of the year, I felt supported as I was getting acquainted to my site and then was provided with more independence and opportunities that aligned with my interests as my skills progressed. My favorite part of being at an ISPIC site was the camaraderie with my cohort. It was valuable to hear others' experiences and perspectives, and I felt that it gave me a head start on developing my professional network. The supervision and training I received has prepared me well for my postdoc, and I am grateful for my experience in ISPIC. I'm happy to answer any questions about my internship experience. Please feel free to contact me, Reese Hyzer at reese.hyzer24@gmail.com

Appendix I: Quarterly Feedback Form from Supervisor

Supervisor Name:

Internship Site:

Date:

Evaluation Quarter (please select): Q1/Q2/Q3/Q4

1. Direct Observations

(At least one specific direct observation per evaluation period):

Date	Time	PWC Observed	Summary from Direct Observation

2. Strengths Observed Across Domains

(What the intern does particularly well as it relates to the NASP domains and APA competencies):

3. Professional Development Recommendations

(Suggestions for continued growth, training, or experience):

Informal Improvement Plan: Please indicate below if performance in one or more PWC's is the focus of an informal improvement plan. **If no informal improvement is needed, please skip to the signature.**

PWC	Focus (Y/N)	Plan for PWC improvement
PWC 1: Research		
PWC 2: Ethical & Legal Standards		

PWC 3: Individual & Cultural Diversity		
PWC 4: Professional Values, Attitudes & Behaviors		
PWC 5: Communication & Interpersonal Skills		
PWC 6: Assessment		
PWC 7: Intervention		
PWC 8: Supervision		
PWC 9: Consultation & Interprofessional/Interdisciplinary Skills		

My signature below indicates that I fully understand the above. I agree/disagree with the above written statements (please indicate). Intern's comments, if any:

--

Intern Name

Signature

Date

Internship Supervisor(s)

Signature

Date

Please forward the completed template to the Training Director and upload a signed copy to the Google Drive folder.

[illegible]

[illegible][illegible]

[illegible]

[illegible]

[illegible][illegible]

16. Uses evidence-based mental health (individual or group).																	
PWC 8: Supervision (Overall rating)																	
1. Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.																	
2. Applies the supervisory skill of observing in direct or simulated practice.																	
3. Applies the supervisory skill of evaluating in direct or simulated practice.																	
4. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.																	
PWC: 9 Consultation & Interprofessional/interdisciplinary skills (Overall rating)																	
1. Demonstrates knowledge and respect for the roles and perspectives of other professions.																	
2. Applies the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.																	
3. Uses knowledge and skills in consultation/collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.																	
4. Analyzes group performance and assists school personnel in developing and monitoring goals.																	
5. Demonstrates knowledge of and skills involved in systems-change process																	
6. Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.																	
7. Collaborates with parents/guardians/teachers when designing interventions.																	
8. With properly signed releases, coordinates with other professionals in mental health, legal, medical, social service, and recreational programs involved with identified student.																	

Supervisor's Signature _____

Date: _____

Supervisor's Signature _____

Date: _____

Intern's Signature _____

Date: _____

- Please ensure that there is an overall rating for each PWC in the yellow row.

- Mid-year evaluation: Interns should be at least a 2: "Gaining Proficiency – Expected Competency of Mid-Year Intern"; if rating an NO* or 1*, please address these ratings on the ISPIC Supervisor Quarterly Feedback document.
- Exiting intern evaluation: Interns should not have any NO or 1 scores in any item. Minimum Level of Achievement (MLA): Exiting interns must be rated a 4 = "Proficient – Expected Competency of End-of-Year Intern" or higher on each overall PWC to graduate; if rating a 2 or 3 on any numbered item, please address these ratings on the ISPIC Supervisor Quarterly Feedback document. **MLA includes the ability to independently function in a broad range of clinical and professional activities, the ability to generalize skills and knowledge to new situations, and the ability to self-assess when to seek additional training, supervision or consultation.**

Full Descriptions of Scales Used:

NO Not Observed

- 1 Marginal Competency – Beginning Intern:** The intern demonstrates limited competency expected of a beginning intern. They require significant oversight and support to apply knowledge and skills effectively. Performance is inconsistent or below expectations.
- 2 Gaining Proficiency – Expected Competency of Mid-Year Intern:** The intern demonstrates developing competency consistent with mid-year expectations. They apply foundational knowledge and skills with support. Performance is variable but improving, with occasional errors. Further development is necessary.
- 3 Exceeds Expectations for Mid-Year Intern:** The intern performs above expectations for a mid-year intern. They frequently apply knowledge and skills with growing confidence and consistency. Performance is mostly accurate and well-integrated, with few errors. The intern is progressing well toward readiness for independent practice.
- 4 Proficient – Expected Competency of End-of-Year Intern:** The intern demonstrates readiness for independent entry-level practice. They apply knowledge and skills effectively, showing sound judgment and professionalism. Performance is generally accurate, well-organized, and appropriate across settings and with routine cases. The intern is considered competent in this domain.
- 5 Exceeds Expectations for End-of-Year Intern:** The intern consistently demonstrates professional competence and judgment that surpass expectations for readiness for entry-level practice. They apply knowledge and skills independently, accurately, and thoughtfully across complex cases and in a variety of complex settings, including novel situations. Performance reflects a high level of integration, clarity, and professionalism. The intern demonstrates advanced proficiency and is capable of functioning effectively across most contexts.