

“SCAVENGER HUNT” OF ESSENTIAL INTERN ACTIVITIES by Cal Hainzinger, M.A.  
NCSP and Jeremy Jewell, Ph.D., CSP, LCP

**Rate each as New Skill, Beginning Skill, or Competent**

ACTIVITY

Review/Analyze cumulative file.

Review/Analyze special education file.

Domain review for consent for evaluation.

Review and tracking of information about student using databases.

Functional analysis of behavior

Behavior intervention plan (positive behavior support plan)

Interview different individuals (e.g., students, parents, staff, administrators, etc.)

Case studies for students with different disabilities

Provide consultation to others about different disabilities

Classroom observations in regular and special education

Presentation to staff or parents (e.g., inservice)

Provide consultation about behavior management issues.

Administer standardized/norm-referenced assessments: achievement, cognitive, emotional.

Observation of special education facilities.

Curriculum-based assessment.

Counseling: Individual and group

Participation in building level student support team

Pre-referral interventions: Academic, attentional, behavioral, emotional issues

Provide consultation/Collaboration about I.E.P. with staff members

Public relations efforts: (e.g., bulleting board, webpage, newsletter, newspaper article, explain services to staff and parents, brochure regarding school psychological services)

Review or assemble Resource Directory (e.g., social service agencies, experts, literature)

Work with multicultural populations to the extent possible.

Participate on a school committee.

Use of technology (e.g., scoring software, Microsoft Office software tools)

Regular professional reading and sharing of ideas (e.g., NASP Communique, NASP Review, Sattler, Best Practices, etc.)

ISPA Annual Conference workshop

Ethics and law issues

Visits to alternate schools

Learning procedures to deal with pregnancy, child abuse, at-risk for suicide, self-mutilating, eating disorder, bullying/teasing, aggression, disorganization, lack of motivation.

9-2-05