The implementation of the intern program described in this document was based on information collected from superintendents and psychological personnel, the state department of education, and teachers and other school personnel. The activities in which the interns participated included PTA meetings, faculty meetings, in-service days, home visits, etc. The duties of the interns are given in detail, and cover meetings with school staff, the development of implementation plans, coordination of the program, and testing and consulting. Three appendixes contain a) the school psychological internship supervision-consultant plans, and a partial listing of the consultants; b) experiences interns must have while on an internship; and c) improvements in the 1971-72 program suggested by interns of the 1970-71 program. (MBM)
Information concerning the needs of the particular systems and the common needs of all the systems has been gathered from the following sources:

1. **Superintendents and Psychological Personnel**

   Meetings have been held with the Superintendents, their designated contact within their system and the TAEC Coordinator and Interns. A series of on-going meetings have been established and will be scheduled as and when the implementation requires.

2. **State Department**

   Several meetings with the State Department representatives, notably Commissioner Stimbert and Dr. Willis Nowell have been held. Close communication with the State Department of Education is required.

3. **Teachers and Other School Personnel**

   A questionnaire asking for problem area identification was given to all school personnel who attended the common in-service training program on August 26, 1970. Arrangements have been made to provide methods of attack on those problems and other problem areas recognized since that time, additional plans have been made to deal realistically with disclosures brought about as a result of the teacher and student survey activities of the Cooperative. The strengths of the local systems will also be put to better use as a result of these survey activities.

The results of our contacts with the Superintendents and the State Department, and last year's internship program suggest the following method of attack and Intern deployment. For the first part of their internship period the interns will be in an introductory session at the Cooperative, in order to familiarize themselves with the systems and other agencies which comprise the Cooperative, formulation of specific plans and identification of agencies other than the school systems which will be used during the 1971-72 internship year. This training will continue throughout the year by means of a series of workshops. The training is funded through an EPDA-B2 Program. The Supervision program is included (Appendix A.)
The person designated as contact for each system to the Tennessee Appalachia Educational Cooperative Psychological Internship Program is as follows:

<table>
<thead>
<tr>
<th>County</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan County</td>
<td>Mrs. Virginia England</td>
</tr>
<tr>
<td>Roane County</td>
<td>Mr. Jim Estes</td>
</tr>
<tr>
<td>Rockwood City</td>
<td>Mr. Clarence Byrd</td>
</tr>
<tr>
<td>Harriman City</td>
<td>Mr. Roy Johnson</td>
</tr>
<tr>
<td>Clinton City</td>
<td>Mr. Paul Pratt</td>
</tr>
<tr>
<td>Anderson County</td>
<td>Mr. Steve Brody</td>
</tr>
<tr>
<td>Oak Ridge City</td>
<td>Mrs. Sara Ketron</td>
</tr>
</tbody>
</table>

The formulation of a specific calendar of appointments for specific schools will of necessity be done after the interns have entered the systems. The interns will be in the system four days per week with one full day per week set aside for supervision outside the system.

The interns are committed to participate in the activities designated by the superintendent or the TAEC contact for that area. These activities will include, PTA meetings, faculty meetings, in-service days, home visits, etc. Therefore, the arrangement for reporting can be agreed upon between area contact, intern and the TAEC director. Interns will report to the TAEC Headquarters each day at 8:30 a.m. They will leave here in order to keep appointments at specific schools. A listing of the suggestions for the improvements of this year's program is included in Appendix C.

Personal absences, due to illness, emergency, and other legitimate causes will be resolved between the area contacts, superintendents, interns and the TAEC Psychological Services Director. If the area contact, principal, or superintendent has questions concerning the whereabouts of their intern they should immediately contact the Cooperative Psychological Services Director at 482-3481, Oak Ridge. The interns will be assigned to the local contact person. He may further assign the intern to others on a regular basis. It is imperative that the location of the intern be clearly known at all times to the Cooperative Coordinator and the local school system.

Note to Principals:

All activities of the interns are according to the directions of the superintendent and psychological contact person from each system. All requests for service must come to the Cooperative from these persons. They make the final decisions in each case of the delineated activities in any system.

Student Evaluation Procedure

1. Superintendent or designated representative will complete the Public School (PS) 500 Form. A PS-500 Form is included for illustration (Appendix D).

2. Completed PS 500 Form, as a request for psychological evaluation, will be sent to the State Department of Education, Attention: Mrs. Robin Ahern, Area of Psychological Services, 132-D Cordell Hull Building.
3. If the testing can be done by the intern, with due regard for the range of experiences needed, the tests will be done by the intern.

The interns will work in the following manner:

1. The interns and the TAEC Coordinator will meet with each participating superintendent and staff. The purpose of such a meeting will be to determine the general areas in which psychological services are needed by the respective school system. Results from previously administered and analyzed questionnaires will be utilized to assist in decision making. Also, various alternative solutions or implementation plans might be discussed.

2. The interns, as a group, will develop alternative implementation plans. At this point, an intern will assume the responsibility to meet once again with the superintendent and his designated staff members to discuss proposed alternative plans.

3. Each intern, after the initial meeting with the superintendent and his staff, will report to the other interns and the TAEC Coordinator. If modifications appear necessary before approval, such changes will be discussed with appropriate personnel in the respective school system.

4. One of the interns will become the intern coordinator for a program. Based on ability and personal interest, this person will assume such responsibility.

5. Any large scale program testing or required consulting - especially at the onset of the sub-program, will be performed by all interns. As the program develops into later stages, the Intern Coordinator will assume greater responsibility. When the personal interests of the intern and the needs of the designated system coincide, the intern will be allowed to develop, implement, and evaluate appropriate programs.

6. Throughout the implementation period, the Intern Coordinator meets regularly with his supportive staff. Included in this body are paid consultants, the other interns, the TAEC Coordinator and the University of Tennessee School Psychological Program Director.

7. The procedure outlined in the above seven steps is repeated in each participating school system. Each time a different Intern becomes program Coordinator and thus, assumes responsibility for implementation and evaluation.

Concern is given to meeting the needs of participating school systems while exposing the Interns to a variety of experience with concentrated employment in one or more areas during the year. At the end of this plan in Appendix B, is a list and explanation of the required experiences for interns while on an internship experience. These experience requirements must be met.
APPENDIX A

Tennessee Appalachia School Psychological Internship Supervision - Consultant Plans

Oak Ridge Mental Health Center

Scheduled Mornings - Sessions with Staff Members

Scheduled Afternoons - Pairing with a leader in a weekly session of group therapy.

University of Tennessee Psychology Department

Scheduled Days with Dr. Wiberley

Tennessee Appalachia Educational Cooperative

Three (3) full-time resource persons available at any time.

Local Systems

Appointment basis for interns to meet with appropriate Central Office personnel in all participating systems.

Special Area Consultants

Scheduled days in conjunction with special subject needs.
See accompanying list of available consultants.

The local system contact to the psychology program or their alternate is invited to attend the supervision sessions, unless otherwise notified.
<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Department</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lawrence DeRidder</td>
<td>Curriculum</td>
<td>Head, Dept. of Ed. Psych. U.T.</td>
<td>974-5131</td>
</tr>
<tr>
<td>Dr. Sharon Lord</td>
<td>Reading</td>
<td>Assistant Prof. Ed. Psych &amp; Guidance</td>
<td>5448</td>
</tr>
<tr>
<td>Dr. J. Estill Alexander</td>
<td>Reading</td>
<td>Assistant Prof., Curriculum &amp; Instruction</td>
<td>2431</td>
</tr>
<tr>
<td>Dr. Harold Peterson</td>
<td>Speech &amp; Heading</td>
<td>Assistant Prof., Dept. Audio &amp; Speech Path</td>
<td>5451</td>
</tr>
<tr>
<td>Dr. John Ray</td>
<td>Statistical Design</td>
<td>Associate Prof., Curriculum &amp; Instruction</td>
<td>3165</td>
</tr>
<tr>
<td>Dr. Carl W. Asp</td>
<td>Speech &amp; Hearing</td>
<td>Dept. of Audio &amp; Speech Path, Assoc-Prof.</td>
<td>5489</td>
</tr>
<tr>
<td>Dr. William Calhoun</td>
<td>Statistical Design</td>
<td>Associate Professor of Psychology</td>
<td>2531</td>
</tr>
<tr>
<td>Mrs. Ann Strain</td>
<td>Special Education</td>
<td>Instructor McCallie School, 806 Gratz St.</td>
<td>523-7916</td>
</tr>
<tr>
<td>Dr. F. M. Trusty</td>
<td>Sensitivity</td>
<td>Prof., Dept. of Ed. Admin. &amp; Supervision</td>
<td>2214</td>
</tr>
<tr>
<td>Dr. Robert Wahler</td>
<td>Behavior Mod</td>
<td>Prof., Psych Clinic, 1303 Cumberland Ave</td>
<td>2165</td>
</tr>
<tr>
<td>Dr. William H. Cormier</td>
<td>Behavior Mod</td>
<td>Assistant Prof., Ed. Psychology</td>
<td>5131</td>
</tr>
<tr>
<td>Dr. Eugene E. Doll</td>
<td>Mental Retard-EMR</td>
<td>Associate Professor of Special Education</td>
<td>2321</td>
</tr>
<tr>
<td>Dr. William Holbert</td>
<td>Voc. Rehab.</td>
<td>Coordinator, Rehab Counselor Education</td>
<td>2351</td>
</tr>
<tr>
<td>Dr. David Gumpper</td>
<td>Community Psych</td>
<td>Assistant Professor of Psychology</td>
<td></td>
</tr>
<tr>
<td>Dr. Charles M. Achilles</td>
<td>Proposal Writing</td>
<td>Assist. Prof. &amp; Acting Director Bur. Research</td>
<td>2272</td>
</tr>
<tr>
<td>Dr. Roger Frey</td>
<td>Special Education</td>
<td>Professor of Special Education</td>
<td>2321</td>
</tr>
<tr>
<td>Dr. Frederick Venditti</td>
<td>Equal Opportunities</td>
<td>Director, Equal Opportunities Center</td>
<td>2217</td>
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<tr>
<td>Dr. Everett Myer</td>
<td>Equal Opportunities</td>
<td>Assoc. Director, Equal Opportunities Center</td>
<td>2217</td>
</tr>
<tr>
<td>Dr. Harold Luper</td>
<td>Speech &amp; Hearing</td>
<td>Prof. &amp; Head, Dept. Audio &amp; Speech Path</td>
<td>5452</td>
</tr>
<tr>
<td>Dr. Larry Hughes</td>
<td>Administration</td>
<td>Prof. Head, Dept., Admin. &amp; Supervision</td>
<td>2214</td>
</tr>
<tr>
<td>Dr. William VerPlanck</td>
<td>Academic Relations</td>
<td>Professor, Head, Dept. of Psychology, U.T.</td>
<td>2531</td>
</tr>
</tbody>
</table>

(Other consultants may be called if necessary)
APPENDIX B

Experiences Intern Must Have While On an Internship

A. Appraisal and Referral:

Comprehensive performance evaluation of students with opportunities to follow up recommendations.

B. Group Testing:

Administration of aptitude and/or achievement tests in a group setting.

C. Staff Consultation:

Meet, discuss, and attack problems with teachers and administrators.

D. Parent Consultation:

P.T.A., home visits, conferences with parents.

E. In-Service Training:

Participate meaningfully in planning and carrying out in-service training activities.

F. Research:

Research is to be encouraged only if the intern spends no more than 10% at a maximum of his time in research activities.

G. Special Education:

This means visiting and/or contribution to the understanding and teaching Special Education, not constantly testing for Special Education placement.

H. Counseling and Psychotherapy:

These activities can be met in more than one system if there is significant cooperation between systems. If the intern is to spend all his time in one system, then that one system must make allowances for all these activities to be practiced.
**APPENDIX C**

**Improvements in 1971-72 Program Suggested by Interns of 1970-71 Internship**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full-Time Supervision</td>
<td>We have improved field supervision but we cannot offer full-time supervision.</td>
</tr>
<tr>
<td>2. Staff Meeting Changes</td>
<td>Interns will attend weekly staff meetings of one hour's duration. Additionally, weekly meetings of interns only will be held.</td>
</tr>
<tr>
<td>3. Improved Write-Up Forms</td>
<td>New write-up forms for reports were tested and agreed upon. This form meets State requirements.</td>
</tr>
<tr>
<td>4. Supervision Increase</td>
<td>More visits to facilities such as DARC are planned for earlier in the year.</td>
</tr>
<tr>
<td>5. Areas of Needed Experience</td>
<td>Implementation plan clearly spells out needed areas of experience.</td>
</tr>
<tr>
<td>6. Research Opportunities</td>
<td>Interns are still refrained from dissertation and thesis research while on internship.</td>
</tr>
<tr>
<td>7. Intern Placement</td>
<td>Systems and Interns will agree on specific placement of personnel rather than arbitrary assignment.</td>
</tr>
<tr>
<td>8. Clarity of Forms and Procedures</td>
<td>Systems must provide completed PS-500's, if any testing is to be done.</td>
</tr>
<tr>
<td>9. Teacher Contact</td>
<td>We request the expanded opportunity to meet with faculty and staff in workshop or in-service arrangements.</td>
</tr>
<tr>
<td>10. Testing for Special Education Placement, Primarily</td>
<td>There is a drastic reduction in the amount of time allocated for large scale testing activity.</td>
</tr>
</tbody>
</table>

A major improvement is undoubtedly going to be the simple addition of one year experience in dealing with school psychologists. Though, I would prefer to indicate specifically every detailed improvement, I realize that is impossible to do so. There is a myriad of adjustments, facilitations, and changes one makes which one simply cannot dredge up from memory.
STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
AREA OF PSYCHOLOGICAL SERVICES

This form is to be used for referring public school pupils for psychological examination. The form may be completed by the superintendent or his designated representative.

SECTION I

School System ____________________________ School ____________________________

Child's Name ____________________________ Sex _______ Race _______ Age _______

Guardian (s) ____________________________ Relation to child ____________________________

Father's Name ____________________________ Address ____________________________ Age _______

Father's Occupation ____________________________ Address ____________________________ Age _______

Mother's Name ____________________________ Address ____________________________ Age _______

Mother's Occupation ____________________________ Age _______

SECTION II

Referred for: (Check one or more)

Mentally Handicapped _______ Underachievement _______ Problem Behavior _______

Perceptual Disorders _______ Emotionally Handicapped _______ Physically Handicapped _______

Other Conditions ____________________________

Reasons for Referral: ____________________________

SECTION III

School Information: Grades Retained _______ Number of years in present grade _______

Academic Grades: Reading _______ Spelling _______ Arithmetic _______

Achievement Scores: Reading _______ Spelling _______ Arithmetic _______

Name of Achievement Test Used: ____________________________

SECTION IV

Family History ____________________________

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Results of Previous Psychological Evaluations:

SECTION V

Medical Information (Specific diagnosis if possible):

Date of birth

Sensory-Motor Disorders

Visual ________

Speech ________

Auditory ________

Motor ________

Examined by: ____________________________

(Type or print name of physician)

SECTION VI

I hereby give my consent for the above named child to be given a physical and psychological examination. I certify that I am the parent or guardian of the above named child.

Signed ____________________________

(Date)

(Parent or Guardian)

Approved by ____________________________

(Date)

(School Superintendent)

Please return to:

State Department of Education
Area of Psychological Services
132-D Cordell Hull Building
Nashville, Tennessee 37219

Attach a recent picture of child to be examined