

University of North Carolina Chapel Hill

School Psychology Program

2022 Questionnaire

In order to plan for your individualized Program of Study the faculty is requesting that you complete the following questionnaire. We expect that there will be a number of skill areas which you will not have fully developed. Over the course of your academic career and field placements at UNC we will guide each of you on your Program of Studies and incorporate courses, readings, and field-based assignments which will increase your knowledge base and professional skills in your personalized areas for development. Once you complete this questionnaire, please send this to the School Psychology Program Administrator at lhutchis@email.unc.edu. Thank you in advance for taking the time to thoughtfully complete this questionnaire and we look forward to working with you in the fall.

2022 School Psychology Questionnaire
Assessment Skill Survey:

<i>Assessment</i>	<i>Trained in this assessment</i> <i>(Yes / No)</i>	<i>Number of Administrations</i> <i>(indicate number: none, 1, 2, 3, etc. 5+)</i>	<i>Setting(s) of Administration</i> <i>(Clinic, Public School, University Training Center)</i>	<i>Target of Administration</i> <i>(Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.)</i>
WISC-IV				
WISC-V				
WAIS				
WJ-III Achievement				
WJ III Cognitive				
WJ-IV Achievement				
WJ-IV Cognitive				
KTEA-3				
WIAT				
DAS-II				
CBA				
CBM				
Dibels				
Preschool Screening				
BASC				
CBC – Achenbach				
ABAS				
Vineland				
Conners				
Functional Behavior Analysis				
Gifted Assessment				
Thematic Apperception Tests				
Projective Drawings				
Sentence Completion				
Clinical Interviews				
Beery VMI				
ADOS				
Other Autism Assessments				
Psychological Report Writing				

Please include additional assessments in the blank rows as needed.

Intervention Skill Survey:

<i>Intervention</i>	<i>Trained in this Intervention</i> (Yes /No)	<i>Number of Administrations of Intervention</i> (indicate number: none, 1-5, 5+)	<i>Setting(s) of Intervention</i> (Clinic, Public School, University Training Center)	<i>Identify Target of Intervention</i> (Group, Preschooler, Elementary, Middle School, High School, Adult, Parent, etc.)
Group Counseling				
Individual Counseling				
Cognitive Behavioral Therapy				
Dialectical Behavioral Therapy				
Consultation with Teacher				
Consultation with Parent(s)				
Consultation with Other				
Parent Counseling				
Classroom –Wide Interventions				
School-Wide Intervention				
Crisis Intervention				
PREPARE- NASP W.S. I				
PREPARE- NASP W.S. II				
Suicide Intervention				
Bullying Prevention				
Positive Behavior Support Program				
Behavior Intervention Plan				
Academic Intervention				
System Consultation				
Response to Intervention				
Student Progress Monitoring				
Suicide Prevention				
MTSS				

Please include additional interventions in the blank rows as needed.

Professional Ethics and Guidelines Skill Survey:

<i>Topic</i>	<i>Skill / Knowledge Level</i>
HIPPA	
Informed Consent	
Section 504 of the Rehabilitation Act	
IDEA	
ADA	
North Carolina Procedural Guidelines for Exceptional Children	
NC Common Core	
APA Ethics and Guidelines	
NASP Ethics and Guidelines	

Please include topics in the blank rows as needed.

Research / Evaluation Skill Survey:

<i>Topic</i>	<i>Skill / Knowledge Level</i>
Single Subject / Case Design	
Needs Assessment (School-Based)	
Needs Assessment (Classroom/ Grade)	
Needs Assessment (District-Level)	
Needs Assessment (Other)	
Developed Experimental Designs	
School-Wide Evaluation	
District-Wide Evaluation	
Survey Research	
Instrument Development	
Policy Development	
Formulation of a Research Proposal	
Organizational Change	
Social Entrepreneurship	
Conducted quantitative research (investigator)	
Conducted quantitative research (assistant)	
Conducted qualitative research (investigator)	
Conducted qualitative research (assistant)	
Program Evaluation	

Please include topics in the blank rows as needed.

Externship Planning

All incoming doctoral students without experience as a school psychologist (which will be the majority of your cohort) will be placed with mentor psychologists in a school district surrounding CH for both fall and spring of your first year. I will be starting the process of determining school-based externship placements soon for the upcoming school year and want to gather a bit more information from you. Please know that I cannot guarantee a particular site but will do my best to plan accordingly. Your externship placement will take place two days each week. The days can be negotiated with your school psychologist mentor along with your course schedule. Most students do not have classes on Thursdays and Fridays but again, this will student specific.

Thanks! - Dr. Evarrs

1. Which NC (or other state) district(s) have you been in as a teacher or other school professional? _____
2. With which age range / grade-level would you like to work? _____
3. Do you speak any other languages? If so, at what level? _____
4. Any other information that might be helpful in making your placement? (for example: "I live in Sanford or Burlington" etc.) If you happen to not live near CH, please let me know and I might be able to make a placement closer to your home.

5. Master's Degree Focus: _____

6. Undergraduate Degree Focus: _____

Additional Information

The faculty understand that each of you are entering the program with a unique set of skills and experiences which make you a valuable member of the School Psychology Cohort. The charts that you completed above include many of the skills that we would like you to leave the program with, and therefore include competencies which you have not yet obtained. However, we would also like to know of your other competencies, not gleaned from these charts. For example, if you were an elementary school teacher, we would like to understand the skills you feel you have obtained through your educational training and teaching in the field. Please describe these competencies below.
