

Consultation, Supervision, and Professional
Learning in School Psychology Series

SUPERVISION CASE STUDIES FOR SCHOOL PSYCHOLOGISTS

The DEP Model
in Action

EDITED BY

DENNIS J. SIMON,
MARK E. SWERDLIK,
and TRACY K. CRUISE



“For years I have found *Supervision in School Psychology: The DEP Model* text to be a valuable resource for not only teaching clinical supervision, but also for supporting students and faculty when issues arise in the field and in clinical training. Building on the DEP Model, *Supervision Case Studies for School Psychologists: The DEP Model in Action* covers a wide variety of contemporary issues in the training and supervision of school psychologists and is an excellent resource for trainers, supervisors, pre-service and early career school psychologists and beyond! The chapters in this book cover everything from supervision in early childhood settings to supporting graduate student self-care, and truly address the depth and complexity of applying evidence-based principles and best practice in real-world settings. This book provides much needed strategies and examples of applying best practice to the ‘real world’ and will be an essential tool in the training and support of present and future school psychologists.”

Meredith Weber, PhD, ABPP, NCSP, *Professor and Director of Clinical Training, School Psychology Programs, School of Professional & Applied Psychology, Philadelphia College of Osteopathic Medicine*

“This thoughtfully presented collection of case studies has become an essential tool for training our School Psychologists and Social Workers in supervision best practices. Each case study is clearly framed and set within the Developmental, Ecological, and Problem-solving Model and includes thought provoking reflection questions. *Supervision Case Studies for School Psychologists, The DEP Model in Action* will quickly become your new resource for individual reflection or group professional development.”

James Barile, MSED, NCSP, *Graduate Student Coordinator, Denver Public Schools*

“Given the myriad evolving demands in the field, this invaluable resource belongs on the shelf of any practitioner seeking to enhance and update their supervision skills across all domains of practice. For both novice and seasoned practitioners, this casebook is sure to be appreciated and enjoyed. By presenting realistic, instructive, and relevant case studies, the authors have meaningfully united theory with practice! The activities and resources woven throughout are sure to contribute to one’s professional toolbox!”

Joan A. Struzziero, PhD, NCSP, *University of Massachusetts – Boston, Department of Counseling and School Psychology and Adjunct Instructor William James College School Psychology Program*

“Drawing upon the ground-breaking DEP model created specifically for supervision in school psychology, this case book offers practical on-the-ground case studies written by highly experienced clinical supervisors. The chapters offer innumerable examples in multiple contexts. This is an essential resource for those just beginning their journey as supervisors in the field of school psychology to those with decades of experience.”

Pamela A. Fenning, PhD, ABPP, *Professor of School Psychology,
Loyola University Chicago*

SUPERVISION CASE STUDIES FOR SCHOOL PSYCHOLOGISTS

Supervision in School Psychology: The Developmental, Ecological, Problem-solving (DEP) Model presents the seminal model for clinical supervision specific to the diverse competencies required by school psychologists and associated professionals in school-based settings. It is widely used in graduate classrooms, by field and university supervisors, and in professional development and credentialing programs teaching best practices in supervision.

Supervision Case Studies for School Psychologists: The DEP Model in Action illustrates the **research-into-practice** value of the DEP Model across a wide array of case examples. Expert field- and university-based supervisors present diverse case studies that illustrate the application of best practices in supervision to routine and complex supervisory challenges. Cases explore the full range of supervisory and clinical practice: supervision of academic and behavioral assessment, intervention, and consultation; strategies for teaching program development, systems change, social justice advocacy skills, and fostering diversity and culturally responsive practice; supporting supervisee self-care; and problem-solving ethical dilemmas. Complex challenges of addressing supervisee skill deficits through deliberate practice and structured remediation plans are illustrated. Case examples include supervision of both preservice and credentialed school psychologists and illustrations of district-wide professional development programming based on DEP principles. *Supervision Case Studies for School Psychologists: The DEP Model in Action* integrates best practices in supervision and service delivery.

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The DEP Model in Action

*Edited by
Dennis J. Simon, Mark E. Swerdlik,
and Tracy K. Cruise*

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

For

*Our late parents
Paul and Josephine Simon
Al and Edna Swerdlik*

Reba Schuder

Our Spouses

*Kathy Kapp-Simon, Peggy Swerdlik, and Jeff Cruise
And Our Children and Grandchildren
Kristie (Evan, Kara, and Logan), Cheryl (Kaiden,
Miles, and Brady), Jeffrey [Simon Family]
Jenny (Colin and Grace) and Danny [Swerdlik Family]
Kelly and Jason [Cruise Family]*



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PREFACE

Clinical supervision serves as quality control for the profession of school psychology and related professional disciplines such as social work, clinical psychology, and counseling. Supervision supports competent and ethical practices to ensure that clients receive appropriate evidence-based services. The practice of supervision is a distinct professional competency requiring specific skills and specialized training. While expert clinical skills and sufficient experience are essential to provide quality supervision, specific supervisory structures, processes, and methods are required for effective supervision. This text presents diverse case illustrations of best practices in school psychology supervision.

Case Studies Illustrating Best Practices in Supervision

Supervision in School Psychology: The Developmental, Ecological, Problem-solving (DEP) Model presents the seminal model for clinical supervision specific to the diverse competencies required by school psychologists and associated professionals in school-based settings. It is widely used in graduate programs, by field and university supervisors, by those who supervise early career and veteran credentialed school psychologists, and in professional development and credentialing programs teaching best practices in supervision. This case study text complements and extends coverage of best practices in supervision through varied illustrations of the application of the DEP approach to exemplary supervision and service delivery.

Supervision Case Studies for School Psychologists: The DEP Model in Action illustrates the **research-into-practice** value of the DEP Model across a wide

array of case examples. Expert field- and university-based supervisors present diverse case studies that illustrate the application of best practices in supervision to routine and complex supervisory challenges. Cases explore the full range of supervisory and clinical practice: supervision of academic and behavioral assessment, intervention, and consultation; strategies for teaching program development, systems change, social justice advocacy skills and fostering diversity and culturally responsive practice; supporting supervisee self-care; and problem-solving ethical dilemmas. Complex challenges of addressing supervisee skill deficits through deliberate practice and structured remediation plans are illustrated. Case examples include supervision of both preservice and credentialed school psychologists and illustrations of district-wide professional development programming based on DEP principles. *Supervision Case Studies for School Psychologists: The DEP Model in Action* integrates best practices in supervision and service delivery.

School-based mental health professionals serve multiple diverse roles that require an expansive professional skill set. Supervision must support evidence-based practices (EBP) for assessment, intervention, consultation, program development, systems change, and social justice advocacy. DEP's *Ecological Perspective* emphasizes the need to address individual and systemic factors throughout all professional activities. Practice in schools routinely requires collaborative service provision with families, faculty, and community services. Adapting EBP to serve diverse clients with individual characteristics and backgrounds in unique settings is an essential supervisory task.

Supervision for Preservice and Credentialed Practitioners

Field-based supervision for preservice graduate students integrates theory and skills learned in the university classroom into actual practice and prepares students for entry into the profession. Our profession now recognizes the importance of providing supervisory and mentoring supports to credentialed professionals at all levels of professional experience from early career to veteran school psychologists. Supervision benefits practitioners working in new settings and serving new student populations. It ensures staying up-to-date with new research and practice paradigms. Supervision can support self-care and counter pressures that can lead to professional burnout.

A blending of best practices in administrative and clinical supervision can make routine periodic performance evaluations of school psychologists and related professionals effective vehicles for professional support and growth. This text provides case examples involving credentialed school psychologists as supervisees. Chapters specifically address innovations in adapting supervisory and personnel practices to better serve the professional development

of school psychologists. A systemwide school district application of the DEP Model to clinical and administrative supervision to support EBP service delivery is delineated across two chapters. The integrated application of DEP principles and strategies to best practices in supervision and as a foundation for best practices in service delivery is presented.

Who Will Benefit from This Book?

The profession's need to connect research on best practices to the complexities of daily practice is served by this text. Case examples will illustrate effective supervisory practice by both university and school-based supervisors. Its coverage of the full range of practice roles applied to both routine and complex cases will benefit all supervisors. Those already practicing within the DEP framework will benefit from cases illustrating the practical application of best practices in supervision. It is an important reference source when facing a challenging supervisory dilemma. Early career and other credentialed professionals who are preparing to become supervisors for the first time will benefit from learning about the concrete application of DEP's approach to supervisory structures and processes. A transparent understanding of the supervisory process will assist preservice supervisees in getting the most benefit from their field training experiences while simultaneously beginning the process of preparing them to eventually become clinical supervisors themselves.

This text directly complements the primary DEP text in graduate courses teaching supervision and system change competencies. Most current supervisors were not trained in supervision skills in their own professional preparation. As they take advantage of the growing number of workshops and supervisory credentialing professional development programs applying the DEP Model, this text will benefit their daily practice amid the complex challenges of professional practice.

Organization of This Book

This text begins with a brief overview of the DEP supervision model (Part 1, Chapter 1). The nine sections of this book address the following in sequence: (Part 2) assessment and intervention, (Part 3) consultation, (Part 4) diversity and cultural responsiveness, (Part 5) social justice advocacy, (Part 6) ethics, (Part 7) professional competency concerns, (Part 8) self-care, (Part 9) systems change, and (Part 10) systems level implementation of the DEP Model. The concluding chapter (Part 11, Chapter 28) summarizes lessons learned from the text regarding effective supervisory practice from putting *DEP in Action*.

Why Do We Write This Text?

As editors of this text, we have dedicated our professional practice to train and support preservice credentialed school psychologists and other school-based mental health professionals in best practices in supervision and service delivery. We have worked in school and clinic settings, supervised both preservice and credentialed practitioners, provided graduate training, and have specifically taught graduate and professional development courses in supervision. We are motivated by the widespread adoption of the DEP Model and committed to translating research into practice through its practical illustration in these case studies. We have personally been enriched by our partnership with the collaborating authors contributing to this text. We are grateful for their sharing of their expertise and the excellent case examples that we are sure will benefit each reader's practice immensely. In the end, all of our work in furthering EBP benefits the children, families, educators, and communities we serve.

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We are indebted to our colleagues who collaborated with us in many workshops on supervision, our original conceptualization of the *Developmental, Ecological, Problem-solving (DEP) Model* (Brenda Huber and Daniel Newman), and its continued development. University educators in Illinois School Psychology Graduate Programs and the leadership of the Illinois School Psychologists Association (ISPA) have vigorously supported supervision training initiatives in our home state of Illinois. The trainers and participants in ISPA's Supervisor Credential Program are incredible contributors for the implementation of best practice standards of supervision by their colleagues.

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

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

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

We appreciate the support and expertise of our editors at Routledge, Daniel Schwartz and Hannah Hicks. They and their colleagues have helped us throughout every step of this project.

We thank our colleagues who are contributing authors to this case study text. Their extraordinary contributions illustrate the critical research-to-practice benefits of quality supervision applied within the DEP framework. They demonstrate the practical application of best practices in supervision in relation to diverse, often complex, supervisory challenges. These authors have incorporated DEP principles into the fabric of their training and supervision programs. Our colleagues from Fairfax County Virginia illustrate its comprehensive application to professional development and psychological service delivery in a large, diverse public school district.

Kathy Kapp-Simon's extensive review and editorial suggestions greatly improved our presentation of the DEP Model and ensured its applicability to fields related to school psychology.

Jeffrey Simon contributed the cover design and technical assistance with graphics for this text, significantly improving the visual presentation of text material and graphics used in our workshops on DEP supervision.

Most importantly we thank our spouses, Kathy (Dennis), Peggy (Mark), and Jeff (Tracy), whom we have relied upon for support in this project, for their love, and as our partners in all of life's endeavors. Kathy in clinical and medical psychology and Peggy in special education have been excellent supervisors in their own fields. Jeff, whose work spans the business and farming professions, has offered invaluable perspective and steadfast support.

PART 1

Introduction: DEP Overview



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SUPERVISION DESIGNED FOR SCHOOL PSYCHOLOGY

An Overview of the Developmental, Ecological, Problem-solving (DEP) Model

Dennis J. Simon

Supervision: A Core Professional Competency

Both NASP (2020) and APA (2015) define supervision as a core professional competency. The practice of supervision requires a specific set of knowledge, skills, and attitudes. Training in contemporary best practice skills of supervision is necessary to provide effective supervision. While it is essential to be a competent practitioner in practice areas supervised, it is no longer assumed that competent practitioners are automatically good supervisors (Simon & Swerdlik, 2023).

Supervision is an essential element of professional development for all school psychologists. NASP's (2025) position statement on supervision reiterates the Association's standard that clinical supervision should be available to benefit all school psychologists throughout their career spans. During pre-professional training and early career support, supervision provides the foundation for quality service within the profession. Veteran school psychologists can particularly benefit from supervision, formal mentoring, or peer consultation when they enter new areas of practice, begin to serve student populations with whom they have limited experience, or need to learn new practice skills and approaches that have emerged since their own graduate training. School psychologists continually face new challenges that require new considerations and novel and innovative approaches to service delivery (e.g., new mandated services, cultural and racial strife, school violence, evolving legal and ethical standards, among others). Clinical supervision improves the quality of service delivery while simultaneously providing critical professional and social supports to both

aspiring and veteran school psychologists. Ultimately, clinical supervision ensures the welfare of clients, expands the expertise of our practice, and protects the integrity of our profession.

Supervision Tailored to School Psychology

Historically, literature on supervision emerged from clinical and counseling psychology, focused on individual psychotherapy skills, and was tied to specific theoretical orientations (i.e., psychodynamic, CBT, client-centered, etc.; Simon & Swerdlik, 2023). Limited attention was given to the social context of service delivery and to systemic concerns; nor were these models designed for the multidisciplinary and collaborative service delivery models essential for effective school psychology practice in educational settings. The unique, diverse professional roles and responsibilities of school psychologists and the breadth and complexity of their practice domains require nuanced and specialty-specific supervision. School psychology supervision must respond to diverse practice demands and core professional competencies specific to practice in schools.

The *Developmental, Ecological, Problem-solving (DEP) Model* was designed specifically to address the unique, diverse professional roles and practice activities of school psychologists (Simon et al., 2014; Simon & Swerdlik, 2023). Uniquely, the DEP Model incorporates an ecological perspective that pays particular attention to the social, cultural, and other contextual variables that influence supervisee development, problem assessment, and intervention paradigms, and our profession's commitment to engage in systems change in schools to promote educational equity. A school psychology-specific model of supervision must integrate the *developmental* process of training, the *ecological* contexts that impact practice, and evidence-based *problem-solving* strategies. It must specifically address the provision of psychological services in schools.

The Importance of a Supervision Model

The application of a theoretically sound, empirically supported, and practical model is essential for effective supervision. A coherent framework is required to conceptualize, organize, and execute supervisory tasks, linking theory, research, and practice. A sound supervision model identifies specific supervisory practices and activities to ensure that supervision is purposeful, reflective, and comprehensively addresses all professional skill sets, and focuses on supervisee and client outcomes. A supervision model provides a template for defining the goals, processes, and methods of supervision. A best practices supervision model presents a roadmap for providing effective supervision.

Rather than focusing merely on problem-solving related to individual cases, a supervision model provides a big picture map for developing professional expertise that can eventually be applied independently to a wide array of future novel cases. Thus, a sound supervision model provides a roadmap to guide effective supervision.

DEP: Best Practices in Supervision

The *DEP Model* provides a synthesis of contemporary best practices for supervision in school psychology tailored to the diverse professional roles and responsibilities of school psychologists. In addition to the focus on this discipline, the multifaceted DEP framework is applicable to other specialties that practice within educational settings, particularly school social work and counseling (Frank et al., 2023; Swerdlik & Simon, 2024). DEP also contributes to supervision practices for community-based specialists who work with youth and families and collaborate with schools. The DEP approach contributes to the general body of supervision literature for educational and mental health practitioners. Clinical psychologists who have participated in the authors' DEP training workshops have asserted its applicability to supervision in clinic and independent practice settings (Simon & Swerdlik, 2020).

DEP comprehensively integrates supervision theory and **research into practice**. Addressing the need to identify specific supervisory activities and strategies consistent with best practice literature, DEP provides a practical framework for daily supervisory practice. The selection and application of various supervisory methods are clearly articulated. Within this framework, supervision is purposeful, strategic, and clearly defined. DEP simultaneously serves the needs of supervisees' professional development and the clients, including the systems, they serve. Specific behavioral markers are identified that indicate fidelity of implementation of a best practices framework for clinical supervision.

As the case studies in this text reveal, DEP appropriately addresses supervisory interventions to support evidence-based practice across the full range of NASP practice domains (see Figure 1.1, NASP, 2020). Its *developmental* framework is applicable to supervision and mentoring practice in school psychology from preservice to early career to veteran school psychologists. DEP's emphasis on incorporating the *ecological* perspective into both supervision and service delivery is consistent with school psychology's emphasis on incorporating the ecological perspective into problem-solving, systems-level interventions, and social justice advocacy. It aligns with best practices in *problem-solving* that require attention to both individual and systemic/contextual variables in assessment and intervention planning,



FIGURE 1.1 NASP Practice Model

Source: From “Model for Comprehensive and Integrated School Psychological Services,” by NASP (2020, p. 3). Copyright 2020 by NASP. Reprinted with permission.

implementation, and evaluation. A central purpose of clinical supervision across all levels of training and practice is to promote the implementation and appropriate adaptation of evidence-based strategies to the daily practice of service delivery. In this way, the tenets of DEP also define best practices in contemporary service delivery within the field of school psychology and associated professions (e.g., school social work and counseling) that provide academic and mental health support to school communities.

The seminal DEP book and essential companion to this practical case study text provides a comprehensive overview of best practices in supervision as articulated within the DEP supervision model (*Supervision in School Psychology*, Simon & Swerdlik, 2023). It is an essential reference for fully understanding the supervision practices described in this book’s multiple case studies. A brief overview of the DEP supervision model follows.

DEP Overview

Each of the three primary components of the DEP Model makes specific contributions to supervisory practice. As core features are delineated, it is important to understand that effective supervisory practice requires an integration of the perspectives, strategies, and activities outlined across the components.

Developmental Component

The Developmental component provides the organizational structure and articulates the processes for effective supervision. Beginning with a written supervision contract, it defines the roles, responsibilities, and expectations that guide the supervisory relationship, promote supervisee professional development, and ensure the welfare of clients. For example, the contract outlines a mutual commitment between the supervisor and supervisee regarding the frequency of formal supervision sessions, the necessity of dedicating specific uninterrupted time to engage in supervision, and the timing and process for formative feedback and summative evaluations. Structures related to preparation and recordkeeping for both supervision sessions and all practice activities are delineated. The supervisee completes a *Supervision Session Planner* in preparation for supervision sessions; and the supervisor maintains *Supervisor Notes* to document session content and process and the developmental progress of the supervisee. The supervisee prepares for supervision and learns appropriate planning and recordkeeping practices by completing the *Client/Activity Session Planner* and *Client Summary/Progress Notes*. (For greater detail and templates for these forms, see *Supervision in School Psychology*, Simon & Swerdlik, 2023). At the onset of the supervisory relationship, essential tasks related to accountability, recordkeeping, and risk management are defined. In preservice supervision, the supervisor carries *vicarious liability* or legal and ethical responsibility for all the supervisee's practice activities. Thus, requirements for immediate reporting and supervised management of all risk-for-harm situations are clearly stated in the contract, including the identification of back up supervisory support if the primary supervisor cannot be reached.

A developmental assessment of the supervisee's competencies, needs, and training goals organizes the supervisee's activities and informs the selection of supervision methods required to support growth in essential professional skills. Multiple methods of supervision are utilized and matched to the developmental skill level of the supervisee, specific to the professional activity the supervisee is engaged in, the unique characteristics and problem-solving requirements of each activity, and the client's needs and developmental level. While important, supervisee self-report is insufficient

TABLE 1.1 Supervision Methods

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

Source: From Simon, D. J. & Swerdlik, M. E. (2023). *The Developmental, Ecological, Problem-solving Model* (2nd ed.). Routledge.

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

in and of itself to be the primary source of supervision session content and case/activity monitoring. DEP's Developmental component describes strategies for improving the reliability of self-report; however, the applications of other methods, such as role-playing, modeling, or direct observations (live or recorded), are essential. The need for other specific methods may vary depending on the developmental skill level of the supervisee in relation to the case at hand. Table 1.1 summarizes core supervision methods. In areas where a supervisee needs additional support and structure to master skills of a practice domain, the supervisor designs a *deliberate practice* plan, systematically employing multiple supervision methods to achieve skill development (Simon & Swerdlik, 2023).

The supervisor provides significant structure and support, particularly at the start of a preservice field experience. For example, an intern may have an initial dependence on the supervisor but, as the school year progresses, gradually increases independence, eventually progressing toward a level of independent practice appropriate for an entry-level professional. Within the developmental perspective, supervision methods naturally progress from frequent modeling and direct observation to consultation and coaching formats. Multiple methods of supervision can be appropriate for the supervision of credentialed psychologists as well. At all experience levels, the supervisory relationship benefits from a supervision contract that articulates expectations, goals, procedures, and the potential array of supervision methods that may be employed. The core DEP text, *Supervision in School Psychology* (Simon & Swerdlik, 2023), provides an expansive delineation of multiple supervisory methods and their appropriate application. This case study text will build upon that framework.

An assessment of the professional skills targeted by the supervisory relationship with a credentialed psychologist informs the selection of appropriate methods of supervision. For example, a first-year school psychologist may have had limited opportunity during internship to develop program development and systems change skills, but now, in first professional employment, is assigned to lay the groundwork for a program to counter harmful bullying in the school. A wide range of supervisory supports may prove beneficial (i.e., direct instruction, review of implementation of other student support initiatives, co-planning, coaching, consultation). A veteran school psychologist receiving clinical supervision to support working for the first time with a specialized program for students with autism or severe social-emotional-behavioral concerns may benefit from literature reviews, direct instruction, modeling/demonstrations, consultation, and observations. At every level of practice, structure, assessment, goal setting, developmentally appropriate selection of supervisory methods, and progress monitoring are essential for effective supervision and supervisee professional development.

Formative feedback and scheduled summative evaluation are core supervisory activities that guide supervisee development in professional skills and identity. Feedback from supervisors not only guides supervisee skill development, but it is delivered and structured in a manner that develops self-monitoring and self-evaluation skills. Evaluation data monitors developmental progress across all essential practice domains. For preservice training, a supervisory summative evaluation determines whether an intern completing their field experience is sufficiently prepared to transition to entry-level independent practice. This executes the important gatekeeping responsibility for professional credentialing to protect clients and the integrity of the

profession. Characteristics and methods for providing effective feedback, along with multiple case examples, are presented in *Supervision in School Psychology* (Simon & Swerdlik, 2023).

As with all domains of professional practice in school psychology, ethical and legal considerations are infused throughout supervision and are a critical element within DEP's Developmental component. At early levels of professional development, ethical considerations around consent for services, confidentiality, suspected child abuse, assessment and intervention within risk-for-harm cases, and youth access to treatment are generally of primary concern. More nuanced and complex cases such as those involving conflicts between personal beliefs and professional values, issues of educational inequity, and discrimination toward minoritized populations may be more readily addressed in later stages of professional development. Simon and Swerdlik (2023) outline an eight-step systematic approach for ethical and legal decision-making that considers rights, responsibilities, and the welfare of all affected parties including the supervisor and supervisee. The core DEP text, *Supervision in School Psychology* (Simon & Swerdlik, 2023), provides a foundation for navigating ethical dilemmas, particularly as they must be addressed within the context of supervisory practice. Case studies in this text emanate from this foundation. Their protocol is anchored in the ethical guidelines published by the National Association of School Psychologists and the American Psychological Association (APA, 2017; NASP, 2020).

Over time, supported by effective supervisory practice, supervisees learn to integrate isolated skills into comprehensive intervention strategies that can account for the complex variables inherent in challenging problem-solving situations. This includes learning to flexibly adapt evidence-based strategies to the unique circumstances of individual cases and systems challenges (Kendall & Frank, 2018; Simon & Swerdlik, 2023). As the supervisee's competence matures, the supervisor adapts supervisory strategies to foster increased independence and self-monitoring/evaluation. The developmentally mature professional engages in competent service delivery while understanding their limitations and knowing when they need to seek supervisor or consultation support for novel or complex challenges.

A detailed and transparent plan for supervision prepares supervisees for their eventual role as supervisors. During the last developmental stage of clinical supervision for interns and early career psychologists, supervisees should engage in supervisory practice under close metasupervision. In some cases, supervision of veteran psychologists may be focused on developing supervisory competencies. Simon and Swerdlik (2023) provide extensive examples for incorporating training in supervision into the school psychology internship.

Ecological Component

The *Ecological* component incorporates consideration of the multiple systems that impact problem-solving and program development activities (Simon & Swerdlik, 2023). It is impossible to truly understand individual students, classrooms, or school communities without understanding their interaction with larger social environments (Bronfenbrenner, 1979; Sheridan & Gutkin, 2000; Simon, 2016, 2020). An assessment and intervention plan must consider the environmental influences of the family, the classroom, peers, culture, and systemic variables (Simon, 2016, 2020). Sometimes, *changing the system* is the central component of intervention planning. Social justice advocacy and anti-racist practices are addressed within DEP's Ecological component.

Training in diversity and multicultural responsiveness is an essential supervisory task and is a central focus of the Ecological domain of the DEP Model. Practicing with *cultural humility* requires a genuine clinical posture that is respectful, supportive, and inquisitive. It involves striving to empathically understand the full experience of our clients and supervisees including their own cultural experiences, values, and perspectives (Falicov, 2014; Simon & Swerdlik, 2023). This empathic approach builds trust and a working alliance and enables our clients to explore and accept the strengths and limitations inherent in their own cultural backgrounds.

The development of diversity and multicultural responsiveness skills is a supervisory goal explicitly stated at the beginning of every supervisory relationship. Attention to relevant diversity and multicultural issues must be incorporated into all practice activities and remain a focus throughout the supervisory relationship. These are not skill sets mastered once and for all but are part of a journey that requires persistent openness and exploration for professional improvement by recognizing the individual, group, and universal dimensions of our clients' experiences, values, and behaviors (Simon & Swerdlik, 2023; Sue et al., 2019). At the systemic level, these skills require a focus to understand the cultural characteristics and influences of the schools and communities we serve. This, in turn, may prompt system change and social justice advocacy actions to improve school environments and ensure equitable educational opportunities and access to diversity sensitive mental health supports.

To be effective practitioners, school psychologists need to develop a keen understanding of the impact of their own developmental and cultural experiences, values, and beliefs on their professional practice. Supervisors guide supervisees in increasing their self-awareness of personal variables that may influence their understanding of their clients and their assessment and intervention decision-making. Supervisors are responsible for providing feedback as appropriate for the interference of any blind spots, personal

biases, or limiting cultural perspectives on clinical work. Simultaneously, supervisors can model diversity and culturally responsive skills by displaying cultural humility in their interactions with supervisees who may be of different ages, ethnicities, racial identities, sexual orientations, or cultural backgrounds than their own.

The *Supervision in School Psychology* text provides an extensive list of supervisory approaches and activities to foster diversity and multicultural responsive skills (Simon & Swerdlik, 2023). For example, near the onset of a supervisory relationship, supervisors and supervisees can share their cultural backgrounds and their potential implications for psychological practice, exploring both potential strengths and limitations. At the onset of a preservice placement or when a credentialed psychologist transitions to serve a new community, the supervisor can orient the supervisee to local school and community cultures and to representative ethnic or racial cultures present in the school community. It is important during this process to recognize that there are many differences in experiences, cultural affinity, and personal values and social presentation within various individual identity or cultural groups. This underlines the importance of teaching supervisees to immerse themselves in understanding clients' personal identities and cultural influences while avoiding harmful stereotyping. See the companion text for a full description of supervisory activities targeting these skills (Simon & Swerdlik, 2023).

Incorporating an ecological perspective into problem-solving activities requires integrated intervention plans that simultaneously address both individual and contextual factors (Forman et al., 2013; Simon, 2016, 2020; Simon & Swerdlik, 2023). To achieve this goal, school psychologists engage in collaborative problem-solving efforts. Parents, teachers, and school administrators are essential partners in problem-solving. Effective intervention strives to alter behavioral management and emotional supports within each critical life context of individual students. This approach is consistent with evidence-based practice research for serious mental health issues for children and adolescents that require multisystemic interventions (Simon, 2016, 2020; Weisz & Kazdin, 2017).

This Ecological framework provides a foundation for the emerging emphasis in school-based practice on systems change, social justice advocacy initiatives to address educational inequities, and universal screening and educational programming (e.g., social-emotional learning curricula, suicide prevention, and psychological-wellness programs; NASP, 2020; Simon & Swerdlik, 2023). Supervisors guide supervisees attention to both individual and systemic concerns, understanding the environmental contexts that influence all problem scenarios.

Problem-solving Component

Problem-solving is the core activity of school psychology. *Within the DEP framework, problem-solving requires an effective integration of developmental, ecological, and evidence-based problem-solving.* Supervisors are not merely answer providers. Consistent with the developmental perspective, they provide supervisees with systematic, empirically supported strategies that can be applied to future problem-solving challenges in eventual independent practice. The supervisor's task is to teach case conceptualization and effective clinical decision-making processes appropriate for collaborative problem-solving with students, families, and educators.

Data-based intervention planning links assessment to intervention to progress monitoring to address individual, classroom, school, and family issues. These multiple domains of a youth's experience may all influence problem manifestation and thus require attention in problem-solving planning. The influence of ecological factors requires problem-solving efforts to address both individual and systemic issues in assessment and intervention (Simon, 2016, 2020; Simon & Swerdlik, 2023). System-wide approaches to prevention, remediation, and psychological and educational service improvement require a significant focus in school psychology supervision (Losoff & Broxterman, 2017; Simon & Swerdlik, 2023).

The *Supervision for School Psychology* text provides one example of a contemporary empirically supported case conceptualization model that supervisees can learn to apply to a full range of problem-solving activities (Simon & Swerdlik, 2023). The *Self-Understanding Model (SUM)* serves as an example of a case conceptualization and intervention protocol that systematically addresses the full array of individual and systemic variables required for effective problem-solving (Simon, 2016). Rooted in empirically supported systemic/behavioral practice, it illustrates DEP's standard of integrating ecological factors into problem-solving within an evidence-based framework.

Training in evidence-based practices is a core function of supervision. With supervisory support, preservice supervisees learn to apply the content of graduate training to nuanced field settings. Clinical supervision provides veteran psychologists with support in learning and incorporating evidence-based protocols into their professional work, which may have emerged after their own graduate training, or they may need to learn new strategies appropriate for a population they have had limited experience serving. Diverse school environments may add additional considerations to the implementation of evidence-based protocols. The challenging task for supervisors is to assist supervisees in flexibly adapting evidence-based interventions to individual circumstances while continuing to maintain core

implementation integrity. This is a training task that can only be fully accomplished in field settings. The DEP Problem-solving component addresses the critical task of integrating theory and research into real-world practice, ensuring equitable access to evidence-based interventions for all students (Simon & Swerdlik, 2023).

Integration of Developmental, Ecological, and Problem-solving Components

While the three core components of the DEP Model each require specific attention to demonstrate best practices in supervision, they must be integrated in practice to provide a comprehensive approach to preservice field-based supervision and to supervised professional development for credentialed school psychologists. Implementation of evidence-based practice in school psychologists' primary roles as problem-solvers and prosocial program developers requires the integration of developmental and ecological considerations into all practice activities.

The DEP supervision approach seamlessly integrates with best practices in school psychology service delivery. Whether the client is an individual, family, classroom, or school system, it is necessary to understand developmental and ecological characteristics to effectively provide assessment, intervention, consultation, or systems change services. Clinical supervision is an essential vehicle for increasing the implementation of evidence-based practice in school psychology practice. Figure 1.2 provides a visual overview of the integration of the DEP components.

Behavioral Markers

As noted in the introduction to this chapter, implementation integrity of the DEP supervision approach can be assessed through clearly defined behavioral markers for each DEP component. Appendix I contains a blank *Behavioral Marker Checklist*. While not every indicator will be evident in each supervisory interaction or in all supervisee practice activities, an evaluation of their application provides a checkpoint on the implementation integrity of best practices in clinical supervision and service delivery. For the first three case examples, the authors will complete the **Behavioral Marker Checklist** to demonstrate its utility. For all the following case illustrations in this text, readers will have an opportunity to review and evaluate the presence of these DEP behavioral markers for each case study. **Simply copy the blank table in Appendix I and check the boxes that apply.** Their implementation signifies the daily practical value of this approach to supervision.

DEP Model of Supervision

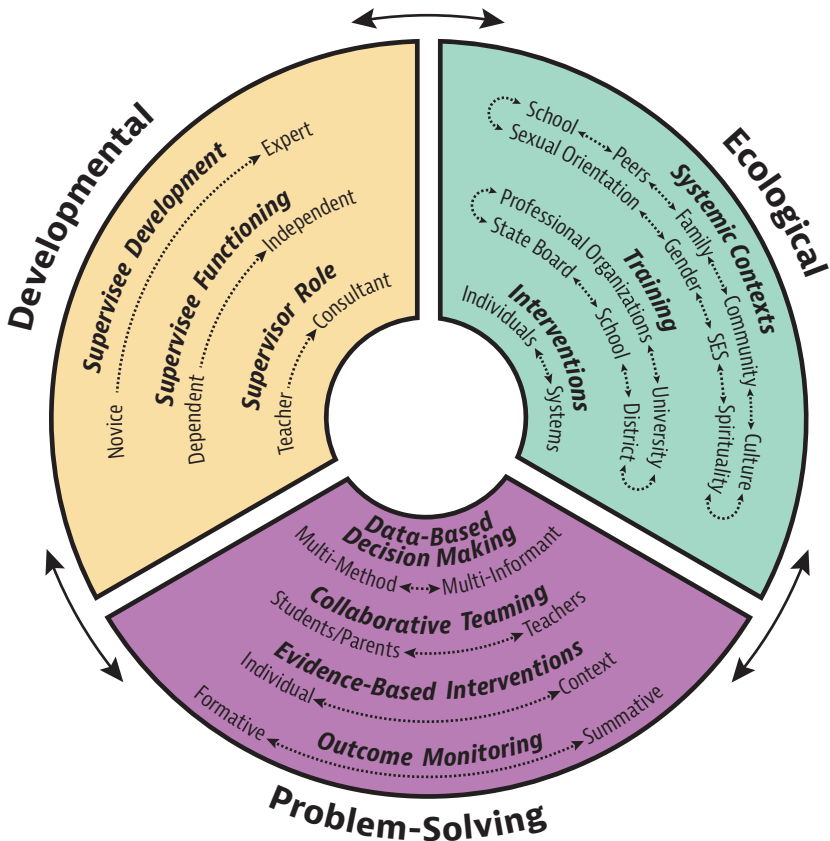


FIGURE 1.2 DEP Supervision Model

Source: Simon, D. J. & Swerdlik, M. E. (2023). *The Developmental, Ecological, Problem-solving Model* (2nd ed.). Routledge.

Supervision in School Psychology Text

By necessity, this brief overview of the DEP supervision model only provides an outline of the principal themes, rationale, and practical strategies of best practices in supervision. A comprehensive description of this approach and an important reference for the case illustrations in this text is contained in the foundational and companion book, *Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model* (Simon & Swerdlik, 2023). Supervisory practice tools and forms such as the *Supervision*

Contract and the *Supervision Session Planner* are illustrated with examples in this DEP source text.

Case Illustrations

Expert supervisors and practitioners working in university and school-based settings have contributed case studies for this text. They provide extensive examples demonstrating the practical application of the DEP supervision model.

Case illustrations address the full range of school psychology practice articulated in the NASP Practice Model (2020). Case studies include routine and complex academic and behavioral assessment, intervention, and consultation activities. Presentations illustrate the application of DEP strategies to supervision of program development and system change activities that constitute an important expanding role and responsibility of school psychologists. Supervision's role in teaching diversity and culturally responsive practice, social justice advocacy skills, and addressing educational inequities is illustrated in case examples applying the DEP framework. The challenges of responding to and remediating problems with professional competencies in supervision will be demonstrated. Case examples of supervisory support for self-care of supervisees are included. Case examples describe effective responses to ethical and legal dilemmas that emerge in supervision. Finally, case illustrations present comprehensive models for supervision and professional development for credentialed school psychologists.

Let's begin our journey through the multiple applications of the DEP supervision model.

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PART 2

Assessment and Intervention



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