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DEPARTMENT OF EDUCATIONAL LEARNING AND DEVELOPMENT

SCHOOL PSYCHOLOGY PROGRAM

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Practicum and Internship Manual For Candidates

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Practicum and Internship Manual for Candidates

INTRODUCTION

The *Practicum and Internship Manual for Candidates* serves as a vehicle for guiding the Candidate through the ISU School Psychology Program Practicum and Internship experiences. The manual provides guidelines and suggestions for completing the ISU School Psychology Program Practicum and Internship. Further guidelines are available in the NASP Professional Conduct Manual available at the following NASP website: <http://www.nasponline.org/standards/ethics.aspx>.

The field experience, be it Practicum or Internship, is regarded as a supplementary phase of the ISU School Psychology training program and falls within the training sequence. Therefore, it is considered to be a part of the training emphasis as governed by the training institution. As such, it will require that the Candidate adhere to a prescribed number of specific activities in field experience settings. Completion of activity forms should provide a measure of stability from one setting to another. It is anticipated, however, that each Candidate will be influenced by the particular orientation of the supervising school psychologist in each setting. This outcome is regarded as favorable and necessary if the Candidate is to gain the full flavor of performing as a school psychologist.

Although the field experiences are structured and regulated by the completion of defined activities, they also provide an opportunity for, as well as encourage, every Candidate to develop their own personal style.

A list of activities and the number of activities required for the Practicum and/or Internship are provided in the class syllabi specific to each Practicum or Internship. Included in this handbook is a list of recommended additional activities. There is some latitude for negotiation under unique circumstances; however, prior approval must be received for any significant alterations. The required activities should not be regarded as the maximum or minimum level of requirements. It is expected that all Practicum and Internship Candidates will complete many additional assignments.

GOALS OF ISU PRACTICUM:

The ISU School Psychology Training Program incorporates three sequential school-based field experiences designed to enhance university classroom instruction (2, one-semester, 150 hr Practicum and 1, two-semester, 1200 hr Internship experience). These provide opportunities for Candidates enrolled in the program to take knowledge, theory, and skills obtained in the classroom setting and integrate these areas into practical, hands on, experiences; under the direct supervision of experienced, state-licensed, school psychologists working in a public educational institutions.

GOALS OF ISU INTERNSHIP:

The ISU School Psychology Program adheres to the guidelines and requirements of the National Association of School Psychologists which state:

- The Internship is collaboration between the student's training program and the field site. Both must agree in writing on the responsibilities of the training program and Internship site for providing supervision, support, and evaluation.

- Time and length: The Internship should be completed on a full-time basis over one year or a half-time basis over two years. At least 600 hours of the Internship must be completed in a school setting.
- Supervision: Interns must receive an average of at least two hours of field-based supervision per full-time week from a credentialed school psychologist.
- Support: The school system or Internship agency must provide support for interns commensurate with that provided to professional school psychologists.
- The complete NASP training standards, including the requirements for internship, are available for review at <http://www.nasponline.org/certification/FinalStandards.pdf>.

AN IMPORTANT NOTE REGARDING ISU PRACTICUM AND INTERNSHIP

It is the ISU School Psychology Program faculty's belief that the differing philosophy and orientation that is unique to each individual school psychologist and school district is an invaluable aspect of the cumulative Practicum or Internship experience. Therefore, in order to maximize the field-based training experiences, Candidates will be required to spend their Practicum and Internship experiences in different school districts with different school psychologists whenever possible.

CONCURRENT PRACTICUM EXPERIENCE

Practicum Candidates are required to attend a weekly university-based Practicum Seminar course in conjunction with their Practicum experience. During this seminar, Candidates have the opportunity to share their Practicum experiences with the university Practicum supervisor and other Practicum candidates for the purpose of feedback and commentary. In addition, Candidates receive supplementary guidance, support, and educational information via supplemental readings and discussions. **Please note:** In order to remain consistent with limits of confidentiality, Candidates will not provide any identifying information when discussing site-based cases or individuals in the seminar class. To do otherwise would be in violation of professional ethics and law.

ENTERING THE PUBLIC SCHOOL SETTING.

Experience working in educational settings with children is not a prerequisite for admission to the ISU School Psychology Program. Subsequently, Candidates accepted into the School Psychology Program at ISU come from a wide variety of backgrounds and professions. It is recognized, however that some Candidates may be certificated teachers or counselors working toward a degree in school psychology.

For those Candidates that are not certified as teachers or counselors, it is very likely that the Practicum experience is the first interaction a Candidate has had with a public school community in the capacity of an educational professional. As a result, the Candidate will not be familiar with the unique "sense of community" that schools develop among their administrators, teachers, students, staff, and parents. That is, they will not be familiar with the nuances involved with entering into an educational system, building trust with administrators, teachers, students, and staff members, and becoming accepted by parents and children. Therefore, they will need extra support from their field supervisor as they make this transition. Accordingly, Candidates are encouraged to seek input from field supervisors regarding how to make this transition while in their field placement.

Although already familiar with educational communities, those Practicum Candidates that are certified as teachers or counselors prior to entering the School Psychology Program bring with them a skewed perspective. Prior to the Practicum experience, their interaction was limited to the viewpoint/perspective of a

teacher or counselor interacting with school psychologists “from a different side of the table.” These Candidates may have some difficulty looking at the “school community” from a fresh set of eyes. Therefore, they may have a difficult time “letting go” of their old perspective when involved with children with special needs. They may also still be bringing with them certain prejudices regarding special needs children, their parents, and the professionals who work with special needs children, including school psychologists. These Candidates may require extra support from field supervisors as they make the transition. Accordingly, they are encouraged to seek input from field supervisors regarding how to make the transition in their field placement.

DIRECTIONS FOR USING THE MANUAL

The Candidate will refer to this manual prior to, and during the Practicum or Internship experience. The Candidate will use this manual as a resource and information guide to help ensure that each field experience is a successful and rewarding educational, experience.

GENERAL GUIDELINES

The Importance of Dialogue

One important aspect of the Practicum or Internship experience is the ongoing dialogue that occurs between the Candidate and the site-based field supervisor. It is through this communication process that the supervisor’s great wealth of “hands on” knowledge and “real world” experience is shared with the Candidate.

True dialogue involves more than the one-way dissemination of ideas and knowledge, however. It also includes a willingness on the part of the Candidate to engage in two-way discourse. To sit passively and receive information from field supervisors does little to benefit either the Candidate or the supervisor. While the role of the field supervisor includes encouraging Candidates to explore possibilities, engage in problem solving, and “think outside the well-ordered academic box,” it is much more preferable and beneficial to both parties when the Candidate also takes an active role in the process. Therefore, Candidates will actively participate in two-way conversations with field supervisors that bridge the gap between theory and practice.

The Importance of Title and Introduction of Practicum/Intern students

It is not infrequent for classroom teachers and administrators to incorrectly refer to ISU Candidates as “psychologists” or “school psychologists.” This usually happens for the following reasons a) they have a fundamental misunderstanding of the differences between a person who is a state-licensed psychologist and a person who is a state-certified school psychologist, b) they forget or do not realize that the Candidate is a school psychologist “in training” (i.e. a current student in the School Psychology Program at ISU). Unfortunately, for many reasons, Candidates may not feel comfortable correcting those who address them or introduce them using these terms. For example, Candidates might not want to offend the person or they may feel that they should not correct someone who they view to be in a position of authority. Occasionally, Candidates may also succumb to the prestige that comes with being called a “psychologist” or “school psychologist.”

The NASP Principles for Professional Ethics and APA’s Ethical Principles of Psychologists and Code of Conduct, clearly delineate that it is the ethical responsibility of the Candidate to correct this situation every time it occurs. Candidates do this by clearly communicating their status as a “Practicum Student in the School Psychology Program at ISU” and explaining the difference between a psychologist and a school psychologist.

In addition, failure to immediately make this correction is tantamount to “holding yourself out to be something you are not” and it is considered to be unprofessional behavior and it is also against the law.

Although field supervisors also have an ethical and legal responsibility to correct Practicum or Intern Candidates when they misrepresent themselves or allow others to misrepresent them, this does not always happen. Should this happen, Candidates should privately discuss the matter with their supervisor and remind them that, by law, the title “school psychologists” can only be used by those individuals that have met the Idaho State Department of Education’s certification requirements and the use of title of “psychologist” alone, is closely governed by the following Idaho State Statute:

TITLE 54
PROFESSIONS, VOCATIONS, AND BUSINESSES
CHAPTER 23
PSYCHOLOGISTS

54-2307. QUALIFICATIONS FOR LICENSE -- APPLICANTS FOR WHOM AN EXAMINATION MAY BE REQUIRED.

An applicant shall be qualified for a license to practice psychology provided proof satisfactory to the board has been received showing:

- (a) Acceptable moral character; and
- (b) Either (1) graduation from an accredited college or university with a degree of doctor of philosophy in psychology and two (2) years of postgraduate experience acceptable to the board, such two (2) years not to include terms of internship, or (2) graduation from a recognized college or university with a doctoral degree in a field related to psychology, provided experience and training are acceptable to the board; and
- (c) Successful passage of an examination if such examination is required by the rules duly adopted by the board; and
- (d) Receipt of a completed application accompanied by an application fee as established by board rules not to exceed two hundred dollars (\$200), and when an examination is required a processing fee of twenty-five dollars (\$25.00) payable to the bureau of occupational licenses. The fee for any required examination or reexamination shall be submitted directly to the national examining entity. The application fee and the processing fee are not refundable.

The following are suggestions for how the Candidate should introduce themselves or be introduced by their field supervisors:

“Hello, I’d like to introduce myself. I am Mr. (Ms. or Mrs.) FIRST AND LAST NAME and I am an ISU School Psychology Practicum (or Intern) Student.” Or

“Hello, I’d like to introduce Mr. (Ms. or Mrs.) FIRST AND LAST NAME, he/she is an ISU School Psychology Practicum (or Intern) Student.”

The Importance of Feedback

It is vitally important that Practicum or Internship Candidates develop an **accurate** perception of their performance and skill level throughout their training. Candidates should be careful not to interpret average performance as anything other than just that, average. Many times, field supervisors unintentionally inflate a Practicum or Internship student’s self-perception by overusing praise or by having a reluctance to provide feedback that might be misconstrued by the Candidate as negative or critical. At all times, Candidates should keep in mind that supervisors are evaluating and comparing them to “other individuals with the same level of training,” not to experienced practicing school psychologists.

A Word About Constructive or Corrective Feedback

- 1) Constructive feedback is given in a manner that does not inadvertently demoralize or discourage the recipient.
- 2) Constructive feedback is accurate and clearly articulated.
- 3) Constructive feedback includes suggestions for ways to improve and resources available to aid in improvement.
- 4) Constructive feedback defines/describes problems areas and provides opportunities for improvement.
- 5) Constructive feedback provides follow-up meetings to assess change or improvement.

If the Candidate does not feel that these guidelines are being followed, he or she should speak with their field supervisor. If the Candidate continues to feel that these guidelines are still not being followed, he or she should inform the university supervisor.

Feedback regarding inappropriate behavior

Although rare, there are occasions when Practicum or Internship Candidates engage in behavior that is of concern to field supervisors. An example would be an inappropriate statement made by a Practicum or Internship Candidate to a supervisor, parent, building teacher, or building staff member.

Best practice dictates that the field supervisor will

- a) investigate the alleged inappropriate behavior, unless witnessed firsthand, and then (if substantiated), confront the Practicum or Internship Candidate regarding the behavior;
- b) offer the Practicum or Internship Candidate the opportunity to present their side of the event;
- c) provide appropriate feedback to the Candidate;
- d) if warranted, provide the Candidate opportunity for change or correction to occur;
- e) document the behavior, the willingness of the Candidate to receive corrective feedback, and the outcome in writing;
- f) provide the Candidate with a copy of the documentation; and
- g) provide the university supervisor with a copy of the documentation .

If such action as just described becomes necessary, it is wise to ask that the meeting occur in the presence of either the university supervisor or a school administrator. Although not all such incidents would warrant an intervention to the degree stated above, at the minimum, the behavior will be documented in writing by the field supervisor and the university supervisor will be informed.

There are times when a supervisor is unaware that what seems to be a minor incident by the Candidate is actually representative of an ongoing pattern. By notifying the university supervisor of incidents, no matter how trivial, the behavior can be evaluated within the context of the particular student's history while at ISU. If the incident appears to be an isolated event, written notification to the university supervisor will act as a record; should a similar incident occur in a future Practicum or Internship.

Feedback regarding academic or skill concerns

Academic or skill concerns/deficits will be handled in a similar manner as described above.

Positive Feedback

The majority of the time, Practicum or Internship Candidates engage in varying levels of positive behaviors. At the minimum, the Candidates strengths are evaluated twice during the field experience via the field supervisor Candidate evaluation forms. Once at mid-term and again at the conclusion of the Practicum or Internship experience. Field supervisors should also be giving ongoing verbal and written positive feedback to Candidates as the Practicum or Internship experiences progress.

The Importance of Candidate Disposition

The School Psychology Program prepares Candidates to become professional school psychologists. The School Psychology faculty, therefore, has an obligation to protect the public and the profession. This obligation requires the ISU school psychology training program to:

- (a) establish criteria and methods through which aspects of competence other than, and in addition to, a Candidate-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and
- (b) ensure—insofar as possible—that the Candidate-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, the ISU School Psychology training program strives not to advance, recommend, or graduate Candidates or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

This commitment obligates the School Psychology program faculty at ISU to continually assess the progress of each graduate Candidate in a variety of areas of academic and applied settings. The primary purpose of this assessment is to facilitate professional and personal growth. It is important that there are regular contacts and close working relationships between graduate Candidates and program faculty so that these guidelines and procedures can be implemented in a way that maximizes Candidate growth and development.

The ISU School Psychology training program also recognizes that developmental stressors are inherent both in the transition from undergraduate to graduate school, as well as during the course of the training program. During graduate school, higher academic expectation is frequently encountered. In addition, when clinical work begins there is stress inherent in being a member of a helping profession. Further, supervision is more intensive, concentrated, and frequent during the graduate program, which may increase the Candidate's sense of personal and professional vulnerability.

Because graduate Candidates make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the training program to provide recommendations, activities, procedures and opportunities that can facilitate growth and minimize stress. Such

measures include, but are not limited to: orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations that may result in suggestions for positive change, and contact with support individuals (e.g., field supervisors) and/or groups (e.g., other graduate trainees, former Candidates).

Coursework includes both academic and skill-related training (e.g., diagnostic assessment, intervention, report writing). In addition to traditional academic and skill related growth in graduate professional training, personal and professional growth is critical for future effective functioning as a school psychologist.

The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program:

Professionally related interpersonal/professional skills include the following:

Ethics

- Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
- Demonstration of knowledge/application of other statutes regulating professional practice.
- Demonstration of concern for client welfare.
- Demonstration of appropriate client-school psychologist relationships.

Professional Department

- Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by PRACTICUM, internship, and other field-based partners to be appropriate for educational settings.
- Appropriate involvement in professional development activities (e.g., professional associations, workshops, conferences attendance)
- Appropriate interaction with faculty, peers, colleagues, staff, trainees, etc (e.g. use of proper titles, demonstration of honesty, integrity, fidelity, respect).
- Awareness of impact of one's behavior, attitude, demeanor on colleagues (faculty and students).
- Completion of assigned tasks in a timely fashion and in an acceptable format.
- Appropriate response to constructive criticism and negative feedback.

Sensitivity to Client Issues. Acknowledgment of and effective interactions with:

- Children
- Parents
- Teachers
- School administrators
- Other school staff (e.g., social workers, counselors, therapists, etc.)
- Sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, gender, age, disability, sexual orientation, race, etc.)
- Sensitivity to individual and group diversity.

Use of Supervision

- Appropriate preparation.

- Acceptance of responsibility for learning.
- Openness to feedback/suggestions.
- Application of learning and theory to practice.
- Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
- Appropriately self-reliant.
- Appropriately self-critical.

Other Training Issues

- Effective management of personal stress.
- Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
- Formulation of realistic professional goals for self.
- Appropriate self-initiated professional development (e.g., self-initiated study).
- Commitment to graduate studies.
- Commitment to completion of training program.

Problematic Behavior or Impairment

It is a professional judgment as to when a graduate Candidate's behavior becomes severe enough to be considered impaired rather than just problematic. For purposes of this document a *problem* refers to a trainee's behavior or attitude, which, while of concern and requiring redemption, is perceived not to be unexpected or excessive for professionals in training. Problems become identified as *impairments* when they include one or more of the following characteristics:

- The Candidate does not acknowledge, understand, or address the problem when it is identified,
- The problem is not merely a reflection of a skill-deficit which can be reflected by academic or didactic training,
- The quality of services delivered by the Candidate is sufficiently negatively affected,
- A disproportionate amount of attention by training personnel is required, and/or,
- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

Definition of impairment

For purposes of this document, impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

An inability and/or unwillingness..

- To acquire and integrate professional standards into one's repertoire of professional behavior,
- To acquire professional skills in order to reach an acceptance level of competency, and/or
- To control personal stress, and/or excessive emotional reactions which interfere with professional functioning.

CLOCK HOURS

Practicum

A Practicum experience is a three credit, graduate-level class; therefore, it requires that a Candidate spend 150 clock hours working in a public school building. The majority of this time is under the direct supervision of a pre-approved, state-certified school psychologist. In order to meet the 150 clock-hour requirement the Candidate needs to spend 12 hours a week in an approved educational setting over the course of 13 weeks.

In coordination with the site-based supervising school psychologist, the Candidate will arrange their practicum schedule to spend 1 full day, plus an additional morning or afternoon, in the school building. Students **are not** to spread the 12 hours out over the course of a five-day workweek.

Internship

As a rule, (1) full day (8 hours) and either an additional morning or afternoon (4 hours) per week over the course of a semester meets the requirement for each 150 hour Practicum. (5) full days a week for two full semesters meets the 1200 hour requirement for an Internship.

LOGS

Practicum

The Candidate will maintain an Activity Log signed by the Candidate's site-based practicum supervisor. It will document all time spent conducting practicum-related activities. The following is a guideline for the completion of the Activity Logs.

The Candidate may log the following activities:

1. All activities listed in the syllabus.
2. In-service trainings or school-based workshops during the semester the class is taken.
3. Reports or activity summaries written while at a practicum school. Supervisor must sign all logs indicating that the report was written, or worked on, while at their school. Reports written while at a practicum site would be the same as reports written while working as a school psychologist in a school and therefore are acceptable as practicum hours.
4. Actual hours spent at the practicum placement.

Non-allowable Activities include, but are not limited to:

1. Time spent writing reports or activity summaries at home. Report writing at home is the same as homework and the Candidate does not get credit for time spent on homework.
2. Drive time; unless it is from one practicum site to another practicum site, on the same day.
3. Practicum class time. Practicum hours are for time spent in the school. Not time spent in the classroom.

EXPECTATIONS OF CANDIDATES DURING PRACTICUM

Candidates completing Practicum and Practicum-related activities in the public schools of Idaho represent Idaho State University, the College of Education, the School Psychology Program and the School Psychology Faculty. Therefore, the following is expected of each Candidate:

1. Practicum Candidates will show up on time to all appointments.
2. Practicum Candidates will call their field supervisors if they are going to miss an appointment due to illness or medical/family emergencies.
3. Practicum Candidates will wear their ISU name badges whenever they are in Idaho public school settings.
4. Practicum Candidates will always identify themselves as an “Hi my name is ____ and I am an ISU school psychology practicum student” when introducing themselves to students, parents, teachers, school staff, school administrators, or other ISU Candidates engaged in ISU-related school-based experiences. Candidates may qualify themselves as a “first year-” or “second year-practicum Candidates” if they so desire.
5. Practicum Candidates will not misrepresent themselves as “school psychologists,” “psychologists,” or “counselors” when engaged in practicum-related activities.
6. Candidates will not initiate conversations with nor offer opinions during meeting in which parents, students, administrators or teacher are present, unless directed to do so by their field supervisor.
7. Practicum Candidates are not allowed to wear blue jeans, t-shirts, tennis shoes, flip-flops, or similar “weekend” clothing when engaged in practicum-related activities. Candidates will always manifest a professional identity, as demonstrated by attire and behavior judged by Practicum, Internship, and other field-based partners to be appropriate for educational settings (with the exceptions mentioned above).
8. The Practicum Candidate is expected to take the fullest advantage of the practicum experience by:
 - a. Proactively seeking out new practicum experiences in consultation with their field supervisor;
 - b. Reflecting upon field supervisor feedback of performance;
 - c. Asking meaningful questions regarding the role and function of school psychologists, assessment administrations, data interpretation, theory, and other practicum experiences.
9. The Candidate will maintain the limits of confidentiality and never disclose identifiable student information as per the ethical and legal obligations of NASP, APA, FERPA, and HIPAA.

EVALUATION

There are some inherent difficulties evaluating the performance of a Practicum or Internship experience because a wide range of activities must be completed and assigning a fixed grade on each activity may not reflect the growth and development a Candidate may experience. For example, the first case study may be poor, but the subsequent ones may be outstanding. They should not be considered equal when deriving a grade. Therefore, grades will be computed on the Candidate’s best performance. Generally, a Candidate is more competent and confident towards the latter stages of the Practicum or Internship experience.

The final grade will take into consideration both the view of the field supervisor and the university supervisor and the required Practicum or Internship Portfolio. A rating scale will be completed by the field supervisor and shared with the Candidate by the field supervisor.

RECOMMENDED ADDITIONAL PRACTICUM EXPERIENCES

The following list represents a number of different activities deemed appropriate for practicum Candidates. Supervisors are strongly encouraged to arrange opportunities for Candidate participation in these activities whenever appropriate and feasible. It is the responsibility of the Candidate, however, to make their field supervisors aware of the desire to experience these opportunities. Given opportunity, Candidates should:

1. Visit regular and special education classes to observe the students and the behavioral interventions and academic programs used in these classes.
2. Get exposure to a diverse group of students (ethnicity, disability, etc.).
3. Attend team meetings where referrals are made and preliminary interventions are determined.
4. Attend and participate in staffing meetings and case conferences where student needs are discussed.
5. Discuss rationale for diagnostic information and possible interventions with supervising school psychologist.
6. Learn about special resources available through local school districts and outside agencies and how to make referrals to these resources (mental health, Child Protective Services, School-based drug and alcohol intervention programs, Juvenile Justice, etc.).
7. Become familiar with record keeping methods, including specific district forms used for referral, classification, and educational plans. Also review cumulative files of students to assess the helpfulness of these in evaluating a student's need.
8. Become familiar with the tests materials available in the district, including intelligence and achievement tests, observation methods/forms, tests for language and sensory handicaps, adaptive behavior and development scales.
9. Attend district in-service and if possible a faculty meeting.
10. Become familiar with the State of Idaho's Rules and Regulations for Special Education and how these are implemented in the schools (including required procedures and forms).
11. Learn how to write meaningful IEP goals.
12. Be exposed to meetings in which RBM or the Posse Program are being used to formulate I-Plans.
13. Learn about technology available in the schools and classrooms.

HELPFUL GENERAL INFORMATION

The Practicum Candidate is responsible to become acquainted with all aspects and roles of their field supervisor. They are also responsible to become familiar with the functions and activities of the school in which he or she is placed. To this end, the field supervisor allows the Candidate ample opportunity to observe their work.

Field supervisors and Candidates will receive Candidate-evaluation forms via e-mail from the university Practicum course supervisor at ISU's mid-term week and the week prior to university finals week. These two evaluation forms take time to complete but are essential to program's improvement and the supervision and grading of the Candidate. These forms must be signed and returned by mail or in person to the university supervisor. Field supervisors are strongly encouraged to share their ratings on the Candidate-evaluation form

with the Candidate in order to facilitate Candidate growth, provide a realistic assessment of Candidate progress, and to be available to answer questions.

Appendix A

First day checklist

- _____ Introduction of practicum/intern Candidate to building principal/administrators by school psychologist
- _____ Introduction of practicum/intern Candidate to appropriate building faculty and staff by school psychologist
- _____ Presentation of practicum/intern “Letter of Introduction” to building principal by practicum/intern student
- _____ Presentation and discussion of practicum/Internship requirements to Field supervisor by practicum/intern student
- _____ Arrange weekly supervision and observation schedule

Appendix B

Sample Activity Log and Sample Narrative Log

School Psychology Practicum and Internship Log Narrative Notes

10-11-06

- 8:15 a.m. Met supervising school psychologist (Rose Larson). Discussed practicum requirements and my past special education experience.
- 9:00 a.m. My supervisor set it up for me to observe another school psychologist in the district administer a WISC-IV and a WAIS-III at the high school. On the WISC-IV administration, the student had already taken the test within the last couple of weeks. On the WAIS-III administration, the student who needed to be tested was absent.
- 10:30 a.m. Went back to Riverside Elementary and helped supervisor prepare materials for a lesson she was teaching in the after school program today. We planned to complete an activity similar to "Brown Eyes, Blue Eyes" so that the students could see what it feels like to be excluded. We also plan to discuss the Golden Rule.
- 11:30 a.m. Working lunch—preparing materials for after school lesson.
- 1:00 p.m. Observed the beginning of a KABC-II administration. Several subtests were administered before afternoon recess. My supervisor let the 1st grade student go to recess. After recess, we went to get her and found out her mom had picked her up and checked her out of school during recess.
- 2:15 p.m. Finished preparing materials for the after school program. I helped to set up the room. While preparing the handouts, I discussed with my supervisor her roles in the buildings she covers.
- 3:30 p.m. I helped my supervisor teach the after school lesson. The kids responded well to the lesson and discussed how being excluded made them feel. My supervisor also took the opportunity to discuss with the after school teachers how the students responded when excluded and how they may see similar behaviors in their after school program.

10-19-06

- 8:15 a.m. Discussed plans for the day with my supervisor.
- 8:30 a.m. Observed the team meeting at the junior high school. Members of the team discussed student concerns, testing needs, and strategies to help students who are struggling.
- 9:45 a.m. Went with supervisor to finish the KABC-II administration. Student had her tonsils out last week. After arriving at the school, we found out she is still out absent.

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. Domains are more fully illustrated on Page 22.

2.1 Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Databased decision-making permeates every aspect of professional practice.

2.2 Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills:

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills:

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning:

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6 School and Systems Organization, Policy Development, and Climate:

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7 Prevention, Crisis Intervention, and Mental Health:

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.8 Home/School/Community Collaboration:

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation:

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10 School Psychology Practice and Development:

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11 Information Technology:

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

EXPANDED DESCRIPTIONS OF DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

The expanded descriptions of the “Domains of School Psychology Training and Practice” are adapted from pages 7-9 of Ysseldyke, J., Dawson, P., Lehr, C., Reschly, D., Reynolds, M. & Telzrow, C. (1997). *School Psychology: A Blueprint for Training and Practice II*. Bethesda, MD: National Association of School Psychologists. Adapted with permission of copyright holder.

2.1 Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

EXPANDED DESCRIPTION:

Data-based decision-making and accountability should be the organizing theme of and permeate school psychology training and practice.

School psychologists have knowledge of effective data-based decision-making and problem-solving processes. They systematically collect information to identify and define strengths and needs and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made. School psychologists collect considerable data on individual students, educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, assess current status, and measure the effects of a decision-making process.

School psychologists have knowledge of varied models and methods of assessment, or a process of testing, observing, and interviewing, to collect data for making decisions. They are well-versed in a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment. They collect data about environments, including school and home, as well as cognitive, emotional, social, and behavioral factors that have a significant impact on children's school achievement and personal competence.

School psychologists evaluate the components of environments that facilitate or impede learning or behavioral changes for children and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. They have knowledge of methods to link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities. They evaluate the outcomes of intervention services, with effectiveness determined by the relationship between the actual outcome of the interventions and the desired goals articulated in the decision-making process.

School psychologists assist school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities. School psychologists apply their knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in (a) identification of factors that influence learning and behavior; (b) evaluation of the outcomes of classroom, building, and system initiatives; and (c) implementation of problem solving practices designed to meet general public accountability responsibilities.

2.2 Consultation and Collaboration:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

EXPANDED DESCRIPTION:

School psychologists have knowledge of and employ effective behavioral, mental health, collaborative, and/or other consultation approaches. They apply their knowledge of consultation and collaboration in numerous situations in their practice.

School psychologists function as change agents, using their knowledge and skills in consultation and collaboration to promote change at the levels of the individual student, classroom, building, district, and/or other agency.

School psychologists use consultation and collaboration to facilitate development of harmonious environments in schools and other settings, to reduce the divisiveness and disenfranchisement often found in troubled schools, and to promote the kinds of principles necessary to achieve consensus.

School psychologists have the knowledge and skills necessary to facilitate communication and collaboration with children and youth and among teams of school personnel, families, community professionals, and others.

School psychologists have positive interpersonal skills and listen, adapt, address ambiguity, and are patient in difficult situations. They have knowledge of the important features of collaboration and use effective collaboration skills with individuals of diverse backgrounds and characteristics. In addition to their knowledge and skills in communication and collaboration, school psychologists clearly present and disseminate information to diverse audiences, such as parents, teachers, school boards, policy makers, community leaders, colleagues, and others in a variety of contexts.

2.3 Effective Instruction and Development of Cognitive/Academic Skills:

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

EXPANDED DESCRIPTION:

School psychologists have knowledge of learning theory and cognitive strategies and their application to the development of effective instructional strategies to promote student learning. They have knowledge of the cognitive and academic skills of students with different abilities, disabilities, strengths, and needs and of assessment and instructional strategies for use with students with diverse backgrounds and experiences.

School psychologists are knowledgeable about principles of student-centered learning and use the principles to help students develop their abilities to be self-regulated learners. They assist children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.

School psychologists have a current, professional knowledge base of empirically-demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs. They assist in implementing a variety of assessment techniques and instructional methods to enhance the learning of students at the individual, group, and systems levels.

School psychologists, in collaboration with others, set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals are achieved. School psychologists maintain current information and research about advances in curriculum and instruction and share this information and research with educators, parents, and the community at large to promote improvement in instruction and student achievement.

School psychologists help schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students and alternative ways to monitor and assess individual student progress toward the accomplishment of goals and standards. They also assist State Education Agency and Local Education Agency personnel who design state and local accountability systems.

School psychologists link assessment information to the development of instructional strategies in order to meet the individual learning needs of children. They have knowledge of and use appropriate assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary. They apply techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and to identify the factors that constitute a "successful" outcome.

School psychologists are knowledgeable about and routinely use methods to assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

2.4 Socialization and Development of Life Skills:

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

EXPANDED DESCRIPTION:

School psychologists have a current professional knowledge base about development processes in behavioral, social, affective, and adaptive domains. They are knowledgeable about sound principles of assessment and behavior change within these domains and apply these principles through the provision of effective consultation, behavioral assessment, intervention, and counseling services.

School psychologists have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs and knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.

School psychologists have knowledge and skills in consultation, behavior management, and counseling strategies that enhance appropriate student behavior. They develop methodologies, such as conflict resolution and social problem-solving/decision-making approaches, that will assist teachers and families in teaching prosocial behavior.

School psychologists apply the principles of generalization and transfer of training to the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).

School psychologists provide leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity. They assist teachers, families, and others with helping children become responsible for their own behavior.

School psychologists assist parents and other adult caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.

School psychologists have knowledge of and facilitate the development and implementation of strategies that result in optimal instructional environments, foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress.

School psychologists have knowledge of research on classroom climate and of ecological and behavioral approaches to classroom management. They use ecological and behavioral approaches to develop and implement behavior change

programs (individual, group, classroom, etc.). They incorporate appropriate strategies when developing intervention programs to facilitate successful transitions of students from one environment to another environment. These intervention programs include program to program, early childhood to school, and school to work transitions.

School psychologists link assessment information to the development of strategies in order to address individual behavioral, affective, adaptive, and social goals for children. They have knowledge of and use appropriate assessment techniques to assess progress toward goals and assist in revising intervention strategies as necessary. They apply techniques to evaluate the extent to which the intervention strategy contributed to the outcome and to identify the factors that constitute a “successful” outcome.

School psychologists are knowledgeable about and assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

2.5 Student Diversity in Development and Learning:

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

EXPANDED DESCRIPTION:

School psychologists recognize that students in today’s schools and their families come from a variety of backgrounds. They have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children’s development and learning and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes.

School psychologists have knowledge of individual differences, abilities, and disabilities and assist with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.

School psychologists recognize that experiential and linguistic differences can also result in learning difficulties and apparent disabilities for children, and they assist schools in identifying what is needed for students to succeed and what instructional or other modifications are required to address children’s difficulties.

School psychologists develop academic and social/behavioral interventions that reflect knowledge and understanding of children and families’ cultures, backgrounds, and individual learning characteristics. School psychologists recognize that interventions most likely to succeed are adapted to the individual needs and characteristics of the students for whom they are designed.

School psychologists promote practices that help children and families of all backgrounds feel welcome and appreciated in the school and community.

School psychologists recognize in themselves and others the subtle racial, class, gender, cultural, and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.

2.6 School and Systems Organization, Policy Development, and Climate:

School psychologists have knowledge of general education, special education, and other educational and related

services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

EXPANDED DESCRIPTION:

School psychologists have a current professional knowledge base of school and systems structure and organization and of general education and regular education. They use their knowledge to assist schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.

School psychologists have knowledge of and apply effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system, facilitating decision-making and collaboration, and fostering a commitment to quality, effective services for all children, youth, and families.

School psychologists regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services and benefit all children, youth, and families. They have the knowledge and skills to assume leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to children, youth, and their families in schools and communities and that directly impact the ways in which school psychologists deliver their services.

School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. They participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.

2.7 Prevention, Crisis Intervention, and Mental Health:

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

EXPANDED DESCRIPTION:

School psychologists have knowledge of current theory and research about child and adolescent development; psychopathology; human diversity; biological, cultural, and social influences on behavior; societal stressors; crises in schools and communities; and other factors. They apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They have knowledge of effective prevention strategies and develop, implement, and evaluate programs based on recognition of the precursors that lead to children's severe learning and behavior problems.

School psychologists have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).

School psychologists are key participants in health programs for children and promote mental health in schools and other agencies. They have knowledge of and address diverse health issues such as diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management. They collaborate with other health care professionals to promote behaviors that lead to good health for children. They facilitate environmental changes that support the health and adjustment of children.

They have knowledge of and routinely access resources to address a wide variety of behavioral, learning, mental, and physical problems.

2.8 Home/School/Community Collaboration:

School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

EXPANDED DESCRIPTION:

School psychologists have a current knowledge base about (a) family systems and their influences on students' cognitive, motivational, and social characteristics that affect their development and/or academic performance; (b) family involvement in education; (c) methods to promote collaboration and partnerships between parents and educators that improve outcomes for students; (d) cultural issues that impact home-school collaboration; and (e) other family, home, and community factors that work to support learning and achievement in school.

School psychologists apply this knowledge to design, implement, and evaluate programs that promote school, family, and/or community partnerships and enhance academic and behavioral goals for students. For example, school psychologists provide or collaborate with others in the development of educational and support programs that assist parents in efforts to enhance the academic and social/behavioral success of their children.

School psychologists provide support and assistance for parents when participating in school functions or activities and help them become comfortable, active, effective participants. For example, they provide support for parents when participating on special education and IEP teams, they encourage parent involvement in school wide committees and improvement teams, and they facilitate home-school communication and collaboration when problems arise.

School psychologists have knowledge of and apply methods to facilitate collaboration between schools and parents in designing school curriculum and interventions for students.

School psychologists educate schools and communities regarding the influence of family involvement on children's development and achievement and advocate for parent involvement in school governance whenever feasible. They are knowledgeable about school and community resources; help create links between schools, families, and community agencies; and help coordinate services when programming for children, including multiple agencies.

School psychologists work within the local system of care to provide for the health and mental health needs of children.

2.9 Research and Program Evaluation:

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

EXPANDED DESCRIPTION:

School psychologists have knowledge of basic principles of research design, including single subject design and quantitative and qualitative research techniques, and apply the principles in their own research and as consumers of others' research. They differentiate acceptable from inadequate research and evaluate research in terms of its internal and external validity. They have knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct their own investigations. They have knowledge of evaluation techniques and methods and integrate their

knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities.

School psychologists have knowledge of measurement principles and psychometric standards and apply the knowledge when selecting and using assessment techniques and published tests. They review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision-making.

School psychologists maintain a professional knowledge base of research findings, professional literature, and other information relevant to their work and apply the knowledge base to all components of their work. They base their practice on sound research and translate new research findings into service delivery improvements.

School psychologists have knowledge of and apply findings from intervention research when designing educational, mental health, or treatment programs for children.

School psychologists provide leadership in schools and other agencies in understanding and using research and evaluation data. They apply their knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data. School psychologists provide information about relevant research findings to school personnel, parents, and the public.

2.10 School Psychology Practice and Development:

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

EXPANDED DESCRIPTION:

School psychologists have knowledge of the standards, models, methods, and practices of their profession and apply their knowledge to all aspects of their professional services. They have knowledge of the history and foundations of school psychology, as well as psychology, education, special education, health care, and related fields and use this understanding in work with children, parents, and professionals in schools and other agencies. They have knowledge of all appropriate ethical, professional, and legal standards, and they practice in schools and other settings in ways that meet standards, both to enhance the quality of services and to protect the rights of all parties.

School psychologists promote due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, intervention, and general professional practice; and fulfill all legal requirements, as in response to law and court decisions. They have knowledge of the processes and procedures for public policy development.

School psychologists use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote new public policies and practices in schools and other settings.

School psychologists recognize that their own learning and development must continue throughout their careers. They have knowledge of and apply methods to routinely evaluate their own knowledge, professional competencies, and outcomes of their services and use their evaluation to determine specific needs for their continuing professional development. They recognize their own limitations and biases, as well as those areas in which they have training and expertise.

School psychologists plan and implement systematic and effective techniques to enhance their professional development throughout their careers, and they acquire training to meet current needs in schools and other settings.

School psychologists maintain certification or licensure and attend continuing professional development activities. They work with other school psychologists and school or agency staff to advocate for continuing professional development opportunities for all personnel.

2.11 Information Technology:

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

EXPANDED DESCRIPTION:

School psychologists recognize that advances in technology have many positive impacts on the dissemination of information, on their professional practice, and on services for children. School psychologists use the latest technological advances in their work, but also recognize the need to use technology in ways that safeguard or enhance the quality of services.

School psychologists have knowledge of information sources and technology and of methods and standards for using information technology to enhance services. School psychologists wisely use information resources such as digital medium (e.g., CD-ROM), the World Wide Web, e-mail, interactive television, distance learning technology, etc. to acquire information, current research findings, and continuing professional development.

School psychologists have knowledge and skills in using word processing, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently. School psychologists have current knowledge about technology resources for children (e.g., instructional software, adaptive technology for individuals with disabilities) and use the resources when designing, implementing, and evaluating instructional programs or interventions for children.