

School Psychologist (Ed 614.06) Self-Assessment Worksheet

Ed 614.06 School Psychologist

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 614.06 SCHOOL PSYCHOLOGIST	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) The school psychologist training program shall provide the student with the following skills, competencies and knowledge through a combination of academic and supervised practical experiences:		
(1) Knowledge, understanding, and the ability to consult about the following:		
a. Psychological foundations, in the following areas:		
1. Mental health disorders and diagnosis;		
2. Biological basis of behavior;		
3. Cultural diversity;		
4. Child and adolescent development;		
5. Human exceptionalities;		

6. Human learning;		
7. Social basis of behavior;		
8. Causes and nature of deviant behavior;		
9. Theories of counseling; and		
10. Knowledge of crisis and response;		
b. Foundations of education, in the following areas:		
1. Identification, evaluation, and education of exceptional learners;		
2. Research-based instructional and remedial techniques;		
3. Organization and operation of schools; and		
4. Educational law;		
c. Assessment, in the following areas:		
1. Intellectual ability;		
2. Cognitive processing;		

3. Academic achievement;		
4. Behavior assessment;		
5. Social and emotional functioning;		
6. Learning environment; and		
7. Adaptive functioning;		
d. Statistics and research design; and		
e. Professional school psychology, in the following areas:		
1. History and foundations of school psychology;		
2. Legal and ethical issues;		
3. Professional issues and standards; and		
4. Roles and functions of the school psychologist;		
(2) Knowledge, understanding, and demonstrated ability in psychological and psychoeducational evaluation and assessment, including ability to:		
1. Administer, score, interpret, integrate, and report data obtained from psychological and educational measures, interviews, observations, and behavioral procedures including		

functional behavior assessments, with preschool and school aged children and youth;		
2. Function as a professional school psychologist on an interdisciplinary team for referrals, screening, evaluations, assessment, and diagnostic service delivery;		
3. Evaluate pupil progress in reference to academic achievement and behavior;		
4. Assess educational disabilities and mental health conditions, for appropriate educational, behavioral, social, psychoeducational, psychological, and psychiatric interventions in the school setting;		
5. Link assessment results and make educationally relevant recommendations; and		
6. Communicate effectively, in written and oral form, findings and recommendations to parents, classroom teachers and other school personnel;		
(3) Knowledge, understanding and ability to intervene and facilitate the functioning of individuals and groups of preschool and school aged children and youth, including ability to:		

1. Counsel and work with children and families;		
2. Develop behavior improvement plans, including appropriate supports based on results of behavioral assessments;		
3. Plan and recommend mental health interventions for preschool and school aged children and youth; and		
4. Access school-based and school-linked mental health programs and interventions and to recommend community programs and interventions;		
(4) Knowledge, understanding and demonstrated skill in consulting with school personnel and parents concerning specific problems of preschool and school aged children and youth, including evaluating the effectiveness of the consultation;		
(5) Knowledge, understanding, and ability in planning, coordinating, and implementing a psychological services delivery model, within a school setting, including:		
a. Inclusion of the following components:		
1. Psychoeducational assessment;		

2. Prevention, including pre-referral problem solving;		
3. Crisis intervention;		
4. Mental health intervention;		
5. Functional skill training;		
6. Collaboration;		
7. Consultation;		
8. Referral; and		
9. Counseling;		
b. Ability to record and organize clear and useful records in a confidential manner, in keeping with state and federal law;		
c. Knowledge of and compliance with current state and federal laws, rules, policies, standards, including professional conduct as they apply to the implementation of psychological services within a school setting; and		
d. Skills in collecting, organizing, and providing information from psychological research and theory to school personnel and to parents;		

(6) Knowledge of research, statistics, and evaluation methods in order to:		
a. Evaluate research;		
b. Translate research into practice;		
c. Understand research design and statistics in sufficient depth to plan and conduct basic investigations and program evaluations for improvement of services; and		
d. Advocate for students' academic, social, and vocational success and emotional needs through the application of research-based clinical, developmental, and instructional practices; and		
(7) Ability to access information sources and utilize technology relevant to provision of services.		
(b) As a specialist-level program, the program shall:		
(1) Consist of a full-time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree; and		

<p>(2) Include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience described in (c) below.</p>		
<p>(c) The program of school psychology shall ensure a supervised internship for 1,200 hours, full-time over one year or half time over 2 consecutive years, in a general school setting. If additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.</p>		
<p>(d) The internship shall meet the following requirements:</p>		
<p>(1) Internship supervision shall consist of a minimum of 2 hours per week of face-to-face contact with a certified school psychologist with at least 3 years of experience as a school psychologist;</p>		
<p>(2) Field-based supervisors shall observe the student carrying out assessments, consultations, meetings, observations, and mental health interventions;</p>		
<p>(3) Field-based supervision shall be approved and monitored by the program; and</p>		

(4) The program shall provide appropriate support for the internship experience including:		
a. A written agreement specifying the period of appointment and any terms of compensation;		
b. A contract with the internship site that delineates how the following issues shall be handled:		
1. Scheduling of appointments;		
2. Expense reimbursement;		
3. The provision of a safe and secure work environment; and		
4. Provision of adequate office space and support services consistent with those afforded school psychologists;		
c. Provision for participation in continuing professional development activities;		
d. Release time for internship supervision; and		
e. Commitment to the internship as a diversified training experience.		

Source. #2055, eff 6-16-82; ss by #2302, eff 2-10-83; ss by #2714, eff 5-16-84, EXPIRED: 5-16-90

New. #4851, eff 6-25-90; EXPIRED: 6-25-96

*Ed 614.06 School Psychologist 10
WKSHT*

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8206, INTERIM, eff 11-18-04, EXPIRES: 5-17-05; ss by #8335, eff 4-23-05; ss by #8667, eff 7-1-06