Lesson n 03 :Standards and Domains of School Psychology

Leadership and Function

The National Association of School Psychologists (NASP), the American Psychological Association (APA) Division 16,8 and the Connecticut State Department of Education (CSDE) outline the scope of practice of school psychologists to ensure delivery of comprehensive school psychological services. The organization of this section borrows directly from the NASP conceptualization of domains of school psychology practice, which promotes the shift toward a more comprehensive model of school psychological services that will have the effect of promoting better outcomes for all students.10 Alignment with these domains is also consistent with the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014, Evidence Guide for School Psychologist.*

The scope of practice for school psychologists can be summarized under three standards with 10 general domains. School psychologists have competence and proficiency in all of the domains, though not all may have the highest level of expertise in all aspects of each domain. Individual school psychologists will have distinct subspecialties or areas of expertise across the 10 domains.

Standard 1: Practices That Permeate All Aspects of Service Delivery

Domain 1: Databased Decision-Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.
Examples of professional practices include:
• Using the problem-solving framework as the basis for all practices.
• Systematically collecting data from multiple sources and using ecological factors as the context
for all assessment and intervention decisions.
• Using assessment data to understand students' problems and to implement evidence-based

instructional, mental, and behavioral health services.
• Using data to analyze progress toward meeting academic and behavioral goals.
• Evaluating treatment fidelity of student interventions.
• Evaluating the effectiveness and/or need for modifications to school-based interventions or programs.
• Conducting valid and reliable assessments to identify students' eligibility for special education services.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decisionmaking and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Examples of professional practices include:
• Using a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services.
• Facilitating effective communication and collaboration among families, teachers, community providers, and others.
• Using consultation and collaboration when working at the individual, classroom, school, or systems levels.
• Advocating for needed change at the individual student, classroom, building, district, state, or national levels

Standard 2: Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and
data collection methods and to implement and evaluate services that support cognitive and academic skills.

• Implementing evidence-based interventions to improve student engagement and learning.
• Using assessment data to develop and implement evidence-based instructional strategies that will improve student performance.
• Working with other school personnel to ensure attainment of state and local benchmarks for all students.
• Sharing information about research in curriculum and instructional strategies.
• Promoting the use of instructional strategies for diverse learners and to meet individual learning needs.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidencebased strategies to promote social-emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, mental and behavioral health.

Examples of professional practices include:

• Providing a continuum of mental and behavioral health services, including individual and group
counseling, behavioral coaching, positive behavioral supports, and parent education.
• Integrating behavioral supports and mental health services with academic and learning goals for students.
• Facilitating the design and delivery of curricula to help students develop effective skills, such as self-regulation, planning, organization, empathy, social skills, and decision-making.
• Using systematic decision-making to consider the antecedents, consequences, functions, and causes of behavioral difficulties.
• Developing and implementing behavior change programs at individual, group, classroom, and
school-wide levels.
• Evaluating evidence-based interventions to improve individual student social, emotional, and behavioral wellness.

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general
and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to
develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Examples of professional practices include:

• Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services.
• Promoting policies and practices that support effective discipline, instructional support, grading, home-school partnerships, student transitions, and more.
• Collaborating with other school personnel to create and maintain a multi-tiered continuum of services to support academic, social, emotional, and behavioral goals for students.
• Advocating for policies and practices that promote positive school environments.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Examples of professional practices include:

• Using knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.

• Developing, implementing, and evaluating prevention and intervention programs that address precursors to severe learning and behavioral problems.
• Participating in school crisis prevention and response teams.

Domain 7: Family and School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Examples of professional practices include:

• Collaborating with and engaging parents in decision-making about their children.
• Promoting respect and appropriate services for cultural and linguistic differences.
• Promoting strategies for safe, nurturing, and dependable parenting and home interventions.
• Creating links among schools, families, and community providers.

Standard 3: Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence
based strategies to enhance services and address potential influences related todiversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts.
Understanding and respect for diversity in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

Examples of professional practices include:

• Addressing individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of all services.
• Using a problem-solving framework for addressing the needs of English language learners.
• Promoting fairness and social justice in school policies and programs.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Examples of professional practices include:

• Using research findings as the foundation for effective service delivery.
• Using techniques of data collection to evaluate services at the individual, group, and systems levels.
• Assisting teachers in collecting meaningful student data.
• Applying knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

• Remaining knowledgeable about ethical and professional standards.
• Assisting administrators, other school personnel, and parents in understanding regulations relevant to general and special education.
• Engaging in professional development and life-long learning.
• Using supervision and mentoring for effective practices

REFRENCES:

1. Connecticut State Department of Education | Guidelines for the Practice of School Psychology
2. https://www.nasponline.org/
3. https://www.apa.org/about/division/div16.aspx
4. https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page
5. https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation
6. guide/section-i-nasp-practice-model-overview/nasp-practice-model-10-domains
7. https://portal.ct.gov//media/SDE/SEED/Evidence_Guides/school_psychologist.pdf?la=en