

Standards for the School Psychologist

[23-130]

STANDARD 1 – Data-Based Decision-Making and Accountability

The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress 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.

Knowledge Indicators - *The competent school psychologist:*

- 1A. understands effective, data-based decision-making and problem-solving processes.
- 1B. understands the purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment (e.g., interviewing techniques, norm-referenced cognitive and achievement tests, curriculum-based assessment, authentic assessment, portfolio assessment, criterion-referenced assessment, functional assessment, behavioral assessment, behavioral observation, social developmental history, and adaptive behavior assessment) for the purposes of data collection.
- 1C. understands child development, learning theory, and diversity as well as their relationship to data-based decision-making.
- 1D. understands psychometric theory, test development, and research as applied to data-based decision-making.
- 1E. understands nondiscriminatory evaluation procedures.
- 1F. understands the process of linking assessment results with the development of interventions.
- 1G. understands the importance of linking system-wide assessment data with districts' curricular decisions.
- 1H. understands the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data.
- 1I. understands the importance of collecting data across environments.
- 1J. understands how to modify intervention plans based on data.
- 1K. understands the use of technology in data-based decision-making.
- 1L. understands the use of data in evaluating the integrity of interventions.
- 1M. understands the use of data in determining whether students have disabilities.
- 1N. understands parents'/guardians' and students' rights regarding assessment and evaluation.
- 1O. understands the principles and importance of professional accountability for confidentiality and record keeping.

Performance Indicators - *The competent school psychologist:*

- 1P. applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision making.
- 1Q. collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies.
- 1R. uses data to evaluate outcomes of services and to facilitate accountability.
- 1S. uses environmental data (e.g., data from home, school, community) to plan interventions.
- 1T. applies psychometric theory to the evaluation of assessment materials and techniques.
- 1U. applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.

- 1V. uses nondiscriminatory evaluation procedures.
- 1W. analyzes group performance to design interventions that meet learners' needs.
- 1X. uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.
- 1Y. uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.
- 1Z. prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.
- 1AA. articulates assessment findings in a manner that is understandable for the intended audience.
- 1BB. uses data to identify factors that influence learning and behavior at the classroom or building level.
- 1CC. assists school personnel and other agency administrators with the interpretation of data to evaluate classroom and/or building-level programs.
- 1DD. follows legal, regulatory, and ethical parameters in data-based decision-making and record keeping.

STANDARD 2 – Consultation and Collaboration

The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent school psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

Knowledge Indicators - *The competent school psychologist:*

- 2A. understands behavioral, mental health, collaborative, and other consultative approaches and their application to particular situations.
- 2B. understands the dynamics of communication applicable to collaboration and consultation in professional practice.
- 2C. understands the importance of interpersonal skills in the consultative process.
- 2D. understands schools as organizations within the larger community context.
- 2E. understands skills necessary to facilitate communication with students.
- 2F. understands skills necessary to facilitate communication among teams of school personnel, families, community professionals, and others.
- 2G. understands the important features of collaboration with individuals of diverse cultures, values, and experiences.
- 2H. understands technological tools for accessing, managing, and disseminating information to enhance the consultative process.

Performance Indicators - *The competent school psychologist:*

- 2I. applies knowledge of consultation and collaboration skills.
- 2J. uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.
- 2K. initiates collaboration to enhance student learning.
- 2L. participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 2M. demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.
- 2N. uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.
- 2O. communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).

- 2P. promotes and models ethical practices of confidential communication with others.
- 2Q. uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.
- 2R. uses technological resources to access, manage, and disseminate information to enhance the consultation process.

STANDARD 3 – Learning and Instruction

The competent school psychologist has knowledge of human learning processes, of techniques for assessing these processes, and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

Knowledge Indicators - *The competent school psychologist:*

- 3A. understands theories of cognitive development, learning, and teaching and their application to the development of instructional strategies.
- 3B. understands how students' conceptual frameworks can influence learning.
- 3C. understands how students acquire knowledge and skills.
- 3D. understands that students' cognitive, physical, social, emotional, and moral development influences learning.
- 3E. understands individual differences in approaches to learning and performance.
- 3F. understands language development, communication styles, and the role of communication in learning.
- 3G. understands the process of second language acquisition and strategies for supporting students' learning.
- 3H. understands the unique instructional needs of students with diverse abilities.
- 3I. understands the impact of gender, race, culture, disability, and environment on learning.
- 3J. understands formal and informal assessment techniques for evaluating students' learning.
- 3K. understands intervention strategies that promote students' critical thinking, problem-solving, and performance skills.
- 3L. understands the importance of continuing education in the areas of learning and instruction.
- 3M. understands the importance of aligning instruction with the Illinois Learning Standards and related objectives.
- 3N. understands factors that influence motivation and engagement in students' learning.

Performance Indicators - *The competent school psychologist:*

- 3O. works effectively with school personnel to promote supportive learning environments.
- 3P. assists school personnel in developing cognitive and academic goals for all students.
- 3Q. supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students.
- 3R. uses formal and informal assessment techniques to evaluate the performance and progress of students.
- 3S. uses assessment results to identify students' learning needs, develop instructional strategies, and contribute to recommendations regarding students' eligibility for and placement in special education.
- 3T. participates in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.
- 3U. develops intervention plans consistent with curriculum, learners' diversity, and learning theory.

- 3V. considers instructional methods and materials, students' interests, and career needs when planning interventions.
- 3W. uses intervention strategies and resources that encourage students' development of critical thinking, problem-solving, and performance skills.
- 3X. monitors and adjusts interventions in response to feedback.
- 3Y. identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career alternatives.
- 3Z. accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.
- 3AA. collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet the Illinois Learning Standards or locally developed objectives.

STANDARD 4 – Socialization and Development of Life Skills

The competent school psychologist has knowledge of human developmental processes and techniques for assessing these processes and of direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Knowledge Indicators - *The competent school psychologist:*

- 4A. understands the developmental processes involved in the behavioral, social, affective, and adaptive domains.
- 4B. understands career goals and planning as part of the developmental process.
- 4C. understands the principles of behavioral change within the behavioral, social, affective and adaptive domains.
- 4D. understands direct/indirect intervention strategies appropriate for students from diverse backgrounds and experiences.
- 4E. understands consultation, behavior management, and counseling strategies as they apply to the enhancement of student behavior.
- 4F. understands multiple approaches to classroom management.
- 4G. understands how to use assessment information to address students' behavioral, affective, adaptive, social, academic, and career needs.
- 4H. understands that medications may affect the academic, cognitive, physical, social, and emotional behavior of students.
- 4I. understands how language, communication, and behavior affect socialization.
- 4J. understands the characteristics and effects of culture and environment on students and families.

Performance Indicators - *The competent school psychologist:*

- 4K. applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.
- 4L. develops methods to assist teachers and families in teaching pro-social behavior to students.
- 4M. applies the principles of generalization and transfer of training to the development of interventions.
- 4N. assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
- 4O. identifies factors that lead to successful interventions.

- 4P. facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.
- 4Q. develops classroom management interventions.
- 4R. develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).
- 4S. links assessment information to the development of strategies that address individual students' goals.

STANDARD 5 – Diversity

The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Knowledge Indicators - *The competent school psychologist:*

- 5A. understands his/her own cultural perspectives and biases and the impact of these biases on interactions with others.
- 5B. understands cultural, racial, ethnic, gender, and linguistic diversity.
- 5C. understands the impact of familial, sociocultural, and political contexts on interpersonal relationships.
- 5D. understands diverse family systems and how they affect students' development, learning and communication skills.
- 5E. understands how individual experiences, talents, disabilities, gender, prior learning, language, culture, family, religion, and community values influence students' learning.
- 5F. understands that similar behaviors may have different meanings in different cultures.
- 5G. understands cultural differences in approaches to learning and performance.
- 5H. understands the process of second language acquisition and its impact on student learning.
- 5I. understands the impact of bias and stereotyping in the educational environment.
- 5J. understands the implications of State and federal legislation; rules and regulations; and case law on educational programming for all students.
- 5K. understands the importance of professional practices that are consistent with ethical standards when dealing with students from diverse cultures and backgrounds.
- 5L. understands the characteristics and educational needs of students with disabilities.
- 5M. understands the characteristics and educational needs of gifted, creative, and talented students.

Performance Indicators - *The competent school psychologist:*

- 5N. recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
- 5O. demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.
- 5P. demonstrates respect for cultural diversity.
- 5Q. promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.
- 5R. assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.
- 5S. facilitates learning communities in which individual differences are respected.
- 5T. practices gender equity and avoids sex-role stereotyping.

- 5U. develops strategies for promoting an understanding of the role of cultural barriers in educational outcomes.
- 5V. uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.
- 5W. integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.
- 5X. recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.
- 5Y. incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.
- 5Z. designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.
- 5AA. considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.
- 5BB. develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.
- 5CC. identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.
- 5DD. participates in professional continuing education to minimize biases and to enhance training and expertise.

STANDARD 6 – School and Systems Organization, Policy Development, and Climate

The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

Knowledge Indicators - *The competent school psychologist:*

- 6A. understands the organization and operation of school systems.
- 6B. understands effective principles of systems theory (e.g., organization development).
- 6C. understands the importance of and the need for involvement in policy development.
- 6D. understands the importance of policies and policy development processes in school systems and agencies.
- 6E. understands the impact of school and public policy on schools, communities, and ecosystems.
- 6F. understands the factors that contribute to safe, caring, and supportive learning environments.

Performance Indicators - *The competent school psychologist:*

- 6G. contributes to the development of practices that provide beneficial programs and services for students and their families.
- 6H. promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.
- 6I. participates in decision-making that promotes effective services for students and their families/guardians.

STANDARD 7 – Prevention, Crisis Intervention, and Mental Health

The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Knowledge Indicators - *The competent school psychologist:*

- 7A. understands the influence of child and adolescent development on behavior.
- 7B. understands the influence of child psychopathology on behavior.
- 7C. understands biological influences on behavior.
- 7D. understands human diversity and cultural and social influences on behavior.
- 7E. understands the influences of societal stressors on behavior.
- 7F. understands crises in schools and communities and how they affect students' behavior.
- 7G. understands effective prevention strategies.
- 7H. understands crisis intervention strategies.
- 7I. understands health issues influencing children and adolescents (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
- 7J. understands resources for addressing a wide variety of behavioral, learning, and mental and physical health problems.
- 7K. understands how to access and make appropriate referrals for services provided by the district, community, and State resources.
- 7L. understands the role of diversity in the development and implementation of prevention, crisis intervention, and mental health programs.
- 7M. understands how individuals and groups influence one another and how they function in society.
- 7N. understands how to help students to work cooperatively and productively.
- 7O. understands factors that influence motivation and engagement and how to help students become self-motivated.
- 7P. understands that medications can affect the educational, cognitive, physical, social, and emotional behavior of individuals.
- 7Q. understands the appropriate use of confidentiality in prevention, crisis intervention, and mental health services.

Performance Indicators - *The competent school psychologist:*

- 7R. identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).
- 7S. reviews crisis intervention plans used in the schools.
- 7T. promotes mental health in the schools and other agencies.
- 7U. addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
- 7V. collaborates with other health care professionals to promote behaviors that lead to good health.
- 7W. uses resources to address a wide variety of cognitive, social-emotional, and physical problems.
- 7X. empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.
- 7Y. analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.
- 7Z. works effectively within the school and community to create/enhance supportive learning environments.
- 7AA. analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.

STANDARD 8 – Home/School/Community Collaborations

The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents) and understands influences on students' development, learning, and behavior. Further, the competent school psychologist has knowledge of methods for involving families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Knowledge Indicators - *The competent school psychologist:*

- 8A. understands how diverse family systems affect students.
- 8B. understands the importance of family involvement in education.
- 8C. understands methods of promoting collaboration and partnerships between families/guardians and educators that improve outcomes for students.
- 8D. understands the implications of cultural diversity on family, home, school, and community collaborations.
- 8E. has knowledge of school and community resources and agencies available to students and families/guardians.

Performance Indicators - *The competent school psychologist:*

- 8F. designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.
- 8G. facilitates collaboration between schools and parents/guardians by designing educational interventions.
- 8H. identifies resources and facilitates communication between schools, families/guardians, and community agencies.

STANDARD 9 – Research and Program Evaluation

The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

Knowledge Indicators - *The competent school psychologist:*

- 9A. understands research design.
- 9B. understands research and statistics in order to evaluate published research.
- 9C. understands statistical procedures and data analysis methods to answer research questions.
- 9D. understands measurement principles and psychometric standards and methods when selecting and using assessment techniques and published tests in program or systems-level evaluation.
- 9E. understands findings from intervention research when designing educational, mental health, or treatment programs for children.
- 9F. understands technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).

Performance Indicators - *The competent school psychologist:*

- 9G. applies research design and data analysis techniques when conducting and evaluating research.
- 9H. evaluates psychometric properties when selecting assessment methods.
- 9I. applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.
- 9J. applies knowledge of intervention research in designing psycho-educational and mental health programs for children.
- 9K. provides information about relevant research findings to school personnel, parents, and the public.

STANDARD 10 – School Psychology Practice and Development

The competent school psychologist has knowledge of the history and foundations of the 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. The competent school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Knowledge Indicators - *The competent school psychologist:*

- 10A. understands professional, ethical, and legal standards in order to enhance the quality of services and to protect the rights of all parties.
- 10B. understands the standards, models, methods, and practices of the profession.
- 10C. understands the history and foundations of school psychology.
- 10D. understands relevant aspects of related areas in psychology and education (e.g., developmental psychology, cross-cultural psychology, mental health/health, bilingual education, and special education).
- 10E. understands how the practice of school psychology affects students and families from diverse backgrounds.
- 10F. understands the importance of collaborating with other professionals in the school community.
- 10G. understands the importance of continued professional development.
- 10H. understands the obligations, procedures, and applications of being a mandated reporter.
- 10I. understands the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists, Council for Exceptional Children, etc.).
- 10J. understands the full range of school psychological services.

Performance Indicators - *The competent school psychologist:*

- 10K. practices in full accordance with the “Principles for Professional Ethics” expressed in “Guidelines for the Provision of School Psychological Services (2000) published by the National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814; no later amendments to or editions of these standards are incorporated by this Section.
- 10L. provides school psychological services consistent with the legal, ethical, and professional guidelines referred to in Standard 10(10I) of this Section.
- 10M. maintains accepted standards in assessment, consultation, intervention, and general professional practice.
- 10N. complies with legal requirements for professional practice.
- 10O. participates in personal continuing professional development.

- 10P. shares professional resources with teachers, parents, and others to enhance services to students.
- 10Q. maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.

STANDARD 11 – Technology Standards

The competent school psychologist has knowledge of relevant informational sources and technology; and accesses, evaluates, and uses informational sources and technology in ways that safeguard or enhance the quality of services.

Knowledge Indicators - *The competent school psychologist:*

- 11A. understands how to review, evaluate, and use technology for educational purposes.
- 11B. has knowledge about assistive technology and other technological resources for children.
- 11C. understands methods and standards for using informational technology.
- 11D. understands methods of access to informational sources.
- 11E. understands the ethical issues and social implications of using technology.
- 11F. understands the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Performance Indicators - *The competent school psychologist:*

- 11G. practices ethical, legal, and socially responsible behavior when using technology and computer software.
- 11H. adheres to copyright laws and guidelines in the access and use of information from various technologies.
- 11I. uses technology (e.g., CD/DVD ROM, the World Wide Web, email, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.
- 11J. uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.
- 11K. uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.
- 11L. uses multimedia resources to support and deliver oral presentations.
- 11M. demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- 11N. uses technology in communicating, collaborating, and conducting research.
- 11O. maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.