

SCHEDULE I.1

CORE COMPETENCIES FOR SCHOOL PSYCHOLOGISTS

1. Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that applies to all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. Academic Interventions and Instructional Supports

School psychologists understand 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, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

4. Mental and Behavioral Health Support

School psychologists understand biological, cultural, developmental, and social influences on mental health, behavior, and learning. School psychologists, in collaboration with others, design, implement, and evaluate services that support resilience and positive behavior, socialization and adaptive functioning, and behavioral health in the school setting.

5. School-Wide Practices to Promote Learning

School psychologists understand system structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

6. Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

7. Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. Diverse Student Populations

School psychologists recognize that equitable practices for diverse student populations and respect for diversity in development and learning are foundational to effective service delivery. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact these have on development and learning. They understand diversity in children, families, schools, and communities, including variations in child development, the influence of religion, culture and cultural identity, the impacts of race, sexual orientation, gender identity and expression, the effects of socioeconomic status, and the importance of other variables. School psychologists implement evidence-based strategies that are based on equity of opportunity to enhance services in both general and special education and address potential influences related to diversity.

9. Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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.

10. Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; and knowledge of ethical, legal, and professional standards. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, dependability, and respect for human diversity.