



Professional Standards for the Provision of School Psychological Services

The purpose of the Standards is to educate the public and the profession regarding appropriate professional practices of school psychologists. They also delineate what services might reasonably be expected to be available from most school psychologists, and thus help to define the field.

The principal objective of the Standards is to enhance the public's understanding about the services of school psychologists and to guide them in effective delivery of professional school psychology.

The National Association of School Psychologists' Guidelines for the Provision of School Psychological Services serves as a framework for this document.

To be effective, school psychologists:

- Keep learning/ achievement for all students as their primary focus.
- Use a data based process to (a) identify academic and behavior problems.
- Collaborate with other school team members about service delivery.
- Evaluate the outcomes of the service delivery.
- Use current literature, translate research into practice and use research design to conduct investigations.
- Select assessment methods that are validated for the problem area under consideration.
- Develop and implement effective interventions that are based upon the data collected.
- Evaluate interventions to determine their effectiveness, their need for modification or their need for redevelopment.
- Present and disseminate information to diverse communities, in a variety of contexts, in an organized and meaningful manner.
- Identify factors that facilitate the development of optimal learning environments.
- Use multiple theoretical perspectives and translate current scientific information to develop perspectives.
- Develop effective behavioral, affective, and/or adaptive goals for students, and monitor progress towards these goals.
- Assist parents and other adult caregivers in the development and implementation of behavior change programs to facilitate the learning and behavioral growth of their child.
- Incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

- Promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
- Use knowledge of development, learning, family, and school systems to facilitate structure and public policies that create and maintain safe, caring, and inviting places for all persons in that system.
- Are aware of funding mechanisms that are available to school and community that support health and mental health services.
- Provide direct counseling and indirect consultation for students who experience mental health problems that impair learning and/or socialization.
- Collaborate with school personnel, parents, students and the community to provide competent mental health support during and after crises.
- Educate the school community regarding the influence of family involvement on school achievement.
- Create linkages between schools, families, and community agencies and help coordinate services.
- Are knowledgeable about the local system of care and related community services available to support students and their families.
- Are active participants in public policy by serving on committees, and participating in work groups and task forces.
- Provide services within the context of legal mandates, and relevant rules and regulations.
- Deliver services that provide the greatest benefit and give the most rights to students when federal and state rules are in conflict.

Administration of school psychological services ensures the provision of a comprehensive and seamless continuum of services. In order to achieve coordinated and organized delivery, supervision of school psychological services:

- Ensure that services are available and accessible to all students to the greatest extent possible.
- Ensure that the services delivered are provided directly by properly certificated school psychologists.
- Ensure that a range of services are provided to clients including direct and indirect services that require the involvement with the entire educational system as well as other service delivery systems.
- Ensure that school psychologists have a reasonable environment in which to conduct confidential assessments, interviews, and counseling sessions.
- Maintain a cooperative relationship with colleagues and co-workers in the best mutual interests of clients. Conflicts are resolved in a professional manner.
- Are free from fear of reprisal when members advocate for the most appropriate services for their clients.
- Provide adequate clerical assistance, appropriate professional work materials, adequate technology support, and general working conditions that enhance the delivery of effective services.
- Provide opportunities for members to communicate with each other about issues of mutual professional interest.

- Develop policy on student records that is consistent with state and federal rules and laws, ensuring the protection of the confidentiality of the student and his or her family.
- Provide support for members regarding their conclusions and reports.
- Provide supervision consistent with the member's level of expertise. When a disagreement arises regarding assessment and/or intervention, further data collection may be necessary. If there are legal implications, the agency's conclusions may prevail.
- Develop, implement and evaluate a coordinated plan for accountability for services provided by individual members and by the staff as a whole.
- Provide opportunities for school psychologists to have access to continuing professional development activities.
- Provide support for school psychologists as they seek and use appropriate levels of supervision as they acquire new knowledge, skills and abilities through the professional development process.

School psychological services are the responsibility of the educational agency, which provides such services. These services can come from employees of the district or through other agencies. Services provided by other agencies are at the same level and quality of services as those provided by employees of the district.

Contracted/independent providers:

- Remind new clientele of local school district responsibilities prior to taking on a client.
- Adhere to the contracts in place in their employment settings.
- Recognize the need to remain ethical when operating in multiple settings, while protecting the right for confidentiality and for a well-developed program for each individual with whom they work.
- Conduct their independent business outside of the public sector contractual hours while working for both the public schools and in independent practice.
- Request that they be given notice when their assessments or treatment plans are being reviewed by outside agencies.
- Provide services in a manner that protects the due process rights of students and their parents as defined by state and federal laws and regulations.
- Augment and enhance school programs by providing needed expertise, to maximize available resources and/or to assure that services are available to students and families due to a temporary unavailability of school psychologists for employment.
- Are fully credentialed and appropriately licensed to provide contracted services.

- Are aware of the Internal Revenue Services (IRS) designations of employee vs. contractor services to which school districts must adhere. Generally, under the guidelines of the IRS, a school psychologist delivering a comprehensive continuum of services would be considered an employee or part-time employee.
- Conduct research and/or evaluative programs only after securing permission from the appropriate school personnel and meeting requirements for such studies.

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