



## **CA Education Code Related to School Psychologists**

### **49424. School Psychologists - Services**

A school psychologist is a credentialed professional whose primary objective is the application of scientific principles of learning and behavior to ameliorate school-related problems and to facilitate the learning and development of children in the public schools of California.

To accomplish this objective the school psychologist provides services to children, teachers, parents, community agencies, and the school system itself. These services include:

- (a) Consultation with school administrators concerning appropriate learning objectives for children, planning of developmental and remedial programs for pupils in regular and special school programs, and the development of educational experimentation and evaluation.
- (b) Consultation with teachers in the development and implementation of classroom methods and procedures designed to facilitate pupil learning and to overcome learning and behavior disorders.
- (c) Consultations with parents to assist in understanding the learning and adjustment processes of children.
- (d) Consultation with community agencies, such as probation departments, mental health clinics, and welfare departments, concerning pupils who are being served by such community agencies.
- (e) Consultation and supervision of pupil personnel services workers.
- (f) Psychoeducational assessment and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and periodic reevaluation of such children.
- (g) Psychological counseling of and other therapeutic techniques with children and parents, including parent education.

### **56320. Educational needs: requirements - Assessments**

Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted, by qualified persons, in accordance with requirements including, but not limited to, all of the following:

- (a) Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory. Pursuant to Section 1412(a)(6)(B) of

Title 20 of the United States Code, the materials and procedures shall be provided in the pupil's native language or mode of communication, unless it is clearly not feasible to do so.

(b) Tests and other assessment materials meet all of the following requirements:

(1) Are provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer as required by Section 1414(b)(3)(A)(ii) of Title 20 of the United States Code.

(2) Are used for purposes for which the assessments or measures are valid and reliable.

(3) Are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of the assessments, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.

(c) Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(d) Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

(e) Pursuant to Section 1414(b)(2)(B) of Title 20 of the United States Code, no single measure or assessment is used as the sole criterion for determining whether a pupil is an individual with exceptional needs or determining an appropriate educational program for the pupil.

(f) The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history shall be obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136. In assessing each pupil under this article, the assessment shall be conducted in accordance with Sections 300.304 and 300.305 of Title 34 of the Code of Federal Regulations.

(g) The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Section 56136.

(h) As part of an initial assessment, if appropriate, and as part of any reassessment under Part B of the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and this part, the group that includes members of the individualized education program team, and other qualified professionals, as appropriate, shall follow the procedures specified in Section 1414(c) of Title 20 of the United States Code. The group may conduct its review without a meeting.

(i) Each local educational agency shall ensure that assessments of individuals with exceptional needs who transfer from one district to another district in the same academic year are coordinated with the individual's prior and subsequent schools, as necessary and as expeditiously as possible, in accordance with Section 1414(b)(3)(D) of Title 20 of the United States Code, to ensure prompt completion of the full assessment.

## California Code of Regulations

### 80049.1. Authorization for Service.

(a) A Services Credential with a specialization in Pupil Personnel Services authorizes the holder to perform pupil personnel services in the specialization(s) named, as described below, in grades 12 and below, including preschool, and in programs organized primarily for adults:

(1) The Pupil Personnel Services: School Counseling Credential authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the higher academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in Education Code Section 49600.

(2) The Pupil Personnel Services: School Social Work Credential authorizes the holder to assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.

(3) The Pupil Personnel Services: School Psychology Credential authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development, behavioral and academic difficulties; conduct psycho-educational assessments for purposes of identifying special needs; provide **psychological** counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.

(4) The Pupil Personnel Services: Child Welfare and Attendance Credential authorizes the holder to access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and

appreciation of those factors that affect the attendance of culturally-diverse student populations.

(b) An individual holding any of the authorizations described in this section may serve as an administrator of a pupil personnel services program per Education Code Section 44270.2.

(c) Nothing in this section shall be construed to preclude school districts from utilizing community-based service providers, including volunteers, individuals completing counseling-related internship programs, and state licensed individuals and agencies to assist in providing pupil personnel services, **provided that such individuals and agencies are supervised in their school-based activities by an individual holding a pupil personnel services authorization.**

Note: Authority cited: Sections 44225 and 44266, Education Code. Reference: Sections 44252 and 44266, Education Code.

#### **80632.4. Program for the Pupil Personnel Services Credential with the Advanced Specialization in School Psychology.**

(a) In addition to the knowledge requirements contained in Section 80632.1, the following specialized skills and knowledge shall be required by all persons seeking a Pupil Personnel Services Credential with the Advanced Specialization in School Psychology.

(1) FACILITATING INDIVIDUAL DEVELOPMENT, to include:

(A) Knowledge, including:

Advanced knowledge of human learning, human exceptionalities, cognitive, affective and biological bases of behavior, and development psychology, including those areas germane to pupils with special as well as regular educational needs.

(B) Skills, including:

Defining and clarifying children's school problems using psychological theories in working with parents and school personnel.

(2) INDIVIDUAL HUMAN ASSESSMENT, to include:

(A) Knowledge, including:

1. Psychometric knowledge underlying the selection, administration and interpretation of educational and psychological assessment procedures.
2. Influence of culture, ethnicity, sex and language proficiency on children's test performance.
3. Advanced assessment strategies and knowledge of individual differences necessary to evaluate a pupil's: 1) functional ability level, 2) school adjustment, 3) achievement, 4) language, 5) perceptual-motor development, 6) adaptive behavior, 7) social development, and 8) emotional development.

(B) Skills, including:

1. Selecting, administering, scoring, interpreting, integrating with other data and reports the results of psychological and educational tests and measures to parents, professionals and others with a legitimate interest in the child.

2. Conducting interviews, observations and behavioral assessments with preschool and school-aged children and adults.
3. Performing assessment studies for possible placement of pupils in special education programs.
4. Performing differential diagnosis of handicapping conditions, including but not limited to, learning disabilities, mental retardations, giftedness and severe emotional disturbance.
5. Performing assessment procedures in conjunction with an interpreter when working with limited-English speaking pupils.

(3) INDIVIDUAL INTERVENTION, to include:

(A) Knowledge, including:

1. Individual development, cognitive and behavioral change from the perspective of psychological theory.
2. The education of regular pupils and techniques of promoting individual development in the classroom.
3. Methods and theories for the modification of individual programs and educational environments.
4. Education of exceptional learners including instructional and remedial techniques.

(B) Skills, including:

1. Recommending pupil placements and individual educational plans based on individual pupil educational considerations, as well as classroom management needs, including pupils with special as well as regular educational needs.
2. Applying psychological methods to increase pupil school performance (methods such as life space interviewing, client-centered consultation, home school contracting, behavior management, self-instruction, reinforcement management strategies).
3. Supporting within the school nonschool community-based therapeutic and remedial efforts.
4. Responding to children's needs through psychological counseling and by creating new educational plans.

(4) EVALUATION, to include:

(A) Knowledge, including:

1. Advanced and specialized procedures used to evaluate pupil progress in educational programs and continued eligibility in educational programs.
2. Statistical methods used to evaluate cognitive and behavioral change over time.

(B) Skills, including:

Evaluating the effectiveness of earlier decisions by school authorities and parents regarding elements of the pupil's educational programs.

(5) CONSULTATION, to include:

(A) Knowledge, including:

1. School psychologists' role in the staff development of teachers and others including the parents of children with special as well as regular educational needs.
2. Theories of institutional and organizational change from a psychological perspective.

3. Consultation with school personnel on a variety of psychological principles relating to classroom climate, instructional programs, individual needs of particular children and youth, particularly with references to pupils' special needs.

(B) Skills, including:

1. Using a variety of consultation techniques with school personnel, as well as evaluate the effects of consultative interactions.
2. Planning, conducting and evaluating inservice training programs for school personnel, including programs for teachers of pupils with special as well as regular educational needs.
3. Functioning as a professional school psychologist on an interdisciplinary team involved in evaluation/assessment/diagnostic service delivery.
4. Planning group educational experiences for pupils aimed at improving social and emotional development and functioning.
5. Planning, conducting and evaluating parent education programs, especially programs in child-rearing and discipline.

(6) GROUP ASSESSMENT, to include:

(A) Knowledge, including:

1. Screening and preassessment procedures.
2. Advanced and specialized knowledge of group tests and measures.
3. Procedures to evaluate the social system's needs.

(B) Skills, including:

1. Developing, carrying out screening and identification programs for children and young adults for special education programs.
2. Developing, conducting and coordinating districtwide or schoolwide group assessment programs.

(7) PROGRAM EVALUATION, to include:

(A) Knowledge, including:

Advanced and specialized program evaluation theories and techniques.

(B) Skills, including:

1. Applying designs and methods to evaluate educational programs designed to meet pupil's special as well as regular educational needs.
2. Applying designs and methods to evaluate educational programs designed to meet the needs of pupils or educators.

(8) LEGAL ASPECTS, to include:

(A) Knowledge, including:

1. California Education Code provisions and federal legislation, related to special education funding and program requirements.
2. Advanced and specific knowledge of case law, related to programs of regular and special education and parents' and childrens' rights.

(B) Skills, including:

Evaluating school district procedures to assure compliance with State Education Code, federal regulations and case law related to regular and special education programs.

(9) COMMUNITY RESOURCES, to include:

(A) Knowledge, including:

1. Community agencies and resources available to help children, particularly those children with exceptional needs.
2. Making referrals for assistance to non-school personnel.

(B) Skills, including:

1. Acting as liaison to community agencies providing services to pupils, particularly pupils with exceptional needs.
2. Identifying within the schools those pupils who need referral to medical, psychiatric or other health care providers and making such referrals.

(10) RESEARCH, to include:

(A) Knowledge, including:

Research method and designs, particularly those used to study pupils with special as well as regular educational needs and to discover ways to prevent failure in school.

(B) Skills, including:

- (i) Collecting, organizing and providing information to school personnel and parents from psychological research findings.
- (ii) Conceptualizing, designing, implementing and sharing the results of school related research.

(11) PROFESSIONAL ETHICS, to include:

(A) Knowledge, including:

- (i) Official statements of the Code of Ethics of the American Psychological Association, the National Association of School Psychologists and the California Association of School Psychologists.
- (ii) The principles of professional organizations for delivery of school psychological services.

(B) Skills, including:

- (i) Applying ethical principles in the practice of school psychology.
- (ii) Interpreting and applying professional standards of psychological service delivery.
- (iii) Performing self-assessment to identify personal needs for continuing education in school psychology.

(12) SUPERVISION, to include:

(A) Knowledge, including:

- (i) Principles of supervision.
- (ii) Appropriate patterns of supervision, supervisor-staff relations, scheduling patterns, and the models for supervisory relationships in a service delivery system.

(B) Skills, including:

Supervising psychological examiners, paraprofessionals and others providing school psychological services who are not fully credentialed school psychologists.

- (b) Field practice shall be required of all candidates.
- 1) Field practice shall be in the knowledges and skills provided in subdivisions (a)(1) through (12) of this section.
  - 2) Field practice shall be at least five-hundred forty (540) clock hours in duration, of which a minimum of three-hundred eighty (380) clock hours shall be in a school setting, in direct contact with pupils assigned to the credential candidate by the college/university instructor and field supervisor.
  - 3) Field practice by credential candidates shall be under the supervision of an experienced practitioner (who holds a Pupil Personnel Services credential) approved jointly by the college/university and the school district administration.
  - 4) The field practice assignment shall be provided in at least two of three settings (elementary school, middle school and/or high school) and shall include a minimum of 100 clock hours at each setting.
  - 5) At least one-hundred (100) clock hours of field practice shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate.

Note: Authority cited: Sections 44225(b)(4) and 44225(q), Education Code. Reference: Sections 44227 and 44266, Education Code.

### **California Education Code authorizing**

#### **44270.2 Services Credential with specialization in Administrative Services**

The services credential with a specialization in administrative services shall authorize the holder to perform administrative services at all grade levels.

Any person who administers a pupil personnel program shall hold a services credential with a pupil personnel or administrative specialization.

