| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Professional Practices that Permeate All Aspects of Service Delivery** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **A. Data-Based Decision-Making**
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1. Problem Identification** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands various methods of information gathering (e.g., record review, interview strategies, observations, and testing [RIOT]) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands appropriate use of background information (e.g., student records, medical records and reports, reviews of previous interventions, developmental history) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Understands appropriate use and interpretation of screening measures and methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Assessment and Problem Analysis** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands theories of intelligence and the appropriate use and interpretation of measures of intellectual/cognitive functioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands appropriate use and interpretation of measures of educational achievement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows appropriate use and interpretation of diagnostic/processing measures (e.g., memory, executive functioning, phonemic awareness) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands appropriate use and interpretation of measures of affective/social/emotional functioning and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows appropriate use and interpretation of a functional behavioral assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Understands appropriate use and interpretation of performance-based assessment (e.g., work samples, portfolios) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. Understands appropriate use and interpretation of curriculum-based assessment/curriculum-based measures  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Knows how to use information and technology resources to enhance data collection and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g., intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3. Knowledge of Measurement Theory and Principles** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to use a problem-solving framework as the basis for all professional activities (e.g., Multitiered System of Supports, Response to Intervention) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Understands the use and interpretation of different types of test scores and norms (e.g., grade- and age-referenced) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows the strengths and limitations of various types of assessment procedures (e.g., self-report tests and inventories, multiple-choice tests, interviews) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows the principles of reliability and validity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Knows about test fairness and equity concepts (e.g., implicit bias, explicit bias) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4. Assessment of Special Populations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands appropriate use and interpretation of measures of developmental and adaptive functioning across all age groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows appropriate use and interpretation of assessment procedures for English as second language/English-language learners (e.g., the appropriate use of translators/interpreters, measurement selection, language of assessment) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, sensory impairments) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Consultation and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows strategies for consultation (e.g., goal setting, record keeping, evaluating progress) and how to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows the principles and strategies associated with varied models of consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to facilitate communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Home/school/community collaboration (student level) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows strategies for consultation (e.g., goal setting, record keeping, evaluating progress) and how to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows the principles and strategies associated with varied models of consultation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows how to facilitate communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Academic Interventions and Instructional Support** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Effective instruction at the individual and group level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with various instructional strategies (e.g., cooperative learning, differentiated instruction, engagement time, scaffolding, study skills) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to conduct individual and small-group interventions and programs (e.g., social skills training, conflict resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is familiar with risk and protective factors associated with learning and mental and behavioral health issues; designs appropriate intervention plans to address those issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Knows the impact of trauma on social, emotional, behavioral, and academic functioning; practices to reduce the effects of trauma on learning and behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Issues related to academic success/failure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Knows how to identify and use evidence-based strategies when planning interventions and instructional strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows factors related to academic progress (e.g., school/classroom climate, family involvement, motivation, socioeconomic and environmental factors, language competency, programming for ELLs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Knows methods for setting and achieving individual instructional goals, assessing outcomes to see whether goals were attained, and helping students become self-regulated learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Mental and Behavioral Health Services and Interventions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Primary, secondary, and tertiary preventive strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with common classroom organization and management techniques (e.g., time management, classroom rules, physical environment) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows how to conduct individual and small-group interventions and programs (e.g., social skills training, conflict resolution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is familiar with risk and protective factors associated with learning and mental and behavioral health issues; designs appropriate intervention plans to address those issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands applied behavioral analysis and intervention methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Knows how to use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. School-based intervention skills/techniques |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Understands fundamental counseling methods (e.g., individual, group) and techniques (e.g., active listening, unconditional positive regard, empathy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Knows about appropriate intervention techniques for various developmental levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Is familiar with various theoretical models and approaches to counseling (e.g., cognitive-behavioral, solution-focused) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands applied behavioral analysis and intervention methods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Knows culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Knows how to use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Child and adolescent psychopathology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Is familiar with the importance of using data to inform systems-level decision making, such as needs assessment, universal screening, and resource mapping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Is familiar with the effectiveness of the practices in the context of common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, discipline) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Recognizes the importance of using evidence-based practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Understands the application of effective Multitiered Systems of Support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Direct and Indirect Services for Children, Families, and Schools (Systems-Level Services)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Schoolwide Practices to Promote Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Is familiar with the importance of using data to inform systems-level decision making, such as needs assessment, universal screening, and resource mapping |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the effectiveness of the practices in the context of common educational policies/practices (e.g., social promotion, high-stakes testing, benchmarking, retention, tracking, discipline) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognizes the importance of using evidence-based practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the application of effective Multitiered Systems of Support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Services to Promote Safe and Supportive Schools** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows common school/system-wide prevention practices (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows risk and protective factors as they relate to a variety of issues such as school failure, truancy, dropout, bullying, youth suicide, school violence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows interventions appropriate for the various levels of crisis and threat assessment associated with suicide and violence assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with factors and issues that should be addressed in crisis prevention, intervention, response, and recovery at the system level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Is familiar with effective methods to measure and evaluate school safety and school climate (e.g., attendance; office discipline referrals; academic growth; universal screening of students, staff, and families; mental health referrals) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Family-School Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understands principles and research related to family systems, strengths, needs, and cultures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Is familiar with the importance of advocating for the involvement of families in schoolwide activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Foundations of School Psychological Service Delivery** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Equitable Practices for Diverse Student Populations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognizes the importance and influence of culture, background, and individual learning characteristics (e.g., age, gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the importance of working with community liaisons to understand the needs of diverse learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Knows the impact of personal beliefs as well as implicit and explicit bias that influence decision making, instruction, behavior, and long-term outcomes for students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognizes the importance of promoting fairness and social justice in educational programs and services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows about special education and related services; knows how to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Research and Evidence-Based Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knows how to evaluate research quality and interpret outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knows how to determine the relevance of research and apply research into practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Is familiar with types of research designs and basic statistics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Is familiar with the process involved in implementing individual- and system-level change, including planning and evaluating activities, monitoring fidelity, and addressing barriers to change |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Knows how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into program evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Knows how to analyze, interpret, and use research-based and evidence-based practices at the individual, group, and/or systems levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |