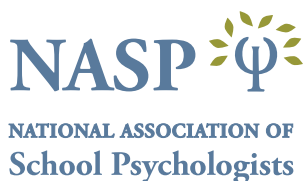


THE PROFESSIONAL STANDARDS

*of the National Association
of School Psychologists*

2020



Model for Comprehensive and Integrated School Psychological Services

Standards for Graduate Preparation of School Psychologists

Standards for the Credentialing of School Psychologists

Principles for Professional Ethics

THE PROFESSIONAL STANDARDS

*of the National Association
of School Psychologists*

2020

Table of Contents

Preface	ix
Introduction	xi
Model for Comprehensive and Integrated School Psychological Services	
The NASP Practice Model 2020	1
Purpose	1
Using the NASP Practice Model	1
Comprehensive and Integrated Services: Domains of School Psychology Practice	2
Part I: Professional Practices	3
Practices That Permeate All Aspects of Service Delivery	3
Domain 1: Data-Based Decision Making	3
Domain 2: Consultation and Collaboration	4
Direct and Indirect Services for Students, Families, and Schools	5
Domain 3: Academic Interventions and Instructional Supports	5
Domain 4: Mental and Behavioral Health Services and Interventions	5
Domain 5: School-Wide Practices to Promote Learning	6
Domain 6: Services to Promote Safe and Supportive Schools	7
Domain 7: Family, School, and Community Collaboration	8
Foundations of School Psychological Service Delivery	8
Domain 8: Equitable Practices for Diverse Student Populations	8
Domain 9: Research and Evidence-Based Practice	9
Domain 10: Legal, Ethical, and Professional Practice	10
Part II: Organizational Principles	10
Organizational Principle 1: Organization and Evaluation of Service Delivery	10
Organizational Principle 2: Climate	11
Organizational Principle 3: Physical, Personnel, and Fiscal Support Systems	12
Organizational Principle 4: Professional Communication	12
Organizational Principle 5: Supervision, Peer Consultation, and Mentoring	13
Organizational Principle 6: Professional Development and Recognition Systems	13
Standards for Graduate Preparation of School Psychologists	15
Purpose	15
Using The Standards for Graduate Preparation of School Psychologists	15

Program Standard 1: School Psychology Program Context and Structure	15
Program Standard 2: Domains of School Psychology Graduate Education and Practice	18
Program Standard 3: Supervised Field Experiences in School Psychology	21
Program Standard 4: Performance-Based Program Assessment and Accountability	22
Program Standard 5: School Psychology Program Support and Resources	22
Standards for the Credentialing of School Psychologists	25
Purpose	25
Using the NASP Credentialing Standards.....	25
Nationally Certified School Psychologists	26
The Structure of the School Psychologist Credential	26
1.0 State Credentialing Authority.....	26
1.1 Credentialing Process	26
1.2 State Use of NASP Standards.....	26
2.0 Recommendations for State Credentialing of School Psychologists	26
2.1 Title of School Psychologist	26
2.2 Minimum Period of Credential.....	26
2.3 Minimum Requirements for School Psychologists	27
2.4 Professional Support and Mentoring Requirements	27
2.5 Professional Autonomy.....	27
2.6 Performance Evaluations.....	27
State Credentialing Requirements.....	27
3.0 Criteria for Specialist-Level Credentialing in School Psychology	27
3.1 Minimum Credentialing Requirements	27
3.2 Programs of Study in the Domains of School Psychology	27
3.3 Practicum Experiences	30
3.4 Internship Experiences	30
3.5 Documentation of Knowledge and Skills	31
3.6 School Psychologist Examination Requirement.....	31
4.0 Criteria for Optional Doctoral Credential in School Psychology.....	31
4.1 Length of Study	31
4.2 Program of Study.....	31
4.3 Practicum Experiences	32
4.4 Internship Experiences	32
4.5 Demonstration of Knowledge and Skills	33
4.6 School Psychologist Examination Requirement	33
State Credentialing Procedures	33
5.0 Guidelines for Using NASP Standards for Credentialing of School Psychologists	33
5.1 Eligibility for School Psychology Credentialing.....	33
5.2 Pathways to Credentialing for School Psychologists	33
5.3 Provisional Credentialing in School Psychology.....	34
5.4 Alternative Credentialing in School Psychology	34
5.5 Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists	36
5.6 Criteria for Renewal of School Psychologist Credential.....	36
6.0 Nationally Certified School Psychologist.....	36

6.1 Requirements for the Nationally Certified School Psychologist Credential	36
6.2 Value of the Nationally Certified School Psychologist (NCSP) Credential.....	36
6.3 Importance of the Nationally Certified School Psychologist (NCSP) Credential for States.....	36
6.4 Renewal of the Nationally Certified School Psychologist Credential.....	37
7.0 Ethical Misconduct by School Psychologists.....	37
Principles for Professional Ethics.....	39
Purpose.....	39
Using the NASP Ethical Principles	40
Definition of Terms as Used in the Principles for Professional Ethics.....	41
Broad Theme I. Respecting the Dignity and Rights of All Persons	42
Guiding Principle I.1 Autonomy And Self-Determination	42
Standard I.1.1 When Consent Is/Is Not Required.....	42
Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship.....	42
Standard I.1.3 Seeking Informed Consent.....	42
Standard I.1.4 Assent	43
Standard I.1.5 Right to Refuse or Withdraw Consent	43
Guiding Principle I.2 Privacy and Confidentiality	43
Standard I.2.1 Sensitive Information.....	43
Standard I.2.2 Boundaries of Confidentiality.....	43
Standard I.2.3 Consent for Disclosure of Information	44
Standard I.2.4 Need to Know	44
Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression	44
Standard I.2.6 Privacy of Health Information.....	44
Guiding Principle I.3 Fairness, Equity, and Justice.....	44
Standard I.3.1 Discrimination.....	44
Standard I.3.2 Correcting Discriminatory Practices.....	44
Broad Theme II. Professional Competence and Responsibility	45
Guiding Principle II.1 Competence.....	45
Standard II.1.1 Practice in Area of Competence.....	45
Standard II.1.2 Personal Problems.....	45
Standard II.1.3 Continuing Professional Development.....	45
Guiding Principle II.2 Accepting Responsibility for Actions	45
Standard II.2.1 Accuracy of Documents	45
Standard II.2.2 Progress Monitoring.....	45
Standard II.2.3 Appropriateness of Recommendations.....	46
Standard II.2.4 Responsibility for Graduate Students’ Work.....	46
Guiding principle II.3 Responsible assessment and intervention practices.....	46
Standard II.3.1 Considerations Prior to Disability Determination	46
Standard II.3.2 Assessment Techniques.....	46
Standard II.3.3 Instrument Selection	46
Standard II.3.4 Normative Data.....	46
Standard II.3.5 Digital Administration and Scoring	46
Standard II.3.6 Variety of Sources of Data	47
Standard II.3.7 Comprehensive Assessment	47

Table of Contents

Standard II.3.8 Validity and Fairness	47
Standard II.3.9 Interpreters	47
Standard II.3.10 Recommendations Based on Existing Records.....	47
Standard II.3.11 Interpretation of Results	47
Standard II.3.12 Intervention Selection.....	47
Standard II.3.13 Parental Involvement in Intervention Planning.....	47
Standard II.3.14 Student Assent for Assistance.....	47
Guiding Principle II.4 Responsible School-Based Record Keeping.....	48
Standard II.4.1 Notification of Rights and Responsibilities Regarding Records	48
Standard II.4.2 Comprehensive Records	48
Standard II.4.3 Content of School Psychological Education Records	48
Standard II.4.4 Right to Inspect Records	48
Standard II.4.5 Test Protocols	48
Standard II.4.6 Access to Records by School Personnel.....	48
Standard II.4.7 Electronic Record Keeping	48
Standard II.4.8 Sole Possession Records.....	48
Standard II.4.9 Retention of Records	49
Guiding Principle II.5 Responsible Use of Materials	49
Standard II.5.1 Test Security	49
Standard II.5.2 Use of Restricted Materials.....	49
Standard II.5.3 Intellectual Property.....	49
Broad Theme III. Honesty and Integrity in Professional Relationships.....	49
Guiding Principle III.1 Accurate Representation.....	49
Standard III.1.1 Accurate Presentation of Professional Qualifications	50
Standard III.1.2 Correcting Misperceptions	50
Standard III.1.3 Affiliation and Experience	50
Standard III.1.4 Graduate Programs.....	50
Standard III.1.5 Accuracy of Marketing Information	50
Guiding Principle III.2 Forthright Explanation of Professional Services, Roles, and Priorities	50
Standard III.2.1 Explanation of Services to Clients.....	50
Standard III.2.2 Role Definition in Collaborative Work.....	50
Standard III.2.3 Priority of Child Welfare	50
Standard III.2.4 Conflicts of Loyalties	51
Guiding Principle III.3 Respecting Other Professionals	51
Standard III.3.1 Cooperation With Other Professionals.....	51
Standard III.3.2 Referrals to Other Professionals	51
Standard III.3.3 Altering Reports.....	51
Guiding Principle III.4 Integrity in Relationships	51
Standard III.4.1 Multiple Relationships and Professional Effectiveness	51
Standard III.4.2 Multiple Relationships and Limited Alternative Services.....	51
Standard III.4.3 Harassment and Exploitation	52
Standard III.4.4 Sexual Relationships	52
Guiding Principle III.5 Conflicts of Interest.....	52
Standard III.5.1 Private Versus Professional Conduct.....	52
Standard III.5.2 Separation of Personal Beliefs.....	52
Standard III.5.3 Personal Beliefs and Experiences	52

Standard III.5.4 NASP Leadership	52
Standard III.5.5 Disclosure of Financial Interests	52
Standard III.5.6 Referrals and Remuneration	53
Standard III.5.7 Remuneration for Data Sharing	53
Standard III.5.8 Practice in Both Public School and Private Settings	53
Broad Theme IV. Responsibility to Schools, Families, Communities, the Profession, and Society	53
Guiding Principle IV.1 Promoting Healthy School, Family, and Community Environments	53
Standard IV.1.1 Effective Participation in Systems	54
Standard IV.1.2 Promoting Systems Change	54
Guiding Principle IV.2 Respect for Law and the Relationship of Law and Ethics	54
Standard IV.2.1 Understanding Workplace Systems.....	54
Standard IV.2.2 Intersection of Law and Ethics.....	54
Standard IV.2.3 Conflicts Between Law and Ethical Principles	54
Standard IV.2.4 Participation in Public Discourse	54
Guiding Principle IV.3 Maintaining Public Trust by Self-Monitoring and Peer Monitoring	54
Standard IV.3.1 Application of Principles.....	54
Standard IV.3.2 Resolution of Concerns With Colleagues	55
Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board	55
Guiding Principle IV.4 Contributing to the Profession by Mentoring, Teaching, and Supervision	55
Standard IV.4.1 Graduate Program Directors.....	55
Standard IV.4.2 Graduate Student Supervisors	55
Standard IV.4.3 Supervisor Responsibility	55
Guiding Principle IV.5 Contributing to the School Psychology Knowledge Base	55
Standard IV.5.1 Conducting Research	56
Standard IV.5.2 Protecting the Rights of Research Participants	56
Standard IV.5.3 Anonymity of Data.....	56
Standard IV.5.4 Accuracy of Data	56
Standard IV.5.5 Replicability of Data.....	56
Standard IV.5.6 Correction of Errors	56
Standard IV.5.7 Integrity of Publications	56
Standard IV.5.8 Plagiarism.....	57
Standard IV.5.9 Acknowledging Contributors.....	57
Standard IV.5.10 Review of Manuscripts and Proposals	57
Topic Index for the Ethical Principles	59
Appendix. The NASP Practice Model	67

Preface

In May 2020, the NASP Leadership Assembly, composed of more than 80 leaders from across the United States, approved the NASP 2020 Professional Standards. The NASP standards consist of four separate yet integrated documents: (a) *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model), (b) *Standards for Graduate Preparation of School Psychologists*, (c) *Standards for the Credentialing of School Psychologists*, and (d) *Principles for Professional Ethics*.

The 2020 Professional Standards were developed within the context of current issues relevant to education and psychology, in consideration of NASP's strategic goals for the profession, and with a visionary look at future developments in our field at the national, state, and local levels. Over more than 3 years, the standards writing team and other NASP leaders have worked to ensure that the process of revising the four documents of the standards was completed with integrity and with input from NASP membership, elected and appointed NASP leaders, other leaders in the field of school psychology, and external stakeholders. It was those participants' strong commitment that ensured that the NASP 2020 Professional Standards accurately reflect the vision for the field for the coming decade.

The planning process to revise the NASP Professional Standards formally began in 2016. The revision process was spearheaded by writing teams for each of the four standards, who developed the drafts and reviewed all comments and suggestions resulting from multiple surveys and focus groups. The comprehensive revision process integrated an analysis of key issues for school psychology and the needs of school psychologists, with multistage development and review by many participants, including NASP leaders, NASP members, and representatives of other school psychology and related organizations.

Input solicited by web-based surveys, in open forums held at NASP conventions, and through other communications was used throughout the process to identify needed revisions and to obtain feedback. All drafts were independently reviewed by NASP leaders who volunteered to serve on review teams for each standard. Additionally, lengthy discussions were held at the annual Fall Leadership Meetings of the Leadership Assembly from 2016–2019. The final versions that were adopted by the Leadership Assembly in May 2020 represent an integration of the expertise and experience of numerous leaders in school psychology.

The NASP 2020 Professional Standards will strengthen NASP's many efforts to support school psychologists and promote effective and comprehensive school psychological services. Through these major policy documents, NASP will communicate its positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. As a unified set of national principles, these policy documents guide professional practices, graduate education, credentialing, and ethical behavior of school psychologists. Additionally, they define contemporary school psychology practice; promote comprehensive and integrated services for children, families, and schools; and provide the foundation for the future of school psychology for the next 10 years.

Acknowledgment of NASP Standards Writing Team Members

The members of the **Writing Teams** who contributed to the revision process include the following:

Standards Revision Leader

Lori Unruh

Model for Comprehensive and Integrated School Psychological Services

Andrea Clyne (team lead)

Lisa Lipscomb

Brian McKeivitt

Kari Oyen

Melissa Pearrow

Shawna Rader Kelly

David Wheeler

Standards for Graduate Preparation of School Psychologists

Natalie Politikos (team lead)

Leah Nellis (team lead)

Pamela Fenning

Susan Ruby

Katherine Wickstrom

Joseph Prus (consultant)

Standards for the Credentialing of School Psychologists

Nikki Sutton (team lead)

Rhonda Armistead

Alisa York

Principles for Professional Ethics

Laurie Klose (team lead)

Dana Boccio

Barbara Bole-Williams

John Garruto

Susan Jacob

Other support provided by:

Eric Rossen, NASP Director of Professional Development and Standards

Stacy Kalamaros Skalski, NASP Director of Professional Policy and Practice

Introduction

The vision of the National Association of School Psychologists (NASP) is that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life. Consistent with this vision is the core purpose of NASP, which is to empower school psychologists to promote the learning, behavior, and mental health of all children and youth. This purpose is accomplished through the values of integrity, diversity, a focus on children and youth, advocacy, collaborative relationships, continuous improvement, and visionary leadership.

School psychologists are uniquely qualified specialized instructional support personnel (SISP) who are members of school teams that support students' ability to learn and teachers' ability to teach. They receive specialized advanced graduate preparation that includes coursework and field experiences relevant to both psychology and education. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based educational and mental and behavioral health services for all children and youth; implementation of professional practices that are data driven and culturally responsive; delivery of a continuum of services for children, youth, families, and schools from prevention to intervention and evaluation; and advocacy for the value of school psychological services. School psychologists typically work in public or private schools, universities, or other educational settings that may include hospitals, clinics, or residential facilities.

NASP's professional standards—including the *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model), the *Standards for Graduate Preparation of School Psychologists*, the *Standards for the Credentialing of School Psychologists*, and the *Principles for Professional Ethics*—provide a unified set of national standards that guide graduate education, credentialing, professional practice and services, and ethical behavior of school psychologists. These professional standards define contemporary school psychology; promote school psychologists' services for children, youth, families, and schools; and provide a foundation for the future of school psychology. Additionally, these standards are used to communicate NASP's positions; support positive outcomes for children, youth, families, and schools; and advocate for appropriate qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. NASP's professional standards undergo review and revision approximately every 10 years, following a multiyear process that includes input from internal and external stakeholders and eventual review and approval by NASP's leadership.

Model for Comprehensive and Integrated School Psychological Services

The NASP Practice Model 2020

PURPOSE

The *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model) represents the official policy of the National Association of School Psychologists (NASP) regarding the delivery of comprehensive school psychological services. First written in 1978 as the *Guidelines for the Provision of School Psychological Services*, and revised in 1984, 1992, 1997, 2000, 2010, and 2020, the model serves as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The model provides direction to school psychologists, students and faculty in school psychology graduate programs, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. It also delineates what services might reasonably be expected to be available from school psychologists and, thus, further defines the field. In addition, the model is intended to educate the profession and the public regarding appropriate professional practices and to stimulate the continued development of the profession.

USING THE NASP PRACTICE MODEL

The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) addresses the delivery of school psychological services within the context of educational programs and educational settings. This revision of the Practice Model, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to children, youth, and families. School psychologists who provide services directly to students, parents or guardians, and other clients as private practitioners, and those who work in other mental and behavioral health settings, are encouraged to be knowledgeable of federal and state laws regulating mental health providers, and to consult the NASP 2020 *Principles for Professional Ethics* and the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* (2017) for guidance on issues not addressed in the model.

The model includes two major sections that describe the responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. [Part I: Professional Practices](#) describes each of the 10 domains of practice that are the core components of this model of school psychological services. [Part II: Organizational Principles](#) describes supports and responsibilities of organizations

that employ school psychologists. These principles describe the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, youth, families, and schools.

The degree to which school psychologists engage in the activities described within this document may be predicated on the degree to which local education agencies (LEA) adhere to the organizational principles. Nevertheless, it is anticipated that these guidelines will serve as the model for effective program development and professional practice at the federal, state, and local levels. The 10 domains provide a general framework of basic competencies that all school psychologists possess. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within the model.

NASP acknowledges that this model sets expectations for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the recommendations contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates. Nothing in the model should be construed as superseding such relevant rules and regulations.

The model provides flexibility, allowing agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the model has sufficient specificity to ensure appropriate and comprehensive service provision.

COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology practice, as illustrated in [Figure 1](#) of this document. Graduate education in school psychology prepares practitioners with basic professional competencies, including both knowledge and skills, in the 10 domains, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice as they deliver a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or other consumers.

The practice domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the domains provided below outline major areas of knowledge and skill, but they are not intended to reflect the full range of possible competencies of school psychologists. [Figure 1](#) represents the 10 domains within a model of comprehensive and integrated services provided by school psychologists.

Figure 1. The NASP Practice Model



The *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. The model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the domains of practice described in this model.

PART I: PROFESSIONAL PRACTICES

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for

decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

Domain 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 permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

DIRECT AND INDIRECT SERVICES FOR STUDENTS, FAMILIES, AND SCHOOLS

STUDENT-LEVEL SERVICES

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the 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. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
- School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
- School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
- School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
- School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as

self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

SYSTEMS-LEVEL SERVICES

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems' 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. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.

- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Domain 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. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.

- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Domain 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. Examples of professional practices associated with family, school, and community collaboration include the following:

- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special

educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Domain 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. Examples of professional practices associated with research and evidence-based practice include the following:

- School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
- School psychologists advocate for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
- School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
- School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
- School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
- School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. 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 work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

PART II: ORGANIZATIONAL PRINCIPLES

ORGANIZATIONAL PRINCIPLE 1: ORGANIZATION AND EVALUATION OF SERVICE DELIVERY

Comprehensive school psychological services are provided by appropriately licensed or credentialed school psychologists who have received graduate preparation consistent with NASP professional standards.

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of all stakeholders and uses an evidence-based program evaluation model.

- 1.1. School psychological services are planned and delivered on the basis of a systematic assessment of the educational and psychological needs of the students and families in the local community. School systems ensure that services provided directly by school psychologists are based on a strategic plan. The plan is developed based on the collective needs of the school system and community, with the primary focus being the specific needs of the students served by school psychologists.
- 1.2. School psychological services are available to all students on an equal basis. Differentiated services are provided to students based on their need, rather than on specific funding sources, disability status, or special education eligibility.
- 1.3. School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of these services based on funding, setting, or program location. Therefore, school psychological and other mental and behavioral health services are provided through a “seamless” system of care.
- 1.4. Contractual school psychological services are provided in a manner consistent with this model, NASP’s *Principles for Professional Ethics*, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by the employing agency. They may be used to augment and enhance programs. When external professionals, with appropriate school psychology credentials, provide school psychological services, the school system maintains responsibility for the quality of services and for oversight of planning and implementation of services.
- 1.5. School systems conduct regular evaluations of the collective delivery of student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes). Evaluation of services from external professionals who provide school psychological services is the responsibility of the school system, and the evaluation process should be consistent with that used for services provided by school psychologists who are school district employees.
- 1.6. School systems ensure that school psychologists are evaluated with methods and metrics that reflect their unique training and practice. Evaluation of school psychologists is linked to the NASP Practice Model and reflects the domains of practice outlined therein.
- 1.7. The school system provides a range of services to meet the academic and mental and behavioral health needs of students. As indicated in this model, school psychologists collaborate with other school personnel to provide both direct and indirect services to students and families. The consumers of and participants in these services include students, teachers, school counselors, school social workers, administrators, other school personnel, families, care providers, other community and regional agencies, and resources that support the educational process.
- 1.8. School systems support the provision of consultative and other services by school psychologists to teachers, administrators, and other school personnel for the purpose of improving student outcomes.

ORGANIZATIONAL PRINCIPLE 2: CLIMATE

It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

- 2.1. School systems promote cooperative and collaborative relationships among staff members in a manner that best meets the mutual interests of students and families. Conflicts are resolved in a constructive and professional manner.
- 2.2. School systems provide an organizational climate in which school psychologists and other personnel may advocate in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators.

- 2.3. School systems promote work environments that maximize job satisfaction of employees in order to maintain the high quality of services provided to students. Measures of work climate are included in organizational self-evaluation.
- 2.4. School systems promote and advocate for balance between professional and personal lives of employees. Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to help resolve problems when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

ORGANIZATIONAL PRINCIPLE 3: PHYSICAL, PERSONNEL, AND FISCAL SUPPORT SYSTEMS

School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, resources, and work space; and (d) employees have adequate personnel benefits necessary to support their work, including discipline-specific professional development.

- 3.1. School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.
- 3.2. School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychologists to students. The ratio of school psychologists to students is a critical aspect of providing high-quality, comprehensive services and should not exceed one school psychologist for every 500 students. In some situations, the school psychologist-to-student ratio may need to be lower. These include, but are not limited to, situations in which school psychologists are assigned to work primarily with student populations that have intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with developmental disorders) or within communities that are disproportionately affected by poverty, trauma, and environmental stressors. Lower ratios may also be required when school psychologists are itinerant, recognizing the demands inherent in traveling from school to school and in developing and maintaining collaborative relationships in multiple sites.
- 3.3. School systems provide advanced technological resources to facilitate effective time management, communication systems, data management systems, and service delivery.
- 3.4. School systems provide school psychologists with access to appropriate professional work materials, sufficient office and work space, adequate technology and clerical support, and general working conditions that enhance the delivery of effective services and ensure confidentiality. Included are assessment and intervention materials, access to private telephone and office, therapeutic aids, and access to professional literature.

ORGANIZATIONAL PRINCIPLE 4: PROFESSIONAL COMMUNICATION

School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.

- 4.1. School systems provide opportunities for employees to communicate with each other about issues of mutual professional interest on a regular basis.
- 4.2. School systems support and promote collaborative problem-solving approaches to the planning and delivery of school psychological services. Decision making and strategic planning regarding school psychological services are done in collaboration with other departments and outside agencies to ensure optimal services for students.
- 4.3. School systems ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain appropriate and confidential communication with students, families, and service providers within and outside the system.

- 4.4. The school system’s policy on student records is consistent with state and federal laws and regulations and ensures the protection of the confidentiality of students and their families. The policy specifies the types of data developed by the school psychologist that are classified as school or student records. The policy gives clear guidance (consistent with the Family Educational Rights and Privacy Act or similar state law and regulations) regarding which documents belong to the school and the student/guardian and which documents belong to the school psychologist. Although test protocols are part of the student’s record, the school system ensures that test security is protected and copyright restrictions are observed. Release of records and protocols is consistent with state and federal regulations. The policy on student records includes procedures for maintaining student confidentiality and privacy in the use of electronic communications. The NASP *Principles for Professional Ethics* provides additional guidance for schools with regard to responsible school-based record keeping.

ORGANIZATIONAL PRINCIPLE 5: SUPERVISION, PEER CONSULTATION, AND MENTORING

The school system ensures that all personnel have opportunities for supervision, peer consultation, and mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, career-long, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance among all participants, including the school psychologist, supervisor, students, and entire school community.

- 5.1. Individuals engaging in professional or administrative supervision of school psychologists have a valid state school psychology credential for the setting in which they are employed, and they have a minimum of 3 years of experience as practicing school psychologists. Professional training and/or experience in the supervision of school personnel is preferred.
- 5.2. Supervision methods should match the experience, competencies, and needs of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring, and/or peer consultation, can be used with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.
- 5.3. School systems allow time for school psychologists to participate in supervision, peer consultation, and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision, mentorship, and/or peer consultation outside the district (e.g., through regional, state, or national school psychology networks).
- 5.4. The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.
- 5.5. Supervisors ensure that practicum and internship experiences occur under conditions of appropriate supervision, including (a) access to professional school psychologists who will serve as appropriate role models, (b) supervision by an appropriately credentialed school psychologist, and (c) supervision within the guidelines of the graduate preparation program and NASP’s *Standards for Graduate Preparation of School Psychologists*.
- 5.6. Supervisors provide professional leadership through their participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

ORGANIZATIONAL PRINCIPLE 6: PROFESSIONAL DEVELOPMENT AND RECOGNITION SYSTEMS

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that the continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of discipline-

specific professional development activities. Such activities could include those provided by the school system, NASP-approved providers, or other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

- 6.1. The school system provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development at a level necessary to remain current regarding developments in professional practices that benefit children, families, schools, and communities. The school system provides technology and personnel resources to assist in providing a system for documenting professional development activities. The school system supports the professional and leadership development of school psychologists interested in local, state, or national leadership opportunities by providing release time or other forms of support.
- 6.2. The school system provides the opportunity for school psychologists to create and follow personal plans for professional development that guide their acquisition of new knowledge, skills, and abilities. Supervision supported by the school system makes available the opportunities to provide feedback to the school psychologist about the quality of new skill applications.
- 6.3. The school system provides levels of recognition (e.g., salary, leadership opportunities) that reflect the professional growth of individual school psychologists. School psychologists are provided with opportunities to use new skills consistent with professional growth.

Standards for Graduate Preparation of School Psychologists

PURPOSE

The NASP *Standards for Graduate Preparation of School Psychologists* contribute to the development of effective school psychology services by identifying critical graduate education experiences and competencies needed by candidates preparing for careers as school psychologists. Graduate education of school psychologists occurs through specialist-level or doctoral-level programs of study in school psychology, as defined in these standards. In addition to providing guidance to graduate programs, the NASP graduate preparation standards are intended to serve as a national model that assists state education agencies and other state and national agencies in establishing standards for school psychologists' graduate education and practice. It is important to note that the NASP graduate preparation standards are official policy documents of the association and, as national guiding principles for graduate preparation, provide statements about program structure and content that reflect NASP's expectations for high-quality preparation in all graduate programs in school psychology.

USING THE STANDARDS FOR GRADUATE PREPARATION OF SCHOOL PSYCHOLOGISTS

The NASP *Standards for Graduate Preparation of School Psychologists* will serve as a foundation for NASP's program review and approval, accreditation, and/or national recognition procedures for specialist and doctoral-level programs in school psychology. Programs planning to pursue program review, or newly established programs, can also use these standards when designing the program's curriculum and infrastructure. The *Standards for Graduate Preparation of School Psychologists* cover five primary areas: (a) program context and structure, (b) content knowledge, (c) supervised field experiences, (d) performance-based program assessment and accountability, and (e) program support and resources. More information about the process for formal program review can be found at www.nasponline.org.

Program Standard 1: School Psychology Program Context and Structure

Graduate education in school psychology is delivered within the context of a comprehensive program framework based on clear goals and objectives and on a sequential, integrated course of study in which human diversity is emphasized. Graduate education develops candidates' strong affiliation with school psychology, is delivered by qualified faculty, and includes substantial coursework and supervised field experiences necessary for the preparation of competent school psychologists whose services positively affect children and youth, families, schools, and other consumers. A school psychology program may additionally offer nondegree opportunities that lead to a school psychology credential and are based on the NASP graduate preparation standards. The following elements are apparent in the school psychology program.

1.1. The school psychology program is comprehensive, sequential, and experiential, and it fosters the development of candidates' professional identity as school psychologists, as reflected in the following:

- Clear identification as a “school psychology program” and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain.
- An integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates.^{1,2}
- Full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession.³
- While multiple instructional delivery methods (e.g., online, face to face⁴, hybrid) may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences in a systematic manner.
- Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice outlined in [Program Standard 2](#); and direct, measurable effects on children and youth, families, schools, and other consumers.
- Use of data from multiple measures, including performance-based evaluation regarding candidates and program graduates (e.g., employment, licensure/certification, satisfaction) to improve the quality of the program.

1.2. Graduate preparation in school psychology requires intensive support, guidance, and direct supervision of candidates. The school psychology program faculty need to be sufficient to advise candidates, provide instruction in highly applied courses, coordinate and supervise field experiences, engage in continuous program improvement, attend to administrative duties, and provide appropriate class sizes and sufficient course offerings to demonstrate program and candidate outcomes. Graduate preparation is designed, delivered, and assessed by a sufficient number of highly qualified faculty members who primarily are school psychologists.⁵ Program faculty requirements include:

- Faculty who are designated specifically as school psychology program faculty members and have teaching loads of at least three full-time equivalents (FTE). Full-time equivalent is defined as 100% of teaching

¹ If the school psychology program grants recognition of prior graduate courses and/or field experiences taken by candidates before entry into the program, the program applies systematic evaluation procedures and criteria to ensure (a) equivalency between prior courses, field experiences, and program requirements; and (b) consistency across required program coursework and field experiences for candidates.

² An integrated, sequential program of study and supervised practice in school psychology is a planned sequence of related courses and field experiences designed according to the program's philosophy/mission, goals, and objectives. Course prerequisites, a required program sequence, and/or similar methods ensure that all candidates complete the program in a consistent, systematic, and sequential manner. In addition to requiring a program of study for candidate attainment of primary knowledge and skill areas, the program may offer options for specializations or electives in specific competencies.

³ Examples of program activities include candidates' attendance at program/department seminars; participation with other candidates and faculty in professional organization meetings; participation in ongoing research, program development, outreach, or service activities; and similar activities in school psychology that promote candidates' professional identity as school psychologists and affiliation with colleagues and faculty.

⁴ *Face-to-face* for field-based supervision means in the physical presence of or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other's physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone calls.

⁵ School psychology program faculty members are those designated for primary teaching, research, service, advising, supervisory, and/or administrative responsibilities in the program and who participate in comprehensive program development and mentorship activities, including ongoing decision making, planning, and evaluation processes. Program faculty may hold full-time or part-time assignments in the program, but ongoing participation in a number of comprehensive program activities is a key factor. In contrast, other faculty may contribute to the program only by teaching courses or by participating in other limited activities (e.g., on a limited adjunct, affiliated, or related basis).

load in the school psychology program or teaching load plus release time for directing the school psychology program and/or other responsibilities.

- At least two school psychology program faculty members (including the program administrator) who hold doctoral degrees with specialization in school psychology and are actively engaged in school psychology (e.g., possess state and/or national credentials as school psychologists; have experience as school psychologists; participate in professional associations of school psychologists; contribute to research, scholarly publications, and presentations in school psychology).
- Other school psychology program faculty members, as relevant for the program, who hold one of the following: (a) a specialist degree in school psychology and significant school-based experience (if allowed by the program's regional accrediting body and institution); or (b) a doctoral degree in psychology, education, or closely related discipline and formal preparation and expertise to teach/supervise in the content area they have been assigned in the graduate program.
- Faculty-to-student ratio of no greater than 1 to 12 in the overall program and instructionally intensive courses containing a significant supervision component. This ratio applies to all candidates in school psychology programs at the institution (e.g., specialist, doctoral, respecialization or professional retraining). The ratio may be based on a prorated proportion of program faculty and candidates. Part-time candidates, interns, and candidates working exclusively on research, theses, or dissertations may be prorated based on the credit hours enrolled in and the amount of supervision provided by program faculty.

1.3. School Psychology Specialist-Level Programs Only: The specialist-level program of study in school psychology consists of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.⁶
- The supervised internship experience must be taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.
- Institutional documentation of completion of school psychology specialist-level program.⁷

1.4. School Psychology Doctoral-Level Programs Only: The doctoral-level program of study in school psychology⁸ consists of the following:

- Greater depth in one or more school psychology competencies described in NASP domains of school psychology practice (see [Program Standard 2](#)), consistent with the philosophy/mission of doctoral-level preparation⁹ and reflected in program aims, sequential program of study, and supervised practice.

⁶ Graduate semester hours are units of graduate credit based on a semester course schedule. In cases in which a quarter schedule is used, three quarter hours equals two semester hours. Thus, 90 quarter hours of credit are essentially equivalent to 60 semester hours. Programs that use other credit systems (e.g., trimester credits, unit credits) provide candidates with documentation of institutional policy regarding their equivalency to a semester hour system.

⁷ Institutional documentation of program completion is official documentation provided by the higher education institution (or by a unit of the institution) that an individual has completed the entire required course of study (minimum of 60 graduate semester hours or the equivalent) in the school psychology program at the specialist or doctoral level, including the internship. Institutional documentation is typically in the form of a degree or diploma (PhD, PsyD, EdS, MS or MA +60, etc.), certificate of advanced graduate studies (e.g., CAS, CAGS), transcript notation indicating program completion, or similar official documentation of completion of the entire school psychology program.

⁸ Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible within the program's objectives and course of study, credit for prior graduate preparation.

⁹ Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study (e.g., greater depth in one or more domains described in NASP Domains of School Psychology Practice, a practice specialization, supervision or leadership competency, preparation for specialized roles or settings such as research or graduate instruction).

- A minimum of 4 years of full-time study, including an internship at the graduate level, or the equivalent if part-time.
 - At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and a terminal doctoral project (e.g., dissertation or capstone).
 - A supervised internship, taken for academic credit with a minimum of 1,500 clock hours, at least 600 hours of which are completed in a school setting, unless a prior specialist-level internship in a school setting or 600-hour advanced practicum experience in a school setting had been completed prior to internship that provided a comparable experience to a formal specialist-level internship.
 - Institutional documentation of school psychology doctoral-level program completion provided to graduates.
- 1.5. All aspects of human diversity and social justice are recognized as strengths that are valued and respected throughout the school psychology program. Human diversity is broadly defined as it relates to race, ethnicity, gender, gender identification, sexual orientation, age, socioeconomic status, linguistic differences, ability, and intersection of any of the above. Social justice ensures that all children and youth are valued and that their rights and opportunities are protected in schools and communities. Human diversity and social justice are reflected in the following:
- Philosophy/mission, goals, and objectives for candidates' competencies.
 - Candidate admissions, candidate and faculty demographics/characteristics, curricula, practica, internships, candidate assessment, and faculty activities, as well as other components of the program. Activities may include recruitment and retention efforts for diverse candidates and faculty, didactic coursework preparation (e.g., nondiscriminatory assessment with English language learners), field experiences with diverse populations/settings, and program partnerships with diverse practitioners, schools, and communities.
 - Use of systematic and comprehensive processes to ensure that candidates acquire knowledge, skills, and professional work characteristics to promote effective services, advocacy, and social justice for *all* children and youth, families, and schools.
- 1.6. Nondegree graduate preparation in school psychology includes two options: respecialization and professional retraining. Respecialization is for candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining is for candidates who hold a graduate degree in a related field (e.g., special education, school counseling, or school social work). If the school psychology program provides nondegree options, at a minimum the following should be addressed:
- Systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to demonstrate competencies of professional school psychologists.
 - An individualized plan of study and supervised field experiences, based on a candidate's prior preparation and experiences, that foster the development of professional competencies, work characteristics, and a professional identity as a school psychologist.
 - A 1,200-hour supervised internship, with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.
 - Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in Program Standard 2; and show direct, measurable impact on children, families, schools, and other consumers.
 - Clear distinction between the school psychology degree program and the nondegree preparation (respecialization or professional retraining) in the program handbook, program of study, and other materials.

Program Standard 2: Domains of School Psychology Graduate Education and Practice

The school psychology program should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across

10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP 2020 *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain but are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

Domain 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 all 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.

Domain 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 permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the 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.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design,

implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems 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.

Domain 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.

Domain 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.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 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.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. 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 work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility,

adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with [Program Standard 1](#). Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in [Program Standard 2](#). Internship outcome measures comprehensively assess all NASP domains and their integration. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools. The following components are apparent in the school psychology program.

- 3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Supervised field experiences must include the following:
 - Settings relevant to program objectives and the development of candidate competencies.
 - Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
 - Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
 - Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice (see [Program Standards 2](#)).
 - Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.
- 3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social-emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.
- 3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:
 - A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
 - A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.

- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
 - Similar support services for the intern as provided to the agency school psychologist(s).
 - Provision for the intern's participation in continuing professional development activities.
- 3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:
- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
 - At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

Program Standard 4: Performance-Based Program Assessment and Accountability

The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

- 4.1. The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course-embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.
- 4.2. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.
- 4.3. The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.
- 4.4. As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products.
- 4.5. Systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.

Program Standard 5: School Psychology Program Support and Resources

Adequate resources are available to support the school psychology program and its faculty and candidates. Such resources are needed to ensure the accomplishment of program goals and objectives and candidates' attainment of

competencies needed for effective school psychology services that positively affect children and youth, families, schools and/or school personnel, and communities.

The following elements are apparent in the school psychology program.

- 5.1. The school psychology program is located within an institution that is accredited, without probation or an equivalent status, by the appropriate institutional regional accrediting agency recognized by the U.S. Department of Education.
- 5.2. The school psychology program faculty members are assured of adequate professional time for program responsibilities, including the following:
 - Faculty loads that take into account instruction, program administration, supervision, research/scholarship, advising, service, candidate assessment, and other activities associated with graduate-level school psychology program faculty responsibilities.
 - Faculty teaching and supervision loads that usually are no greater than 75% of that typically assigned to faculty who teach primarily undergraduate courses.
 - At least 25% reassigned or released time for the program administrator for administrative duties related to the school psychology program.
- 5.3. The school psychology program ensures adequate candidate support from and interaction with school psychology program faculty members through the following:
 - Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in [Program Standard 1.2](#).
 - Ongoing and comprehensive program development and evaluation, instruction, candidate assessment, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in [Program Standard 1.2](#).
 - A ratio of no greater than 1:12 school psychology faculty FTE to school psychology candidate FTE in the overall program (regardless of degree level), as well as in courses that involve significant supervision including practica and internship.
- 5.4. The school psychology program faculty receive support for ongoing learning and professional experiences relevant to graduate preparation responsibilities, including the following:
 - Involvement in school psychology, including access to professional organizations, research/scholarship, and/or professional service activities.
 - Continuing professional development and related activities important to maintaining and enhancing knowledge, skills, and contributions to school psychology.
- 5.5. Arrangements are made by the program to provide adequate resources (e.g., tests, academic intervention materials, social and emotional intervention materials, technology) needed to teach, learn, and practice school psychology.
- 5.6. The institution provides adequate access to library and technology resources.

Standards for the Credentialing of School Psychologists

PURPOSE

The purpose of this document is to provide guidance to state education agencies (SEAs) and other state and national agencies for credentialing school psychologists and regulating the practice of school psychology. The NASP credentialing standards also serve as the basis for its National School Psychology Certification System. These credentialing standards were developed and approved by NASP pursuant to its mission to support school psychologists, to enhance the learning and mental health of children and youth, to improve educational outcomes, and to advance the NASP professional standards.

Credentialing is a process by which SEAs authorize—and reauthorize—the use of the title “school psychologist” (or related titles) and the practice of school psychology by individuals who initially meet established standards of graduate education and then later comply with standards for continuing professional development, ethical behavior, and experience. These credentialing standards relate to both the use of the title “school psychologist” and to the practice of school psychology, which is defined by the National Association of School Psychologists’ (NASP) *Model for Comprehensive and Integrated School Psychological Services* (2020).

USING THE NASP CREDENTIALING STANDARDS

The *Standards for the Credentialing of School Psychologists* is intended as a model for SEAs or other state or local entities that employ school psychologists and have the statutory authority to establish and regulate credentialing for school psychologists’ title and practice. Included are recommended criteria for initial credentialing (consisting of graduate coursework, practica, and internship requirements) as well as recommendations for credential renewal (i.e., mentoring and professional development). These criteria are most applicable to the credentialing of persons employed as school psychologists in public or private schools. Such employment settings typically have a primary responsibility for the safety and welfare of children and youth by ensuring that their employees are qualified and act in accordance with various legal and regulatory mandates in their professional relationships with children and youth, and with parents served. Similar responsibilities are fulfilled by the administration of other organizations with education programs that employ school psychologists, such as hospitals or juvenile justice institutions.

NASP recognizes that states vary in the operation of their credentialing processes. Most states conduct their own initial credentialing of school psychologists but may delegate some of their regulatory responsibilities to local education agencies (LEAs) and/or other entities. In addition, multiple SEA departments are typically involved in the regulation of school psychology with regard to employment job descriptions, funding, performance evaluation, professional development, service provision, and more. Some aspects of credentialing may be embodied in state laws; most are incorporated in regulations. However, these NASP standards are intended to

provide guidance regarding credentialing and regulation of school psychology regardless of a state's organizational and legal structure. They also promote quality and allow for professional portability.

NATIONALLY CERTIFIED SCHOOL PSYCHOLOGISTS

The *Standards for the Credentialing of School Psychologists* also includes a description of the Nationally Certified School Psychologist (NCSP) credential, a model implementation of these standards as administered by the National School Psychology Certification Board (NSPCB). The NSPCB was created by NASP in 1988 to establish a nationally recognized standard for credentialing school psychologists. The NCSP is a national certification system for school psychologists based on recognized and widely accepted standards for advanced preparation, performance-based assessment of competency, and demonstration of positive outcomes for consumers of school psychological services. The *Standards for the Credentialing of School Psychologists* are used by the NSPCB, and the NCSP is bestowed upon individuals in recognition of meeting NASP's professional standards. Persons who hold the NCSP are considered to have met rigorous standards of graduate preparation and competency based on the assessment and demonstration of effective services and of positive effects on children and youth, families, and learning environments. The *Standards for the Credentialing of School Psychologists* are also considered to be appropriate for states to use in executing their authority in credentialing school psychologists. As a result, the NCSP credential is widely recognized by SEAs as a valid approach for credentialing school psychologists that aligns with NASP's professional standards. These standards are not intended to supplant a state's authority to implement equivalent credentialing processes for school psychologists. The purposes of this national credentialing system are to promote uniform credentialing standards across states, agencies, and graduate education programs, and to facilitate the credentialing of school psychologists across states.

THE STRUCTURE OF THE SCHOOL PSYCHOLOGIST CREDENTIAL

1.0 State Credentialing Authority

1.1 Credentialing Process

Credentialing for school psychologists (i.e., licensure or certification) is the process whereby a state authorizes individuals to use the title "school psychologist" and provide school psychological services. Credentialing in school psychology is granted to individuals meeting established standards of graduate education and experience. A state's credentialing authority, found in statute and/or regulations, should require all providers of school psychological services and all users of the title "school psychologist" to hold a current credential, and should provide for legal sanctions and sanctioning procedures for violators.

1.2 State Use of NASP Standards

When a state empowers one or more organizational entities to administer the credentialing (certification and/or licensure) process for school psychologists, administrative codes and regulations adopted by such bodies should be consistent with the NASP Standards for the Credentialing of School Psychologists and carry the weight of law.

2.0 Recommendations for State Credentialing of School Psychologists

2.1 Title of School Psychologist

The credential should be issued in writing and expressly authorize both the practice of school psychology as defined by NASP *Model for Comprehensive and Integrated School Psychological Services* and the use of the title "school psychologist." Use of the terms "school psychology" or "school psychologist" within a title should be limited to those persons who meet the NASP *Standards for Credentialing of School Psychologists*.

2.2 Minimum Period of Credential

The professional school psychologist credential should be issued for a period of 3 years and extended upon renewal.

2.3 Minimum Requirements for School Psychologists

The minimum requirement for a professional credential as a school psychologist is the specialist-level program of study in school psychology (see criteria in Credentialing Standard 3.0).

2.4 Professional Support and Mentoring Requirements

The credentialing process should require at least one academic year of professional support or mentoring following completion of formal graduate study (including internship) and initial issuance of the credential (see [Credentialing Standard 4.5](#), Demonstration of Knowledge and Skills).

2.5 Professional Autonomy

After successfully completing a minimum of one academic year of professional support and/or mentoring, the credential should allow school psychologists to have professional autonomy determining the nature, scope, and extent of their specific services consistent with their graduate preparation, supervised field experiences, continuing professional development, and demonstrated expertise, and in accordance with NASP's [Principles for Professional Ethics](#) (2020).

2.6 Performance Evaluations

State and local education agencies should incorporate NASP's [Model for Comprehensive and Integrated School Psychological Services](#) (2020) into any performance evaluation system used to evaluate school psychologists.

STATE CREDENTIALING REQUIREMENTS

3.0 Criteria for Specialist-Level Credentialing in School Psychology

3.1 Minimum Credentialing Requirements

The minimum requirement for being credentialed as a school psychologist shall be a specialist-level program of study in school psychology (e.g., EdS, SSP, CAS, CAGS, PsyS), consisting of the following:

- A minimum of 3 years of full-time study at the graduate level or the equivalent, inclusive of structured field experiences.
- At least 60 graduate semester hours or the equivalent, with at least 54 hours exclusive of credit for the supervised specialist-level internship experience.
- A supervised internship experience taken for academic credit, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis.

Criteria for each of the following areas will be consistent with the NASP 2020 [Standards for Graduate Preparation of School Psychologists](#).

3.2 Programs of Study in the Domains of School Psychology

The credential should be based on the completion of an integrated and sequential program of study that is explicitly designed to develop knowledge and practice competencies in each of the following domains of school psychology practice. School psychologists provide comprehensive and integrated services across 10 general domains of professional practice, as illustrated in the appendix. The following core beliefs form the foundation for the NASP Practice Model:

- School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, evidence-based practices, and implementation strategies within the domains, as well as the ability to communicate important principles and concepts.
- School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.

- School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, equitable, and effective learning environments and enhancing family, school, and community collaboration for all students.
- School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all students, families, and schools.
- School psychologists integrate knowledge and professional skills across the 10 domains of school psychology practice as they deliver a comprehensive range of services in professional practice that results in direct, measurable outcomes for students, families, schools, and/or consumers.

The domains of school psychology practice describe the comprehensive and integrated services that can be expected of school psychologists as presented in the NASP *Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). The 10 domains provide a general frame of reference for basic competencies that school psychologists should possess upon beginning practice and that are consistent with the professional competencies that result from graduate education in school psychology. The descriptions below are representative of competencies in each domain; they are not intended to be exhaustive or prescriptive. The NASP Practice Model presents specific school psychology practices and provides more detail about the integrated and comprehensive nature of the domains described below.

Domain 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 all 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.

Domain 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 permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the 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.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems 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.

Domain 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.

Domain 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.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 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.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. 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 work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

3.3 Practicum Experiences

Applicants for a school psychology credential will have completed supervised practicum experiences¹ that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
- Structured, specific activities that are consistent with the goals and objectives of the school psychology program and foster the development of competence in advocating for understanding of human diversity and social justice. Practica experiences are completed in settings relevant to program objectives for development of candidates' competencies (see [Credentialing Standard 3.2](#))
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and practicum/internship supervisors.
- Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidates' performance.

3.4 Internship Experiences

Applicants for a school psychology credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:²

- A minimum of 1,200 clock hours for specialist-level interns, including a minimum of 600 hours of the internship completed in a school setting.³
- A minimum of one academic year, completed on a full-time basis, or on a half-time basis over two consecutive years.
- Completion in settings relevant to program objectives for candidates' competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology graduate education and practice (see [Credentialing Standard 3.2](#))

¹ School psychology practica are closely supervised on-campus and/or field-based activities designed to develop and evaluate school psychology candidates' mastery of specific professional skills consistent with program goals. Practicum activities may be completed as part of separate courses focusing on distinct skills or as part of a more extensive field experience that covers a range of skills. A candidate's skill and competency development, rather than delivery of professional services, is a primary purpose of practica.

² The school psychology internship is a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional documentation of completion of the specialist- or doctoral-level program. The internship ensures that school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in program coursework and practica, as well as to acquire enhanced competencies consistent with the school psychology program's goals and objectives.

³ A school setting is one in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Generally, a school setting includes children and youth who are enrolled in prekindergarten through Grade 12 and has both general education and special education services. The school setting has available an internal or external pupil services unit that includes at least one state-credentialed school psychologist and provides a full range of school psychology services. Other internship settings, if allowed by the program beyond the 600 hours in a school setting, are consistent with program objectives and may include relevant school psychology activities in other educational contexts within, for example, hospitals, juvenile justice institutions, and community agencies that provide collaborative services for schools.

- Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program, and delivery of professional school psychology services that result in direct, measurable, and positive effects on children, families, schools, and/or other consumers.
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.
- Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- An average of at least 2 hours of field-based supervision per full-time week or the equivalent for half-time placements.
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis,⁴ with structured mentoring and evaluation that focus on development of the intern's competencies.

3.5 Documentation of Knowledge and Skills

Documentation is provided showing that the applicant has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services, evidenced by measurable positive effects on children, youth, families, and other consumers.

3.6 School Psychologist Examination Requirement

Applicants should achieve a passing score on a national exam specific to school psychology practices. The National School Psychology Certification Board has established a passing score on the Educational Testing Service's (ETS) Praxis School Psychology Examination and/or its equivalent that is suitable for state credentialing purposes.

4.0 Criteria for Optional Doctoral Credential in School Psychology

If a state has a separate credential at the doctoral level, then state credentialing requirements should be consistent with the NASP standards for doctoral credentialing.

4.1 Length of Study

A doctoral-level credential in school psychology should be based on a minimum of 4 years of full-time study at the graduate level or the equivalent—or, if part-time, at least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation)—and institutional documentation of school psychology doctoral-level program completion provided to graduates. Criteria for each of the following areas will be consistent with NASP [Standards for Graduate Preparation of School Psychologists](#).

4.2 Program of Study

The credential should reflect the completion of a broader and more in depth integrated and sequential program of study in school psychology⁵ based upon the [Model for Comprehensive and Integrated School Psychological Services](#)

⁴ Face-to-face for field-based supervision means being in the physical or electronic presence of the individuals involved in the supervisory relationship during either individual or group supervision. Face-to-face supervision may include secure video conferencing or real-time communication with both parties in each other's physical presence. Face-to-face supervision does not include mail, email, digital chat, or phone.

⁵ Greater depth in one or more school psychology competencies should be identified by the program in its philosophy/mission of doctoral-level preparation and reflected in the program goals, objectives, and sequential program of study and supervised practice. (Doctoral programs typically are characterized by advanced competencies in research, and the program may identify additional competencies that address the specific philosophy/mission, goals, and objectives of its doctoral program of study, such as greater depth in one or more of the domains described in [Credentialing Standard 3.2](#), a practice specialization, supervision or leadership competency, or preparation for specialized roles or settings such as research or graduate instruction.)

which is explicitly designed to develop knowledge and practice competencies in each of the following domains of professional practice (see [Credentialing Standard 3.2](#)):

- Data-Based Decision Making
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

4.3 Practicum Experiences

Applicants for a school psychology doctoral credential will have completed supervised practicum experiences that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship.
- Specific, required activities and systematic development and evaluation of skills, consistent with goals of the program and in settings relevant to program objectives for development of candidate skills (see [NASP Standards for Graduate Preparation of School Psychologists Program Standard 2](#)).
- Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors.
- Close supervision by program faculty and qualified practicum supervisors and inclusion of appropriate performance-based evaluation by program faculty and supervisors to ensure that candidates are developing professional work characteristics and designated competencies.

4.4 Internship Experiences

Applicants for a school psychology doctoral credential will have completed a comprehensive, supervised, and carefully evaluated internship consisting of the following:

- A minimum of 1,500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a school setting.⁶
- A minimum of one academic year for internship, completed on a full-time basis over 1 year or at least a half-time basis over 2 consecutive years.
- Completion in settings relevant to the program objectives for candidates' competencies and direct oversight by the program to ensure appropriateness of the placement, activities, and field supervision.
- A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution.
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology

⁶ Programs may allow up to half of the required 1,500 doctoral internship hours to be used from a prior, appropriately supervised specialist-level internship or equivalent experience in school psychology if (a) the program determines that the specialist-level internship or equivalent experience meets program objectives and NASP standards for the school psychology internship (see [Credentialing Standards 3.2 to 3.6](#)), (b) candidates have met program objectives and criteria for school psychology specialist-level internship competencies, and (c) any field experiences considered equivalent to a formal specialist-level internship in school psychology are clearly articulated and systematically evaluated by the program.

graduate education and practice (see [NASP Standards for Graduate Preparation of School Psychologists Program Standard 2](#)).

- Completion of activities and attainment of school psychology competencies consistent with the goals and objectives of the program, and delivery of professional school psychology services that result in direct, measurable, and positive effects on children, families, schools, and/or other consumers.
- Both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain designated competencies needed for effective school psychology practice.
- Provision of field supervision from a school psychologist holding the appropriate state school psychology credential for practice in the internship setting (or, if a portion of the internship is conducted in another setting, as noted in [Credentialing Standard 3.4](#), provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- An average of at least 2 hours of field-based supervision per full-time week or the equivalent for part-time placements.
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies.

4.5 Demonstration of Knowledge and Skills

Documentation is provided showing that the candidate has demonstrated the ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive effects on children, youth, families, and other consumers.

4.6 School Psychologist Examination Requirement

Applicants should achieve a passing score on a national test appropriate for school psychology practices. The National School Psychology Certification Board has established a passing score on the Educational Testing Service's (ETS) Praxis School Psychology Examination and/or its equivalent that is suitable for state credentialing purposes.

STATE CREDENTIALING PROCEDURES

5.0 Guidelines for Using NASP Standards for Credentialing of School Psychologists

5.1 Eligibility for School Psychology Credentialing

The school psychology state credential should be granted to individuals who meet the requirements described in [Credentialing Standard 3.0](#), including completion of a specialist-level school psychology program or completion of a nondegree graduate program (see [Credentialing Standard 5.4](#)) consistent with [NASP Standards for Graduate Preparation of School Psychologists](#), demonstration of professional work characteristics, completion of applied professional practice, and demonstrated competency in the domains of school psychology practice.

5.2 Pathways to Credentialing for School Psychologists

- a. NASP Approved or Accredited School Psychology Program Completion: Applicants who are graduates of school psychology programs that are approved or accredited by the National Association of School Psychologists at the specialist or doctoral level will have met preparation requirements outlined in [Credentialing Standard 3.0](#) and are eligible for credentialing as school psychologists.
- b. Nationally Certified School Psychologist Credential: Applicants who hold a valid credential as Nationally Certified School Psychologists (NCSPs) have been judged by the National School Psychology Certification Board to have met its graduate preparation and credentialing standards and should be considered eligible for state credentialing as school psychologists.

- c. Completion of School Psychology Programs Equivalent to NASP Standards: Applicants who are graduates of non-NASP approved or accredited graduate education programs should demonstrate having met the knowledge and skills within the NASP *Standards for Graduate Preparation of School Psychologists*. For applicants completing respecialization or professional retraining, the state should ensure that its requirements for a school psychology credential are consistent with Credentialing Standard 5.4. NASP-approved or accredited graduate education programs may be consulted to ensure that an applicant's prior courses, field experiences, and professional competencies are equivalent to NASP *Graduate Preparation Standard 1.6*.
- d. APA Accredited Doctoral-level School Psychology Program Completion: Applicants who are graduates of school psychology programs that at the time of the applicant's graduation were accredited by the American Psychological Association, were approved by the U.S. Department of Education, and had met the internship requirement specified in NASP *Standards for Graduate Preparation of School Psychologists Program Standard 1.4*, are eligible for credentialing as school psychologists.

5.3 Provisional Credentialing in School Psychology

A provisional credential is appropriate for individuals who have substantially completed their graduate preparation in school psychology or individuals whose credentials in school psychology are not recognized by the state or are not current. School psychology interns can be considered for a provisional credential, provided that those interns meet the requirements for internship as referenced in the NASP *Standards for Graduate Preparation of School Psychologists*.

A provisional credential shall be time-limited to 2 years and may not be eligible for renewal. The credential must clearly indicate that it is issued on a "temporary" or "provisional" basis within the title, duration of issuance, or similar communication to the public. The following persons may be eligible for a provisional credential:

- a. Persons currently enrolled in a NASP-approved and/or accredited school psychology graduate program of study, having completed all core coursework and practicum experiences as a minimum. Persons employed on a provisional credential under these circumstances should adhere to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP *Standards for Graduate Preparation of School Psychologists Program Standard 3: Supervised Field Experiences in School Psychology*.
- b. Persons who are currently enrolled in an approved respecialization or professional retraining plan of study, as detailed in Credentialing Standard 5.4 and who have completed all core coursework and practicum experiences as a minimum. Persons employed on a provisional credential under these circumstances should adhere to the supervision, competency outcomes, evaluation processes, and assessment outcomes of the NASP *Graduate Preparation Program Standard 3*.
- c. Persons who are retired, have credentials that have expired within the past 2 years, or are certified in other states. Persons employed on a provisional credential under these circumstances should adhere to the *Credentialing Standard 5.5: Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists*.
- d. Persons who hold the Nationally Certified School Psychologist (NCSP) credential should be considered as possessing an appropriate credential for school psychologists. Persons who hold an NCSP should adhere to the *Credentialing Standard 5.5*.

5.4 Alternative Credentialing in School Psychology

The NASP *Standards for Graduate Preparation of School Psychologists* are the recognized entry level preparation criteria for school psychologists. NASP also recognizes that persons who have completed graduate programs in related fields/disciplines (e.g., school counseling, special education, social work) or who have degrees in other specialty areas of psychology (e.g., clinical, counseling) may at some point in their career decide to seek credentialing in school psychology. For these candidates, the school psychology program would support state credentialing requirements through a respecialization or professional retraining plan of study and the institution would not award a school psychology degree.

Alternative credentialing refers to a process in which candidates may achieve state credentialing as a school psychologist through an individualized program of study *that does not result in a degree in school psychology*. Graduate preparation in school psychology may include two nondegree options: respecialization and professional retraining. These options would require approval by the state education agency through a collaborative partnership with a NASP-approved or accredited school psychology program.

Respecialization in school psychology refers to candidates who hold a graduate degree in another area of applied psychology (e.g., clinical or counseling psychology). Professional retraining refers to candidates who hold graduate degrees in related fields (e.g., special education, school counseling, or school social work).

State education agencies are encouraged to form a collaborative partnership with a NASP-approved or accredited school psychology graduate preparation program to develop a process for credentialing through respecialization or professional retraining. NASP-approved or accredited school psychology preparation programs may also independently develop a respecialization or professional retraining plan of study with the approval of SEAs. This collaboration may also include the state school psychology professional association and LEAs to provide information and feedback regarding school psychology workforce needs.

Use of the terms “school psychology” or “school psychologist” within a job role or title should be limited to those who meet the required training and experiences as described in the NASP Standards for Graduate Preparation of School Psychologists. Any other alternative certificates or licenses that do not align with NASP [Standards for Credentialing of School Psychologists](#) should not be permitted to use the title of “school psychologist” and should not be eligible for credentialing as a school psychologist.

The following are recommended for respecialization and professional retraining candidates:

- a. A review of candidates’ transcripts and syllabi, supervised field experiences, professional experiences, and professional development should be conducted by the collaborative partnership described above and/or by an approved or accredited school psychology graduate preparation program to determine competencies and deficiencies as compared with NASP [Graduate Preparation Standard 1.6](#).⁷ A unique plan of study consistent with this content should be determined for each candidate.
- b. Candidates must show evidence of a 1,200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement. Additional internship experience must be supervised by a school psychologist holding the appropriate state school psychology credential for practice in the internship setting.
- c. Candidates participating in a respecialization or professional retraining plan of study must also meet all other state requirements for credentialing in school psychology (e.g., passage of the required state or national exams, background check).
- d. Use of a systematic process to ensure that candidates demonstrate the knowledge and skills needed for effective school psychology service delivery; demonstrate the ability to integrate competencies across the NASP domains of school psychology practice outlined in [Credentialing Standard 3.2](#); and show direct, measurable positive effects on children, families, schools, and other consumers.
- e. Successful completion of a respecialization or professional retraining plan of study should result in a candidate’s endorsement by an approved or accredited school psychology graduate preparation program as having successfully met requirements for state certification/licensure in school psychology.

⁷ Alternative credentialing programs for respecialization and professional retraining should have (a) an individualized plan of study and supervised field experiences, based on a candidate’s prior preparation and experiences, that foster the development of professional competencies and work characteristics and a professional identity as a school psychologist; (b) a 1,200-hour supervised internship with a minimum of 600 hours specific to school psychology in a school setting. Previous relevant, supervised internship experiences may be considered as meeting a portion of this requirement.

5.5 Recommendation for Professional Support, Continuing Professional Development, Mentoring, and Supervision of School Psychologists

The following experiences are recommended:

- a. Adequate professional support and continuing professional development should be provided to all credentialed school psychologists. Professional support and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and other school psychology colleagues. Supervision methods should match the developmental level of the school psychologist.
- b. Credentialed school psychologists in their first postgraduate year of employment should participate in mentoring. Such induction experiences should be for the purpose of establishing a foundation for lifelong learning and professional growth. For initially credentialed school psychologists, participation in professional support and mentoring, conducted either directly or indirectly, is recommended for a minimum average of 1 hour per week. (See NASP [Practice Model Organizational Principle 5: Supervision, Peer Consultation, and Mentoring](#).)
- c. Professional support and mentoring involves guidance, coaching, or counseling provided by a more experienced person to a less experienced person. Professional support and mentoring relationships do not include a monitoring or evaluative component, and the mentor does not assume any responsibility or liability for the work of the mentee.
- d. Supervision, when provided, should be provided by a staff person holding a valid school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.

5.6 Criteria for Renewal of School Psychologist Credential

Renewal of the state school psychology credential should require evidence of continuing professional development for a minimum of 75 clock hours during the previous 3-year period while the credential was in effect.

Renewal of the initial state school psychology credential should also require evidence of having successfully completed a minimum of one academic year of professional support and mentorship, as described in Credentialing Standard 5.5 above. For professional practice within a school setting, professional support and mentoring should be provided by a credentialed school psychologist with a minimum of 3 years of experience.

6.0 Nationally Certified School Psychologist

6.1 Requirements for the Nationally Certified School Psychologist Credential

The Nationally Certified School Psychologist (NCSP) credential is granted by the National School Psychology Certification Board to persons who have successfully met [Credentialing Standard 3.0](#).

6.2 Value of the Nationally Certified School Psychologist (NCSP) Credential

The Nationally Certified School Psychologist credential is the most recognized professional credential in the field of school psychology. It is a standards-based credential. It is based upon rigorous national peer-reviewed standards that include performance-based evaluations of professional competencies and evidence of measurable, positive impact on children, families, schools, and other consumers. The NCSP is comparable to other national certification programs for educators and allied professionals.

6.3 Importance of the Nationally Certified School Psychologist (NCSP) Credential for States

The NCSP credential is suitable for adoption by state education agencies for credentialing of school psychologists. The purpose of the Nationally Certified School Psychologist credential is as follows:

- a. To readily identify to consumers the school psychologists who have met rigorous standards for preparation per the NASP [Standards for Graduate Preparation of School Psychologists](#) (2020).

- b. To promote uniform credentialing standards across states, agencies, and graduate institutions.
- c. To facilitate credentialing of school psychologists across states through the use of reciprocity and interstate agreements.
- d. To ensure a consistent level of graduate preparation and experience among service providers who obtain the NCSP.
- e. To promote continuing professional development for school psychologists.

6.4 Renewal of the Nationally Certified School Psychologist Credential

Renewal of the NCSP will only be granted to applicants who complete at least 75 contact hours of continuing professional development activities within a 3-year period immediately preceding renewal submission.

For initial renewal of the NCSP credential, there should be evidence of having successfully completed a minimum of one academic year of professional support from a mentor or supervisor. For professional practice within a school setting, supervision or mentoring shall be provided by a credentialed school psychologist with a minimum of 3 years of experience. For any portion of the experience that is accumulated in a nonschool setting, supervision or mentoring shall be provided by a psychologist appropriately credentialed for practice in that setting. Supervision and/or mentoring conducted either individually or within a group for a minimum average of 1 hour per week is recommended.

7.0 Ethical Misconduct by School Psychologists

State and local education agencies are encouraged to adopt the NASP *Principles for Professional Ethics* and to develop appropriate problem-solving, due process, and disciplinary procedures for addressing potential ethical misconduct by school psychologists in addition to their already established procedures for handling employee misconduct.

Principles for Professional Ethics

PURPOSE

The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the *Principles for Professional Ethics* (Principles), and revisions were made in 1984, 1992, 1997, 2000, and 2010. The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct. NASP members and school psychologists who are certified by the National School Psychology Certification System (i.e., those who hold the Nationally Certified School Psychologist credential, NCSP) are bound to abide by NASP's code of ethics.

The NASP *Principles for Professional Ethics* were developed to address the unique circumstances associated with providing school psychological services.¹ The duty to educate children and youth and the legal authority to do so rest with state governments. When school psychologists employed by school boards make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and with the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention. For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner.

School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists speak up for the needs and rights of students even when it may be difficult to do so.

¹ The National Association of School Psychologists wishes to acknowledge prior work by the American Psychological Association and the Canadian Psychological Association as sources for some of these themes, principles, and standards.

USING THE NASP ETHICAL PRINCIPLES

The *Principles for Professional Ethics*, like all codes of ethics, provides only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles as employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation. Such situations are often complicated and may require a nuanced application of these Principles to affect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these Principles, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.

The NASP *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the Principles. For example, federal special education law generally requires parental notice of their legal rights in the school setting, a signed consent form for an evaluation by a school psychologist, and an invitation to parents to participate in meetings when important school decisions are being made about their child. In contrast, school psychologists have more comprehensive ethical requirements when working with parents. School psychologists are ethically obligated to ensure that parents understand their legal rights; understand what it is they are consenting, or refusing to consent, to; and understand the implications of that decision. In addition, school psychologists are ethically required to ensure that parents are afforded the opportunity to meaningfully participate in important decisions affecting their own child.

When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts in a problem-solving process with others and through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights. If law or district policy poses a barrier to ethical practice, school psychologists must advocate for changes in those laws or policies and practices to better align them with ethical standards.

The *Principles for Professional Ethics* provides standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise trust in the profession or professional effectiveness. The boundary between professional and personal behaviors is not clear-cut, however, particularly in venues such as social media. Furthermore, school professionals are held to a higher standard of good character and conduct than others because they serve as role models for children. For these reasons, school psychologists are encouraged to avoid actions that are disrespectful of the dignity of others and that could negatively affect their credibility and diminish trust in the profession.

School psychologists practice in a variety of settings, including public and private schools, juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. In addition, school psychologists may be employed as practitioners or in a variety of roles, including administration and supervision. The principles in this code should be considered by school psychologists in their ethical decision making regardless of their role and employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services within schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state laws regulating mental health providers, and to consult the American Psychological Association's (2017) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not directly addressed in this code.

Four broad ethical themes provide the organizational framework for the 2020 *Principles for Professional Ethics*. Each of the four broad themes are aspirational and identify fundamental principles that underlie the ethical practice of school psychology. Each ethical theme subsumes guiding principles that help explain ways in which broad ethical principles apply to professional practice. Guiding principles are to be considered in ethical decision making. However, because their purpose is to identify ethical considerations associated with practice

situations, the guiding principles are aspirational rather than enforceable. The guiding principles are further articulated by multiple specific enforceable standards of conduct. As much as feasible, the enforceable standards identify actions (or failures to act) that the profession considers ethical or unethical conduct. NASP will seek to enforce the ethical standards for specific professional conduct in accordance with NASP's Ethics and Professional Practices Board Procedures. Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine their application to individual situations.

School psychologists are helping professionals. Their decisions, including to act or the failure to act, affect the welfare of children and families. In their professional roles, school psychologists have a duty not only to avoid ethics code violations but also to take affirmative steps to benefit clients, schools, families, and the community. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the *Principles for Professional Ethics*, and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

Client: The *client* is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party. While not clients per se, classrooms, schools, school systems, families, and communities also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists.

Child: In law, the term *child* generally refers to a minor, a person younger than the age of majority. *Child* is used in this document to indicate minor status or the parent–child relationship. The term *student* refers to a child, youth, or adult enrolled in an educational setting.

Informed consent: *Informed consent* means that the person giving consent has the legal authority to make a consent decision and a clear understanding of what it is they are consenting to, and that their consent is freely given and may be withdrawn without prejudice.

Assent: The term *assent* refers to a minor's affirmative agreement to participate in psychological services or research.

Parent: The term *parent* may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child's welfare.

Advocacy: School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families. Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (defined as the willful disregard of an employer's lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts.

School-based versus private practice: For the purposes of this document, *school-based practice* refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or is contracted by the schools on a case or consultative basis. *Private practice* occurs when a school psychologist enters into an agreement with a client rather than an educational agency to provide school psychological services and when the school psychologist's fee for services is the responsibility of the client or their representative.

BROAD THEME I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just, equitable, and fair treatment of all persons.

GUIDING PRINCIPLE I.1 AUTONOMY AND SELF-DETERMINATION

School psychologists respect the right of persons to participate in decisions affecting their own welfare. (See *informed consent* in the [Definition of Terms](#).) They recognize that informed consent is an ongoing process, and they reopen discussion of consent when appropriate, such as when there is a significant change in previously agreed upon goals and services, or when decisions must be made regarding the sharing of sensitive information with others.

Standard I.1.1 When Consent Is/Is Not Required

School psychologists encourage and promote parental participation in school decisions affecting their children. However, where school psychologists are members of the school's educational support staff, not all of their services require informed parental consent. It is ethically permissible to provide school-based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parental consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions. Parental consent is not ethically required for a school-based school psychologist to review a student's education records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or participate in educational screenings conducted as part of a regular program of instruction. Parental consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities. Parents must be notified when the school or school psychologist intends to administer to students a survey that screens for mental health problems, and those parents must be given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship

Except for urgent situations or self-referrals by a minor student, school psychologists seek parental consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide ongoing individual or group counseling, or other therapeutic intervention outside the classroom. (See *informed consent* in the [Definition of Terms](#).)

I.1.2a It is ethically permissible to provide psychological assistance without parental notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.

I.1.2b When a student who is a minor self-refers for assistance, it is ethically permissible to provide psychological assistance without parental notice or consent for one or several meetings to establish the nature and degree of the need for services and to ensure that the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parental consent where allowed by state law and school district policy. However, if the student is not old enough to receive school psychological assistance independent of parental consent, the school psychologist obtains parental consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parental notice or consent.

Standard I.1.3 Seeking Informed Consent

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any

foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation of informed consent takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.

Standard I.1.4 Assent

School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.

I.1.4a If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.

I.1.4b When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures that the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices that the student does not wish to make or is not able to make.

Standard I.1.5 Right to Refuse or Withdraw Consent

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources. School psychologists allow parents to withdraw consent at any time without negative repercussions.

GUIDING PRINCIPLE I.2 PRIVACY AND CONFIDENTIALITY

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Standard I.2.1 Sensitive Information

School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client–school psychologist communications intended only for the school psychologist are privileged in most jurisdictions. They do not disclose or store in education records any privileged information except as permitted by the mental health provider–client privilege laws in their state. School psychologists use a problem-solving model to consider carefully whether to share with third parties information that could put the student, family, or others at legal, social, or other risk. When school psychologists receive a report from a professional outside the school system that includes information that is intrusive of family privacy and not necessary for school decision making, the school psychologist considers whether returning the report to the maker with a request for redaction of the problematic information is the best course of action.

Standard I.2.2 Boundaries of Confidentiality

School psychologists inform students and other clients of the boundaries of confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved.

School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure the client's understanding and agreement regarding how sensitive disclosures will be handled.

Standard I.2.3 Consent for Disclosure of Information

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent, legal guardian, or of an adult student, except in those situations in which failure to release information could result in danger to the student or others, or where otherwise required by law. Whenever feasible, the student's assent is obtained prior to disclosure of their confidences to third parties, including disclosures to the student's parents. When seeking consultation about a student or other client in a nonprivate forum (e.g., online discussion group), school psychologists ensure that the information they disclose is not sufficient to result in discovery of the client's identity.

Standard I.2.4 Need to Know

School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes.

Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression

School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.

Standard I.2.6 Privacy of Health Information

School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.

GUIDING PRINCIPLE I.3 FAIRNESS, EQUITY, AND JUSTICE

In their words and actions, school psychologists promote fairness and social justice. They use their expertise to cultivate school climates that are safe, welcoming, and equitable to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

Standard I.3.1 Discrimination

School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics.

Standard I.3.2 Correcting Discriminatory Practices

School psychologists strive to ensure that all children and youth have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services. They work to correct school practices that are unjustly discriminatory or that deny students or others their legal rights. School psychologists take steps to foster a school climate that is supportive, inclusive, safe, accepting, and respectful toward all persons, particularly those who have experienced marginalization in educational settings.

BROAD THEME II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

GUIDING PRINCIPLE II.1 COMPETENCE

To benefit clients, school psychologists engage only in practices for which they are qualified and competent. To maintain competence, they engage in continuing education. They understand that professional skill development beyond that of the novice practitioner requires a well-planned program of continuing professional development and professional supervision. In addition, within their work setting, they advocate for the resources and support necessary to maintain professional effectiveness and personal wellness.

Standard II.1.1 Practice in Area of Competence

School psychologists recognize the strengths and limitations of their graduate preparation and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services. When no appropriate provider is available, school psychologists explain the limitations of their experience to parents and seek consultation, continuing professional development, and supervision as appropriate and necessary to ensure that students do not go without assistance.

Standard II.1.2 Personal Problems

School psychologists refrain from any work-related activity in which their personal problems may interfere with professional effectiveness. They seek consultation or other assistance when personal problems arise that threaten to compromise their professional effectiveness.

Standard II.1.3 Continuing Professional Development

School psychologists engage in continuing professional development. They remain current regarding developments in research, continuing professional development, and professional practices that benefit children and youth, families, and schools.

GUIDING PRINCIPLE II.2 ACCEPTING RESPONSIBILITY FOR ACTIONS

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Standard II.2.1 Accuracy of Documents

School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted document if information is found to be inaccurate or incomplete. In multidisciplinary reports or documents, school psychologists are ethically responsible only for the accuracy of their own contributions.

Standard II.2.2 Progress Monitoring

School psychologists ensure that the effects of their recommendations and intervention plans are monitored, either personally or by others. They revise a recommendation, or modify or terminate an intervention plan, when data

indicate that the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client.

Standard II.2.3 Appropriateness of Recommendations

School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations.

Standard II.2.4 Responsibility for Graduate Students' Work

When supervising graduate students' field experiences or internships, school psychologists maintain professional responsibility for their supervisees' work.

GUIDING PRINCIPLE II.3 RESPONSIBLE ASSESSMENT AND INTERVENTION PRACTICES

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions. This guiding principle and its subsumed enforceable standards apply to school psychology assessment and intervention practices, including those that use technology such as computer-assisted and digital formats for assessment and interpretation, virtual reality assessment and intervention, distance assessment and telehealth intervention, or any other assessment or intervention modality.

Standard II.3.1 Considerations Prior to Disability Determination

Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

Standard II.3.2 Assessment Techniques

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

Standard II.3.3 Instrument Selection

School psychologists select assessment instruments and strategies that are reliable and valid for the examinee and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher of the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.

Standard II.3.4 Normative Data

If using norm-referenced measures, school psychologists choose instruments with norms that are representative, recent, and appropriate for the person being evaluated. School psychologists ensure that their supervisors are informed about the importance of using the most current version of published instruments.

Standard II.3.5 Digital Administration and Scoring

When using digitally administered assessments (e.g., computers, tablets, virtual reality) and/or computer-assisted scoring or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of digitally assisted assessment findings for the examinee.

Standard II.3.6 Variety of Sources of Data

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources. No single test or measure is used to make broad determinations regarding disability identification or services needed.

Standard II.3.7 Comprehensive Assessment

Consistent with education law and sound professional practice, school psychologists ensure that students with suspected disabilities are assessed in all areas related to the suspected disability.

Standard II.3.8 Validity and Fairness

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics. School psychologists ensure that assessment results are used to enhance learning opportunities for students.

Standard II.3.9 Interpreters

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists request the assignment of interpreters who are qualified and are acceptable to clients.

Standard II.3.10 Recommendations Based on Existing Records

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should use a representative sample of records and explain the basis for, and the limitations of, their recommendations.

Standard II.3.11 Interpretation of Results

School psychologists adequately interpret findings and present results in clear terms. They ensure that recipients understand assessment results so they can make informed choices.

Standard II.3.12 Intervention Selection

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, evidence-based practice. They do so by using a problem-solving process to develop interventions that are appropriate to the presenting problems and consistent with data collected. Furthermore, preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.13 Parental Involvement in Intervention Planning

School psychologists encourage and promote parental participation in designing interventions, including discussing with parents the recommendations and plans for assisting their children. When appropriate, this involvement includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, taking into account the ethnic/cultural values of the family, and helping parents gain the skills needed to help their children. Parents are informed of alternative sources of support available at school and in the community.

Standard II.3.14 Student Assent for Assistance

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.

GUIDING PRINCIPLE II.4 RESPONSIBLE SCHOOL-BASED RECORD KEEPING

School psychologists safeguard the privacy of school psychological records, ensure parents' access to the records of their own child, and ensure the access rights of adult students or otherwise eligible students to their own records.

Standard II.4.1 Notification of Rights and Responsibilities Regarding Records

School psychologists ensure that parents and adult students are notified of their rights regarding creation, modification, storage, and disposal of psychological and education records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.

Standard II.4.2 Comprehensive Records

School psychologists create and/or maintain school-based psychological and education records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.

Standard II.4.3 Content of School Psychological Education Records

School psychologists include only documented information from reliable sources in a student's education records. School psychologists do not store in student education records any private information about students or their families that is not needed for the provision of school services. (See Ethics Standard II.4.8 Sole Possession Records.)

Standard II.4.4 Right to Inspect Records

School psychologists ensure that parents have appropriate access to the psychological and education records of their children, and that eligible students have access to their own records. Parents have a right to access any and all information that is used to make educational decisions about their children; eligible students have a right to access any and all information used to make educational decisions about them.

Standard II.4.5 Test Protocols

School psychologists respect the right of parents (and eligible students) to inspect, but not necessarily to copy, their child's (or their own) answers to school psychological test questions, even if those answers are recorded on a test protocol. School psychologists understand that the right of parents (and eligible students) to examine their child's (or their own) test answers may supersede the interests of test publishers.

Standard II.4.6 Access to Records by School Personnel

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to that student's school psychological records without prior parental permission or the permission of an adult student. This standard applies to access to physical and electronic records.

Standard II.4.7 Electronic Record Keeping

To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8 Sole Possession Records

It is ethically permissible for school psychologists to keep notes that are not accessible to others (i.e., sole possession records) to use as a memory aid. However, any and all information that is used to make educational decisions about a student is part of the student's education record and must be accessible to parents and adult students.

Standard II.4.9 Retention of Records

School psychologists, in collaboration with administrators and other school staff, work to establish district policies that are consistent with law and sound professional practice regarding the storage and disposal of school psychological records. They advocate for school district policies and practices that (a) safeguard the security of school psychological records while facilitating appropriate access to those records by parents and eligible students, (b) identify timelines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice, (c) seek parental or other appropriate permission prior to the destruction or deletion of obsolete school psychological records of current students, and (d) ensure that obsolete school psychology records are destroyed or deleted in a way that the information cannot be recovered. In addition, school psychologists advocate for a school service delivery system in which working (not final) drafts of documents are not stored as student education records.

GUIDING PRINCIPLE II.5 RESPONSIBLE USE OF MATERIALS

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials. They do not condone the use of restricted materials by unqualified persons.

Standard II.5.1 Test Security

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. School psychologists provide parents (and eligible students) with the opportunity to inspect and review their child's (or their own) test answers. When required by law or district policy, school psychologists may ethically provide parents (or eligible students) copies of their child's (or their own) completed test protocol. At the request of a parent (or eligible student), it is also ethically permissible to provide copies of test protocols to a professional who is qualified to interpret them.

Standard II.5.2 Use of Restricted Materials

School psychologists do not promote nor condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3 Intellectual Property

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer.

BROAD THEME III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. School psychologists demonstrate integrity in professional relationships.

GUIDING PRINCIPLE III.1 ACCURATE REPRESENTATION

School psychologists are forthright about their qualifications, competencies, and roles.

Standard III.1.1 Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others. Competency levels, education, graduate preparation, experience, and certification and licensing credentials are accurately presented to clients, other recipients of services, potential and current employers, credentialing bodies, and public forums (e.g., on websites).

Standard III.1.2 Correcting Misperceptions

School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable graduate preparation and supervised experience in the specialty.

Standard III.1.3 Affiliation and Experience

School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence exceeding that which they have actually achieved. When submitting application to credentialing, licensing, or certification boards (e.g., National School Psychology Certification Board), school psychologists accurately report their graduate preparation and experience.

Standard III.1.4 Graduate Programs

Graduate program directors are responsible for ensuring that the descriptions of their programs accurately represent the nature of accreditation and/or approval by various bodies. If a program has not been awarded NASP approval, directors ensure that descriptions of the program do not imply that it meets NASP's *Standards for Graduate Preparation of School Psychologists*.

Standard III.1.5 Accuracy of Marketing Information

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional.

GUIDING PRINCIPLE III.2 FORTHRIGHT EXPLANATION OF PROFESSIONAL SERVICES, ROLES, AND PRIORITIES

School psychologists are candid about the nature and scope of their services.

Standard III.2.1 Explanation of Services to Clients

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner.

Standard III.2.2 Role Definition in Collaborative Work

School psychologists make reasonable efforts to become integral members of the client service systems (e.g., school-based teams) to which they are assigned. They establish clear roles for themselves within those systems while respecting the various roles of colleagues in other professions.

Standard III.2.3 Priority of Child Welfare

The school psychologist's commitment to protecting the rights and welfare of children and youth is communicated to the school administration, staff, and others as their highest priority in providing services. School psychologists are ethically obligated to speak up for the interests and rights of students and families even when it may be difficult to do so.

Standard III.2.4 Conflicts of Loyalties

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings. This is particularly important when the school psychologist is functioning in a nonclinical role, such as administrator, supervisor, or director.

GUIDING PRINCIPLE III.3 RESPECTING OTHER PROFESSIONALS

To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.

Standard III.3.1 Cooperation With Other Professionals

To meet the needs of children and youth and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They genuinely consider input from nonschool professionals regarding student classification, diagnosis, and appropriate school-based interventions. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote the coordination of services.

Standard III.3.2 Referrals to Other Professionals

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to community-based professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3 Altering Reports

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without their permission to do so.

GUIDING PRINCIPLE III.4 INTEGRITY IN RELATIONSHIPS

School psychologists avoid multiple relationships that diminish their professional effectiveness.

Standard III.4.1 Multiple Relationships and Professional Effectiveness

School psychologists refrain from any activity in which multiple relationships with a client or a client's family could reasonably be expected to interfere with professional effectiveness. School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and decision making or potentially result in exploitation of a client. When multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.

Standard III.4.2 Multiple Relationships and Limited Alternative Services

In situations in which multiple relationships are unavoidable, such as when there is a lack of alternative service providers, school psychologists take the necessary steps to anticipate and prevent conditions that might compromise their objectivity, professionalism, or ability to render services. They establish and maintain clear professional boundaries, clarify role expectations, and rectify any misunderstandings that might adversely affect the well-being of a client or a client's family. In all cases, school psychologists prioritize the needs of the client and attempt to resolve any conflicts that emerge in a manner that provides the greatest benefit to the client.

Standard III.4.3 Harassment and Exploitation

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants.

Standard III.4.4 Sexual Relationships

School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees. Because they have an obligation to consider the well-being of all family members and to safeguard trust in psychologists, school psychologists are cautious about entering into sexual relationships with parents, siblings, or other close family members of the former client after the conclusion of the professional relationship.

GUIDING PRINCIPLE III.5 CONFLICTS OF INTEREST

School psychologists are forthright in describing any potential conflicts of interest that may interfere with professional effectiveness, whether these conflicts are financial or personal belief systems.

Standard III.5.1 Private Versus Professional Conduct

The *Principles for Professional Ethics* provides standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise trust in the profession or professional effectiveness.

Standard III.5.2 Separation of Personal Beliefs

School psychologists are aware of their own values, attitudes, and beliefs and how these affect their work with clients, families, school administration, staff, and the community. School psychologists' professional decisions, recommendations, and activities are guided by the evidence base and by best practices.

Standard III.5.3 Personal Beliefs and Experiences

School psychologists recognize when their own beliefs, attitudes, or experiences pose a barrier to providing competent services to a particular client or family. In such situations, the school psychologist obtains supervision that would allow them to provide quality services, if feasible. If not feasible, they ask for reassignment of the case to a different school psychologist, or they direct the client to alternative services and facilitate the transition to those services.

Standard III.5.4 NASP Leadership

NASP requires that any action taken by its officers, members of the Board of Directors or Leadership Assembly, or other committee or board members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.5.5 Disclosure of Financial Interests

School psychologists' financial interests in products (e.g., tests, computer software, professional materials) or services can influence their objectivity or the perception of their objectivity regarding those products or services. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings, if that interest is not obvious in the authorship/ownership citations provided.

Standard III.5.6 Referrals and Remuneration

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

Standard III.5.7 Remuneration for Data Sharing

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

Standard III.5.8 Practice in Both Public School and Private Settings

School psychologists who provide school-based services and who also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interest between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

III.5.8a are obligated to inform parents or other potential clients of any psychological and educational services that are available to them at no cost from the schools prior to offering such services for remuneration;

III.5.8b may not offer or provide private practice services to a student (or their parents or family members) of a school or special school program where the practitioner is currently assigned unless these services are not available in the school setting;

III.5.8c may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed;

III.5.8d do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer for private practice purposes unless approved in advance by the employer;

III.5.8e conduct all private practice outside of the hours of contracted public employment;

III.5.8f hold appropriate credentials for practice in both the public and private sectors.

BROAD THEME IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and youth and schools, and they strive to reform systems-level patterns of injustice. School psychologists who participate in public discussion forums, both in person and by electronic means, adhere to ethical responsibilities regarding respecting the dignity of all persons and maintaining public trust in the profession. School psychologists also maintain the public trust by respecting laws and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

GUIDING PRINCIPLE IV.1 PROMOTING HEALTHY SCHOOL, FAMILY, AND COMMUNITY ENVIRONMENTS

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children and youth.

Standard IV.1.1 Effective Participation in Systems

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and youth and families.

Standard IV.1.2 Promoting Systems Change

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and youth and other clients. They advocate for school policies and practices that are in the best interests of children and respect and protect the legal rights of students and parents.

GUIDING PRINCIPLE IV.2 RESPECT FOR LAW AND THE RELATIONSHIP OF LAW AND ETHICS

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the *Principles for Professional Ethics*.

Standard IV.2.1 Understanding Workplace Systems

School psychologists recognize that awareness of the policies, procedures, and legal requirements of their particular workplace is essential for effective functioning within those settings.

Standard IV.2.2 Intersection of Law and Ethics

School psychologists respect the law and the civil and legal rights of students and other clients. The *Principles for Professional Ethics* may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

Standard IV.2.3 Conflicts Between Law and Ethical Principles

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If they are not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.

Standard IV.2.4 Participation in Public Discourse

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees and when they are speaking as individual professionals rather than as representatives of a professional association. They also identify statements that are personal beliefs rather than evidence-based professional opinions.

GUIDING PRINCIPLE IV.3 MAINTAINING PUBLIC TRUST BY SELF-MONITORING AND PEER MONITORING

School psychologists accept responsibility for monitoring their own conduct and the conduct of other school psychologists to ensure that it conforms to ethical standards.

Standard IV.3.1 Application of Principles

School psychologists consult the *Principles for Professional Ethics* and thoughtfully apply them to situations within their employment role and context. In difficult situations, school psychologists use a systematic, problem-solving approach to decision making, including consulting experienced school psychologists, state associations, or NASP.

Standard IV.3.2 Resolution of Concerns With Colleagues

When a school psychologist suspects that another school psychologist has engaged in unethical practices, they attempt to resolve the suspected problem through a collegial problem-solving process, if feasible. If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Board in accordance with their procedures.

Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

NASP members and NCSP credential holders cooperate with formal investigations of their conduct by NASP's Ethics and Professional Practices Board (EPPB). Consistent with the ethical guiding principle of accepting responsibility for their actions, school psychologists respond to ethical complaints personally (not through legal counsel or another third party) during the investigation phase unless the EPPB chair waives this requirement. School psychologists comply with the final disposition requirements imposed by the EPPB, if any.

GUIDING PRINCIPLE IV.4 CONTRIBUTING TO THE PROFESSION BY MENTORING, TEACHING, AND SUPERVISION

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to ensure high-quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1 Graduate Program Directors

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2 Graduate Student Supervisors

School psychologists who provide direct supervision to practicum students and interns during field experiences are responsible for all professional practices of the supervisees. The field-based supervisor ensures that practicum students and interns are adequately supervised as outlined in NASP's *Standards for Graduate Preparation of School Psychologists*. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3 Supervisor Responsibility

School psychologists who are faculty members at universities, those who supervise field experiences, and those who oversee the work of school psychology employees apply these ethical principles in their work with students and supervisees. They promote the ethical practice of graduate students and other supervisees by providing specific and comprehensive instruction, feedback, and mentoring. In addition, they advocate for optimal working conditions and continuing professional development opportunities for their supervisees.

GUIDING PRINCIPLE IV.5 CONTRIBUTING TO THE SCHOOL PSYCHOLOGY KNOWLEDGE BASE

To improve services to children and youth, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

Standard IV.5.1 Conducting Research

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of graduate preparation and graduate degree to potential research participants.

Standard IV.5.2 Protecting the Rights of Research Participants

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

IV.5.2a Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.

IV.5.2b In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

Standard IV.5.3 Anonymity of Data

School psychologists may only use identifying case information in lectures, presentations, or publications when written consent to do so has been obtained from the client. Otherwise, they remove and disguise identifying case information when discussing assessment, consultation, or intervention cases.

Standard IV.5.4 Accuracy of Data

School psychologists do not publish or present fabricated or falsified data or results in their publications, presentations, and professional reports.

Standard IV.5.5 Replicability of Data

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

Standard IV.5.6 Correction of Errors

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

Standard IV.5.7 Integrity of Publications

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication

of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

Standard IV.5.8 Plagiarism

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

Standard IV.5.9 Acknowledging Contributors

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

Standard IV.5.10 Review of Manuscripts and Proposals

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.

TOPIC INDEX FOR THE ETHICAL PRINCIPLES

Accreditation/approval

- Standard III.1.4 Graduate Programs
- Standard IV.4.1 Graduate Program Directors

Advertising

- Standard III.1.4 Graduate Programs
- Standard III.1.5 Accuracy of Marketing Information
- Standard III.5.5 Disclosure of Financial Interests

Advocacy

- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices
- Standard II.3.4 Normative Data
- Standard III.2.3 Priority of Child Welfare
- Standard IV.1.1 Effective Participation in Systems
- Standard IV.1.2 Promoting Systems Change
- Standard IV.2.4 Participation in Public Discourse

Assent

- Standard I.1.4 Assent
- Standard I.2.3 Consent for Disclosure of Information
- Standard II.3.14 Student Assent for Assistance
- Standard IV.5.2 Protecting the Rights of Research Participants

Assessment

- Standard II.2.1 Accuracy of Documents
- Standard II.3.1 Considerations Prior to Disability Determination
- Standard II.3.2 Assessment Techniques
- Standard II.3.3 Instrument Selection
- Standard II.3.4 Normative Data
- Standard II.3.5 Digital Administration and Scoring
- Standard II.3.6 Variety of Sources of Data
- Standard II.3.7 Comprehensive Assessment
- Standard II.3.8 Validity and Fairness
- Standard II.3.9 Interpreters
- Standard II.3.11 Interpretation of Results
- Standard II.5.2 Use of Restricted Materials
- Standard III.3.3 Altering Reports

Classification

- Standard II.3.1 Considerations Prior to Disability Determination

- Standard II.3.7 Comprehensive Assessment
- Standard II.3.8 Validity and Fairness
- Standard III.3.1 Cooperation With Other Professionals

Competence

- Standard II.1.1 Practice in Area of Competence
- Standard II.1.3 Continuing Professional Development
- Standard II.5.2 Use of Restricted Materials
- Standard III.1.1 Accurate Presentation of Professional Qualifications
- Standard III.1.2 Correcting Misperceptions
- Standard III.1.3 Affiliation and Experience
- Standard III.2.1 Explanation of Services to Clients

Confidentiality

- Standard I.1.3 Seeking Informed Consent
- Standard I.2.2 Boundaries of Confidentiality
- Standard I.2.3 Consent for Disclosure of Information
- Standard I.2.4 Need to Know
- Standard II.4.3 Content of School Psychological Education Records
- Standard II.4.6 Access to Records by School Personnel
- Standard II.4.7 Electronic Record Keeping
- Standard II.4.9 Retention of Records
- Standard IV.5.2 Protecting the Rights of Research Participants
- Standard IV.5.3 Anonymity of Data
- Standard IV.5.4 Accuracy of Data
- Standard IV.5.5 Replicability of Data

Conflicts of interest

- Standard III.4.1 Multiple Relationships and Professional Effectiveness
- Standard III.4.2 Multiple Relationships and Limited Alternative Services
- Standard III.5.1 Private Versus Professional Conduct
- Standard III.5.2 Separation of Personal Beliefs
- Standard III.5.3 Personal Beliefs and Experiences
- Standard III.5.4 NASP Leadership
- Standard III.5.5 Disclosure of Financial Interests
- Standard III.5.6 Referrals and Remuneration
- Standard III.5.7 Remuneration for Data Sharing
- Standard III.5.8 Practice in Both Public School and Private Settings

Conflicting loyalties

- Standard III.2.4 Conflicts of Loyalties
- Standard III.4.2 Multiple Relationships and Limited Alternative Services

Consent

- Standard I.1.1 When Consent Is/Is Not Required
- Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
- Standard I.1.3 Seeking Informed Consent
- Standard I.1.5 Right to Refuse or Withdraw Consent
- Standard III.5.7 Remuneration for Data Sharing
- Standard IV.5.2 Protecting the Rights of Research Participants

Consultation

- Standard I.1.1 When Consent Is/Is Not Required
- Standard II.3.12 Intervention Selection

Continuing professional development

- Standard II.1.3 Continuing Professional Development

Cooperation/coordination

- Standard III.2.2 Role Definition in Collaborative Work
- Standard III.3.1 Cooperation With Other Professionals
- Standard IV.1.1 Effective Participation in Systems

Counseling

- Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
- Standard II.3.12 Intervention Selection
- Standard III.3.1 Cooperation With Other Professionals

Crises

- Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
- Standard I.2.2 Boundaries of Confidentiality

Cultural and linguistic diversity (CLD)

- Standard II.3.8 Validity and Fairness
- Standard II.3.9 Interpreters

Discrimination

- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices

Diversity

- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices
- Standard II.3.8 Validity and Fairness
- Standard II.3.9 Interpreters
- Standard II.3.13 Parental Involvement in Intervention Planning

Dual-setting practitioners

- Standard III.5.8 Practice in Both Public School and Private Settings

Ethical complaints

- Standard IV.3.2 Resolution of Concerns With Colleagues
- Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

Evidence-based practice

- Standard II.1.3 Continuing Professional Development
- Standard II.3.2 Assessment Techniques
- Standard II.3.12 Intervention Selection
- Standard III.5.2 Separation of Personal Beliefs
- Standard IV.5.1 Conducting Research

Exploitation

- Standard III.4.3 Harassment and Exploitation

Fairness

- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices
- Standard II.3.8 Validity and Fairness

FERPA

- Standard I.2.1 Sensitive Information
- Standard I.2.3 Consent for Disclosure of Information
- Standard I.2.4 Need to Know
- Standard II.4.2 Comprehensive Records
- Standard II.4.3 Content of School Psychological Education Records
- Standard II.4.4 Right to Inspect Records
- Standard II.4.5 Test Protocols
- Standard II.4.6 Access to Records by School Personnel
- Standard II.4.8 Sole Possession Records
- Standard II.4.9 Retention of Records

Graduate students

- Standard I.1.3 Seeking Informed Consent

Standard II.2.4 Responsibility for Graduate Students' Work

Standard III.1.1 Accurate Presentation of Professional Qualifications

Standard III.1.2 Correcting Misperceptions

Standard III.1.3 Affiliation and Experience

Standard III.1.4 Graduate Programs

Standard III.3.3 Altering Reports

Standard III.4.3 Harassment and Exploitation

Standard III.4.4 Sexual Relationships

Standard IV.4.1 Graduate Program Directors

Standard IV.4.2 Graduate Student Supervisors

Standard IV.4.3 Supervisor Responsibility

HIPAA

Standard I.2.6 Privacy of Health Information

Standard II.4.7 Electronic Record Keeping

Informed choices

Standard I.1.3 Seeking Informed Consent

Standard II.3.11 Interpretation of Results

Standard III.2.1 Explanation of Services to Clients

Standard III.4.2 Multiple Relationships and Limited Alternative Services

Instruments/tests

Standard II.3.3 Instrument Selection

Standard II.3.4 Normative Data

Standard II.3.5 Digital Administration and Scoring

Standard II.3.8 Validity and Fairness

Standard II.4.5 Test Protocols

Standard II.5.1 Test Security

Standard II.5.2 Use of Restricted Materials

Standard II.5.3 Intellectual Property

Interns

Standard I.1.3 Seeking Informed Consent

Standard II.2.4 Responsibility for Graduate Students' Work

Standard III.1.1 Accurate Presentation of Professional Qualifications

Standard III.1.2 Correcting Misperceptions

Standard III.1.3 Affiliation and Experience

Standard III.4.3 Harassment and Exploitation

Standard III.4.4 Sexual Relationships

Standard IV.4.2 Graduate Student Supervisors

Standard IV.4.3 Supervisor Responsibility

Interpretation of results

Standard II.3.3 Instrument Selection

Standard II.3.5 Digital Administration and Scoring

Standard II.3.6 Variety of Sources of Data

Standard II.3.8 Validity and Fairness

Standard II.3.11 Interpretation of Results

Interpreters

Standard II.3.9 Interpreters

Intervention

Standard I.1.1 When Consent Is/Is Not Required

Standard II.2.2 Progress Monitoring

Standard II.3.12 Intervention Selection

Standard II.3.13 Parental Involvement in Intervention Planning

Standard II.3.14 Student Assent for Assistance

Standard III.3.1 Cooperation With Other Professionals

Laws versus ethical principles

Standard IV.2.2 Intersection of Law and Ethics

Standard IV.2.3 Conflicts Between Law and Ethical Principles

LGBTQ

Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression

Standard I.3.1 Discrimination

Standard I.3.2 Correcting Discriminatory Practices

MTSS

Standard II.3.1 Considerations Prior to Disability Determination

Multiple relationships

Standard III.4.1 Multiple Relationships and Professional Effectiveness

Standard III.4.2 Multiple Relationships and Limited Alternative Services

Standard III.5.3 Personal Beliefs and Experiences

Standard III.5.8 Practice in Both Public School and Private Settings

Multiple roles

Standard III.2.4 Conflicts of Loyalties

Standard III.4.2 Multiple Relationships and Limited Alternative Services

Standard III.5.8 Practice in Both Public School and Private Settings

NCSP

Standard III.1.3 Affiliation and Experience

Need to know

Standard I.2.4 Need to Know

Standard II.4.6 Access to Records by School Personnel

Parental involvement

Standard I.1.1 When Consent Is/Is Not Required

Standard I.1.3 Seeking Informed Consent

Standard I.1.5 Right to Refuse or Withdraw Consent

Standard II.3.11 Interpretation of Results

Standard II.3.13 Parental Involvement in Intervention Planning

Parental notification

Standard I.1.1 When Consent Is/Is Not Required

Standard III.4.2 Multiple Relationships and Limited Alternative Services

Peer monitoring

Standard IV.3.1 Application of Principles

Standard IV.3.2 Resolution of Concerns With Colleagues

Plagiarism

Standard IV.5.8 Plagiarism

Standard IV.5.9 Acknowledging Contributors

Standard IV.5.10 Review of Manuscripts and Proposals

Practicum students

Standard I.1.3 Seeking Informed Consent

Standard II.2.4 Responsibility for Graduate Students' Work

Standard III.1.1 Accurate Presentation of Professional Qualifications

Standard III.1.2 Correcting Misperceptions

Standard III.4.3 Harassment and Exploitation

Standard III.4.4 Sexual Relationships

Standard IV.4.2 Graduate Student Supervisors

Standard IV.4.3 Supervisor Responsibility

Presentations

Standard III.5.5 Disclosure of Financial Interests

Standard IV.5.3 Anonymity of Data

Standard IV.5.4 Accuracy of Data

Standard IV.5.5 Replicability of Data

Standard IV.5.6 Correction of Errors

Standard IV.5.7 Integrity of Publications

Standard IV.5.8 Plagiarism

Standard IV.5.9 Acknowledging Contributors

Standard IV.5.10 Review of Manuscripts and Proposals

Privacy

Standard I.2.1 Sensitive Information

Standard I.1.1 When Consent Is/Is Not Required

Standard I.2.4 Need to Know

Standard I.2.5 Privacy Related to Sexual Orientation and Gender Identity and Expression

Standard I.2.6 Privacy of Health Information

Standard II.4.1 Notification of Rights and Responsibilities Regarding Records

Standard II.4.3 Content of School Psychological Education Records

Standard II.4.6 Access to Records by School Personnel

Standard II.4.8 Sole Possession Records

Standard II.4.9 Retention of Records

Standard IV.5.2 Protecting the Rights of Research Participants

Standard IV.5.3 Anonymity of Data

Standard IV.5.4 Accuracy of Data

Standard IV.5.5 Replicability of Data

Privileged communications

Standard I.2.1 Sensitive Information

Problem solving

Standard II.3.1 Considerations Prior to Disability Determination

Standard II.3.12 Intervention Selection

Standard III.2.2 Role Definition in Collaborative Work

Standard IV.2.3 Conflicts Between Law and Ethical Principles

Standard IV.3.1 Application of Principles

Standard IV.3.2 Resolution of Concerns With Colleagues

Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

Products

Standard III.1.5 Accuracy of Marketing Information

Standard III.5.5 Disclosure of Financial Interests

Standard IV.5.9 Acknowledging Contributors

Professional conduct

Standard II.1.2 Personal Problems

Standard III.5.1 Private Versus Professional Conduct
 Standard III.4.2 Multiple Relationships and Limited Alternative Services
 Standard III.5.2 Separation of Personal Beliefs
 Standard III.5.3 Personal Beliefs and Experiences
 Standard III.4.3 Harassment and Exploitation
 Standard III.4.4 Sexual Relationships
 Standard IV.2.2 Intersection of Law and Ethics
 Standard IV.2.3 Conflicts between Law and Ethical Principles
 Standard IV.2.4 Participation in Public Discourse
 Standard IV.3.1 Application of Principles

Progress monitoring

Standard I.1.1 When Consent Is/Is Not Required
 Standard II.2.2 Progress Monitoring

Protocols

Standard II.4.5 Test Protocols
 Standard II.4.9 Retention of Records
 Standard II.5.1 Test Security
 Standard II.5.3 Intellectual Property
 Standard III.5.8 Practice in Both Public School and Private Settings

Psychological reports

Standard II.2.1 Accuracy of Documents
 Standard II.2.2 Progress Monitoring
 Standard II.2.3 Appropriateness of Recommendations
 Standard II.3.3 Instrument Selection
 Standard II.3.5 Digital Administration and Scoring
 Standard II.3.6 Variety of Sources of Data
 Standard II.3.8 Validity and Fairness
 Standard II.3.11 Interpretation of Results
 Standard II.4.6 Access to Records by School Personnel
 Standard II.4.9 Retention of Records
 Standard III.3.3 Altering Reports
 Standard IV.4.2 Graduate Student Supervisors

Publications

Standard III.1.5 Accuracy of Marketing Information
 Standard III.5.5 Disclosure of Financial Interests
 Standard IV.5.1 Conducting Research
 Standard IV.5.3 Anonymity of Data
 Standard IV.5.4 Accuracy of Data
 Standard IV.5.5 Replicability of Data

Standard IV.5.6 Correction of Errors
 Standard IV.5.7 Integrity of Publications
 Standard IV.5.8 Plagiarism
 Standard IV.5.9 Acknowledging Contributors
 Standard IV.5.10 Review of Manuscripts and Proposals

Qualifications

Standard II.5.2 Use of Restricted Materials
 Standard III.1.1 Accurate Presentation of Professional Qualifications
 Standard III.1.2 Correcting Misperceptions
 Standard III.1.5 Accuracy of Marketing Information
 Standard III.2.1 Explanation of Services to Clients

Recommendations

Standard II.2.3 Appropriateness of Recommendations
 Standard II.3.8 Validity and Fairness
 Standard II.3.10 Recommendations Based on Existing Records
 Standard II.3.12 Intervention Selection
 Standard II.3.13 Parental Involvement in Intervention Planning
 Standard II.3.14 Student Assent for Assistance
 Standard III.5.2 Separation of Personal Beliefs

Reevaluations

Standard II.3.10 Recommendations Based on Existing Records

Referrals to outside agencies

Standard I.1.2 Consent to Establish a School Psychologist–Client Relationship
 Standard I.1.5 Right to Refuse or Withdraw Consent
 Standard II.1.1 Practice in Area of Competence
 Standard II.2.2 Progress Monitoring
 Standard II.3.13 Parental Involvement in Intervention Planning
 Standard III.3.2 Referrals to Other Professionals
 Standard III.4.1 Multiple Relationships and Professional Effectiveness
 Standard III.5.3 Personal Beliefs and Experiences
 Standard III.5.6 Referrals and Remuneration
 Standard III.5.8 Practice in Both Public School and Private Settings

Release of information

Standard I.2.3 Consent for Disclosure of Information

Research

- Standard IV.5.1 Conducting Research
- Standard IV.5.2 Protecting the Rights of Research Participants
- Standard IV.5.3 Anonymity of Data
- Standard IV.5.4 Accuracy of Data
- Standard IV.5.5 Replicability of Data
- Standard IV.5.6 Correction of Errors
- Standard IV.5.7 Integrity of Publications
- Standard IV.5.8 Plagiarism
- Standard IV.5.9 Acknowledging Contributors
- Standard IV.5.10 Review of Manuscripts and Proposals

Responsibility

- Standard II.2.1 Accuracy of Documents
- Standard II.2.3 Appropriateness of Recommendations
- Standard II.2.4 Responsibility for Graduate Students' Work
- Standard III.1.5 Accuracy of Marketing Information
- Standard III.4.2 Multiple Relationships and Limited Alternative Services
- Standard IV.3.1 Application of Principles
- Standard IV.3.2 Resolution of Concerns With Colleagues
- Standard IV.3.3 Cooperation With the Ethics and Professional Practices Board

Right to refuse

- Standard I.1.4 Assent
- Standard I.1.5 Right to Refuse or Withdraw Consent

School climate

- Standard I.3.1 Discrimination
- Standard IV.1.1 Effective Participation in Systems

Self-care

- Standard II.1.2 Personal Problems
- Standard III.5.1 Private Versus Professional Conduct

Sensitive health information

- Standard I.2.6 Privacy of Health Information
- Standard II.4.3 Content of School Psychological Education Records

Sexual harassment

- Standard III.4.3 Harassment and Exploitation
- Standard III.4.4 Sexual Relationships

Sexual relationships

- Standard III.4.3 Harassment and Exploitation
- Standard III.4.4 Sexual Relationships

Social justice

- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices
- Standard II.3.8 Validity and Fairness

Social media

- Standard III.5.1 Private Versus Professional Conduct
- Standard III.5.2 Separation of Personal Beliefs
- Standard III.5.3 Personal Beliefs and Experiences
- Standard III.4.3 Harassment and Exploitation
- Standard IV.2.4 Participation in Public Discourse

Sole possession/private notes

- Standard II.4.8 Sole Possession Records

Student records, General

- Standard I.1.1 When Consent Is/Is Not Required
- Standard I.2.1 Sensitive Information
- Standard II.2.1 Accuracy of Documents
- Standard II.3.10 Recommendations Based on Existing Records
- Standard II.4.1 Notification of Rights and Responsibilities Regarding Records
- Standard II.4.2 Comprehensive Records
- Standard II.4.8 Sole Possession Records
- Standard III.3.3 Altering Reports

Student records, Access to

- Standard II.4.4 Right to Inspect Records
- Standard II.4.5 Test Protocols
- Standard II.4.6 Access to Records by School Personnel
- Standard II.5.1 Test Security

Student records, Disposal/destruction of

- Standard II.4.9 Retention of Records

Student records, Storage of

- Standard II.4.3 Content of School Psychological Education Records
- Standard II.4.7 Electronic Record Keeping

Supervision

- Standard I.1.3 Seeking Informed Consent
- Standard II.1.1 Practice in Area of Competence
- Standard II.2.2 Progress Monitoring
- Standard II.2.4 Responsibility for Graduate Students' Work
- Standard III.1.1 Accurate Presentation of Professional Qualifications
- Standard III.1.2 Correcting Misperceptions
- Standard III.3.3 Altering Reports
- Standard III.5.3 Personal Beliefs and Experiences
- Standard III.4.4 Sexual Relationships
- Standard IV.4.2 Graduate Student Supervisors
- Standard IV.4.3 Supervisor Responsibility

Systems-level reform

- Standard I.3.1 Discrimination
- Standard I.3.2 Correcting Discriminatory Practices
- Standard IV.1.1 Effective Participation in Systems

- Standard IV.1.2 Promoting Systems Change
- Standard IV.2.1 Understanding Workplace Systems

Technology

- Standard II.2.1 Accuracy of Documents
- Standard II.3.2 Assessment Techniques
- Standard II.3.5 Digital Administration and Scoring
- Standard II.4.1 Notification of Rights and Responsibilities Regarding Records
- Standard II.4.7 Electronic Record Keeping
- Standard II.4.9 Retention of Records
- Standard III.5.1 Private Versus Professional Conduct
- Standard IV.2.4 Participation in Public Discourse

Test security

- Standard II.4.5 Test Protocols
- Standard II.5.1 Test Security
- Standard II.5.3 Intellectual Property

Appendix. The NASP Practice Model



