



## **National Association of School Psychology domains OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE**

### **Domain/Standard 1: Data-Based Decision Making and Accountability**

The competent School psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

### **Domain/Standard 2: Consultation and Collaboration**

The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

### **Domain/Standard 3: Learning and Instruction**

The competent School Psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent School Psychologist, in collaboration with others, develops appropriate cognitive and academic goals for candidates with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

### **Domain/Standard 4: Socialization and Development of Life Skills**

The competent School Psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling; applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent School Psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for candidates of varying abilities, disabilities, strengths and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

### **Domain/Standard 5: Student Diversity in Development and Learning**

The competent School Psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent School Psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

### **Domain/Standard 6: School and Systems Organization, Policy Development, and Climate**

The competent School Psychologist has knowledge of general education, special education, and other educational and related services. The competent School Psychologist understands

schools and other settings as systems. The competent School Psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

**Domain/Standard 7: Prevention, Crisis Intervention, and Mental Health**

The competent School Psychologist has knowledge of human development and psychopathology and of associated biological cultural and social influences on human behavior. The competent School Psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well being of students.

**Domain/Standard 8: Home/School/Community Collaborations**

The competent School Psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on candidate development, learning, and behavior. Further, the competent School Psychologist has knowledge of methods to involve families in education and service delivery. The competent School Psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Domain/Standard 9: Research and Program Evaluation**

The competent School Psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

**Domain/Standard 10: School Psychology Practice and Development**

The competent School Psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

**Domain/Standard 11: Technology Standards**

The competent School Psychologist has knowledge of relevant information sources and technology; and accesses; evaluates; and uses information sources and technology in ways that safeguard or enhance the quality of services