

School Psychologist PK-12

Section 36

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1 Knowledge of measurement theory, test construction, research, and statistics

1. Identify theories of measurement and test construction.
2. Identify statistical concepts and terms.
3. Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).
4. Interpret research findings from psychoeducational studies.

2 Knowledge of data-based decision making and accountability

1. Identify data gathering methods (e.g., checklists, records reviews, assessment instruments, interviews, behavioral observations, curriculum-based measurement) in the comprehensive evaluation process.
2. Identify appropriate methods for progress monitoring.
3. Select appropriate psychoeducational assessment instruments based on a referral question.
4. Choose evaluation methods based on a referral question.
5. Select appropriate instruments and methods for the psychoeducational assessment of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).
6. Synthesize data from multiple sources to make appropriate recommendations.

3 Knowledge of child and adolescent development

1. Identify theories of cognitive and intellectual development.
2. Identify theories and principles of language, perceptual, and sensory-motor development.
3. Identify theories of personality and social-emotional development.
4. Identify principles of learning, memory, and motivation.
5. Identify characteristics of psychopathological disorders.
6. Relate the major theories of intelligence and cognition to psychoeducational practices.

4 Knowledge of section 504 and exceptional student education

1. Identify the characteristics of various exceptionalities and disabilities.
2. Interpret psychometric data related to identification of exceptionalities and disabilities.
3. Identify appropriate assessment procedures consistent with suspected exceptionalities and disabilities.
4. Identify federally mandated procedures in the development of an individual educational plan (IEP) and section 504 accommodation plan.
5. Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or section 504 accommodation plan.

5 Knowledge of curriculum and instruction

1. Identify the major principles of curriculum and instruction.
2. Identify the primary areas of reading development and instruction.
3. Identify appropriate instructional strategies for mathematics, written language, and reading.

6 Knowledge of biological, social, and cultural bases of behavior

1. Identify indicators and effects of substance abuse.
2. Identify indicators and effects of child abuse and other traumatic events.
3. Identify social, cultural, and ethnic factors that influence learning and behavior.
4. Identify experiential, medical, and biological factors that influence learning and behavior.
5. Identify social and cultural factors that influence language development.
6. Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).

7 Knowledge of laws, rules, regulations, and court decisions

1. Identify legislation related to public education.
2. Identify federal and state regulations and policies related to the practice of school psychology.
3. Identify the implications of landmark court decisions related to the practice of school psychology.

8 Knowledge of evidence-based interventions

1. Identify theories and techniques of individual and family counseling.
2. Identify theories and techniques of group counseling.
3. Identify appropriate evidence-based interventions for academic and behavior problems.
4. Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.
5. Identify appropriate methods for evaluating response to interventions.
6. Identify schoolwide prevention and screening methods that address bullying, violence, and suicide.
7. Identify techniques for threat assessment and crisis intervention.

9 Knowledge of consultation, collaboration, and problem solving

1. Identify appropriate theories and methods of consultation and collaboration with school personnel, parents, and other specialists in the school or community.
2. Identify stages of problem solving.
3. Identify the principles of ecological systems theory.

10 Knowledge of professional school psychology

1. Identify elements of the organizational and operational structures of public schools.
2. Identify important milestones in the development of the profession of school psychology.
3. Identify professional standards of practice in school psychology.
4. Identify the guidelines for professional conduct as stated in the ethical codes of FASP, NASP, APA, and the Code of Ethics of the Education Profession in Florida.