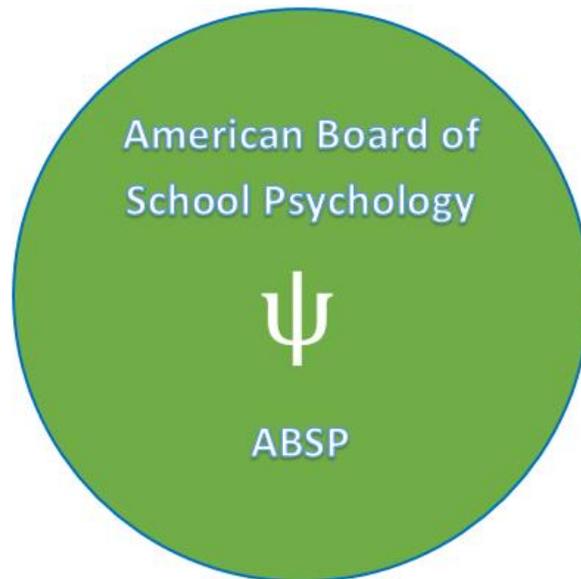


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# AMERICAN BOARD OF SCHOOL PSYCHOLOGY (ABSP)

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## EXAMINATION MANUAL FOR BOARD CERTIFICATION IN SCHOOL PSYCHOLOGY FOR THE AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

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## I. INTRODUCTION

The American Board of School Psychology (ABSP) is a member Specialty Board of the American Board of Professional Psychology (ABPP). The examination in School Psychology, for board certification by ABSP, certifies that the successful candidate has completed the educational, training, and experience requirements of the specialty, including a performance examination designed to assess the competencies required to provide competent services in the specialty of School Psychology.

The primary objective of the ABSP is to establish a board certification process that recognizes, certifies, and promotes specialty level standing in the field of School Psychology. Specialty level standing is conceptualized as higher than the basic level of competence certified by jurisdictional licensure.

**The ABSP expects that most School Psychologists should qualify for board certification following post-doctoral training and licensure.**

Board Certification by ABSP assures the public that the individual has successfully completed the educational, training, and experience criteria of the specialty of School Psychology, including an examination designed to assess the functional competencies and foundational competencies stipulated in this manual that are required to provide specialty level practice.

A psychologist functioning at the Board Certified level demonstrates advanced preparation and competence in the specialty area. A licensed psychologist is able to qualify for board certification in School Psychology post licensure. Qualifying for board certification requires that the person is competent in the application of assessment, intervention, and consultation within the broad field of School Psychology. If applicable, a psychologist may also demonstrate competency in the areas of supervision, teaching, research and/or evaluation, management/administration, and advocacy in relation to assessment, intervention and consultation. Psychologists must also demonstrate a clear awareness of scientific knowledge and methods, evidence-based practice, interdisciplinary systems, relationships, individual and cultural diversity, ethical and legal standards/policy, professionalism, and reflective practice/self-care as they impact professional functioning.

If a candidate has any questions regarding specialty eligibility, he or she is welcome to contact the ABSP for an informal review of credentials prior to submitting a complete application.

## II. DEFINITION OF SCHOOL PSYCHOLOGY

School psychology is a general practice and health service provider specialty of professional psychology. School psychologists apply the science and practice of psychology to children, youth, adults, and families, and the schooling process. School psychology practice promotes the protection and fosters the promotion of the educational and personal development of all learners. They are prepared to provide a range of services to include, psychological diagnosis, assessment, consultation, individual, group, family intervention, prevention, health promotion, program development, evaluation, and research services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

School psychologists intervene at the individual and system levels to develop, implement, and evaluate prevention and intervention programs. School psychologists practice in a variety of settings such as public and private schools, clinics and hospitals, forensic settings, universities, and in independent practice.

### **Certification Process: Brief Overview**

As a specialty board of ABPP, the ABSP requires successful completion of three steps in order to achieve Board Certification. These are:

1. Submission and approval of credentials (*e.g.*, training and licensure)
2. Submission and approval of practice samples that show your typical practice as a school psychologist
3. An oral examination

These steps are presented in more depth on page 11 and also summarized in [Appendix A](#) of this Manual.

### **Competencies Characteristic of the Specialty of School Psychology**

The ABSP examination assesses foundational and functional competencies consistent with the ABPP Standards for Specialty Board Certification. The School Psychology Specialty competencies are inter-related and can be applied to any theoretical framework. These domains are described below.

It is expected that school psychologists will display competence in any core functional competency in which they work (*i.e.*, assessment, intervention, consultation) across foundational competencies (*i.e.*, scientific knowledge and methods, evidence-based practice, interdisciplinary systems, relationships, individual and cultural diversity, ethical and legal standards/policy, professionalism, and reflective practice/self-care). In this manual, we will use the terms multicultural and individual/cultural diversity interchangeably. Individual and cultural diversity recognizes the broad scope of such factors as: race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.

### **Core Functional Competencies**

Across all functional competencies (core and optional), attention is paid to the foundational competencies: (1) scientific knowledge and methods, (2) evidence-based practice, (3) relationships, (4) interdisciplinary systems, (5) individual and cultural diversity, (6) ethical and legal standards/policy, (7) professionalism and (8) reflective practice/self-assessment/self-care. Candidates who select to submit Practice Samples reflecting optional functional competencies must also include the core functional competencies (assessment, intervention, consultation).

### **Assessment**

*This core competency domain will be addressed for all candidates.* Board Certified School Psychologists conduct a broad range of assessments that can include the administration and interpretation of norm-referenced assessments, curriculum-based assessments, developmental assessments, functional analysis, needs assessments, systematic and narrative observations, and clinical interviews. They are thorough in their case conceptualization and link assessment results with classification, diagnosis, recommendations, and intervention. Board Certified School Psychologists are well versed in measurement theory, test construction, and psychometric issues (i.e., reliability, validity) as applied to chosen assessment methods. In some forms of professional practice, assessment and intervention are integral parts of the same process.

### **Intervention**

*This core competency domain will be addressed for all candidates.* Board Certified School Psychologists design and deliver evidence-based interventions at the individual and systems level to promote healthy development and effective learning across the lifespan. Interventions may take the form of academic intervention, behavioral/socio-emotional intervention, crisis intervention, school-based psychotherapy, and systems level intervention within the contexts of schooling, families, and other systems. In some forms of professional practice, assessment and intervention are integral parts of the same process.

### **Consultation**

*This core competency domain will be addressed for all candidates.* Board Certified School Psychologists have a solid foundation of varied consultation methods utilized in the field of School Psychology (i.e., problem-solving consultation, instructional consultation, conjoint-behavioral consultation etc.). They are aware that school consultation can take the form of both direct and indirect intervention to address healthy development and effective learning. Board Certified School Psychologists demonstrate the ability to effectively consult, collaborate, communicate, and apply his/her knowledge with others such as teachers, school administrators, parents, other health service providers from other disciplines (e.g., Speech-Language Pathologists), social service agencies, legal systems, public policy makers, and individuals in other institutions and settings.

## **Optional Functional Competencies**

**Research and/or Evaluation**

Board Certified School Psychologists conduct applied and theoretical research in School Psychology. They employ varied research designs (i.e., single-subject, group research) to evaluate the effectiveness of interventions and programs at the individual and systems level. Board Certified School Psychologists engage in intervention research designed to systematically improve learning outcomes for all students. They also engage in research related to test construction and measurement in psychology and education. If applicable, attention is paid to the Candidate's own scholarly contributions as they inform the practice of School Psychology.

**Supervision/Training**

Board Certified School Psychologists demonstrate the ability to provide effective supervision and training with other psychologists; other persons who provide mental health services; psychology trainees in practicum, internship, and postdoctoral settings; and individuals conducting research in various settings. They demonstrate the ability to communicate and apply knowledge of the purpose, roles, and procedures in the practice of supervision.

**Teaching**

Board Certified School Psychologists demonstrate the capacity to effectively provide instruction to others based on the most current research related to the subject matter and to the method of instruction.

**Management and Administration**

Board Certified School Psychologists engage in effective management and administrative activities of psychological services.

**Advocacy**

Board Certified School Psychologists engage in activities that publicly promote change at the level of institutions, community, or society and develop alliances with relevant individuals and groups with differing viewpoints. They intervene to promote action on factors impacting their development and functioning while promoting advocacy.

**Foundational Competencies**

### **Science, Knowledge, and Methods**

Board Certified School Psychologists demonstrate understanding of research, research methodology, techniques of data collection and analysis, measurement theory, biological bases of behavior, cognitive-affective bases of behavior, human exceptionalities, and development across the lifespan. They are conversant with scientific and scholarly developments in psychology and school psychology and are able to critically discuss and analyze research methodology and findings. They consistently and effectively apply the scientific method to solve problems in their practice.

### **Evidence-Based Practice**

Board Certified School Psychologists demonstrate the capacity to integrate current research literature into practice, research/evaluation, and other functional competency domains to promote healthy development and effective learning practices.

### **Interdisciplinary Systems**

Board Certified School Psychologists are keenly aware of the need to work with multidisciplinary and interdisciplinary teams within the context of the schooling process. They demonstrate knowledge of key issues and concepts in related disciplines (*e.g.*, education, speech-language pathology, occupational therapy, behavior analysis, school social work) and they demonstrate ability to communicate and interact knowledgeably with professionals across these disciplines.

### **Relationships**

Board Certified School Psychologists are sensitive to the welfare, rights, and dignity of others and have the ability to relate to individuals, groups and communities in ways that enhance the effectiveness of services provided. They understand that building healthy relationships has a direct impact intervention effectiveness. They maintain effective relationships with a wide-range of learners, parents or caregivers, school personnel, supervisees, colleagues, and the public.

### **Individual and Cultural Diversity**

Board Certified School Psychologists demonstrate knowledge, sensitivity and skill in working with individuals, groups, and communities representative of all aspects of individual and cultural diversity (*e.g.*, class status, ethnicity, race, gender, age, sexual orientation, disability status, and special populations)<sup>1</sup>. They are able to articulate how interactions between and among individuals and communities are shaped by diversity variables.

### **Ethical and Legal Standards/Policy**

Board Certified School Psychologists demonstrate command and application of the APA Ethical Principles and Code of Conduct, other relevant codes of ethics (*i.e.*, NASP Principles for Professional Ethics) and local, state and federal statutes and laws governing the educational system (*e.g.*, FERPA, IDEA, ESSA, HIPPA). They consistently integrate an understanding of ethical-legal standards and policy when performing all functional competencies.

### **Professionalism**

Board Certified School Psychologists demonstrate professional values, attitudes and behaviors that represent integrity, personal responsibility, and adherence to professional standards. They remain current with advances in the profession, contribute to the development and advancement of the profession and maintain a professional identity with the field of School Psychology.

### **Reflective Practice/Self-Assessment/ Self-Care**

Board Certified School Psychologists engage in ongoing self-reflection and in routine assessment of professional practice outcomes. They practice with personal and professional self-awareness, practice within the boundaries of professional competencies, demonstrates evidence of continued development based on self-reflection and self-assessment, and engage in appropriate self-care.

## **III. ELIGIBILITY FOR CANDIDACY**

Applicants submit documentation of their completion of the education and training requirements listed below to the ABPP Central Office. Of note, if a candidate does not meet specific requirements for the ABSP, they might meet requirements for another board.

**Generic Degree and Program Requirements** (Applicants can meet these requirements by one of the following)

- A doctoral degree from a program in professional psychology which at the time the degree was granted was accredited by the APA, CPA, or was listed in the publication *Doctoral Psychology Programs Meeting Designation Criteria*. Persons who obtained their doctoral degrees in 2018 or later from an institution in the United States or Canada must have been awarded their doctoral degree from a doctoral program that was accredited by the American Psychological Association, the Canadian Psychological Association, or an accrediting agency recognized by the U.S. Department of Education at the time of their graduation.
- Applicants credentialed in the most recent directory of the National Register of Health Service Providers in Psychology, the Canadian Register of Health Service Providers in Psychology, or who hold the Certificate of Professional Qualification in Psychology (CPQ) from the ASPPB qualify as meeting the doctoral degree requirements.
- The applicant holds a doctoral degree in a psychology specialty other than an applied or professional specialty and has subsequently been certified as completing the requirements of a formal, doctoral level, professional program that meets the APA accreditation requirements in School Psychology (i.e., re-education, often referred to as re-specialization).
- The applicant qualifies for an individualized exception review. Individualized

exception reviews are available for degrees granted outside the U.S. or Canada, doctoral degrees granted prior to 1983, or for applicants claiming equivalent doctoral degree and program requirements. Such exceptions are coordinated through the ABPP Executive Office and the School Psychology specialty board.

### **Licensure/Certification Requirements**

All ABPP candidates in the U.S., its territories or Canada must be licensed as a psychologist for independent practice at the doctoral level in a jurisdiction in the U.S., its territories, or Canada.

### **Specialty Specific Program Requirements**

In addition to the generic requirements delineated above, the School Psychology specialty requires completion of an organized doctoral education and training program in School Psychology which includes an internship. The specialty also requires postdoctoral supervised practice and experience in the specialty. Applicants can meet these requirements by one of the following.

- A doctoral degree with a Major Area of Study in School Psychology from a program accredited by the APA or CPA.
- A doctoral degree program qualifies as equivalent to an APA or CPA accredited program with a Major Area of Study School Psychology if it reflects training in the ABSP functional and foundational competencies. This option is particularly applicable to degrees awarded throughout the U.S. or Canada.
- The applicant has completed a re-specialization program or combined program in professional psychology accredited by the APA or CPA with a Major Area of Study or Emphasis in School Psychology.

### **Internship Requirements**

- An internship completed in no less than 9 months or no more than 24 months. The internship includes a minimum of 1,500 hours with at least 600 hours in a school setting.
- The internship is acceptable if approved by the APA/CPA, is listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory, is listed in the National Canadian, National Registers, or meets the Council of Directors of School Psychology Programs (CDSPP) criteria or has been documented as part of the requirements of an accredited professional psychology training program in School Psychology.

## Postdoctoral Practice Experience and Supervision Requirements

The specialty of School Psychology denotes a level of practice requiring preparation beyond doctoral requirements. The postdoctoral requirements include the following for individuals whose degree is in School Psychology:

- Three years of postdoctoral experience in school psychology including supervision sufficient for good standing with the individual's state licensing board. At least one year must have been post licensure at the independent level. Applicant must demonstrate professional identification as a school psychologist (*e.g.*, state board of education in school psychology credential, NCSP, NASP membership, APA Division 16 membership)

The postdoctoral requirements include the following for individuals who completed a respecialization or other program in professional psychology:

- Five years postdoctoral experience in school psychology including supervision sufficient for good standing with the individual's state licensing board. Two of the five years must have been in a school setting with appropriate supervision by a licensed and credentialed doctoral level school psychologist (*i.e.*, state, NCSP, ABPP). At least one year must have been post licensure at the independent level. Credentialed by a state board of education in school psychology or NASP membership.

All applicants must self-identify as a School Psychologist and are expected to continue to identify with the specialty.

### Senior Psychologist Option

Psychologists who meet the above degree, internship, and postdoctoral criterion, and have 15 years or more of post licensure experience are eligible for the Senior Psychologists who qualify for the Senior Option must submit a Curriculum Vitae, Professional Self Study, and Practice Samples. Candidates qualifying as seniors may provide information reflecting more distinctive practice patterns resulting from extended professional experience in any of the functional competencies of School Psychology.

### Early Entry Option

For graduate students, trainees, and psychology postdoctoral residents not yet licensed, ABPP has established an early entry program. Prior to graduation, students may initiate an ABPP generic application for a reduced fee of \$25. As they complete the requirements for candidacy, early entry applicants simply forward documentation of completion to ABPP Central Office.

ABPP will maintain Early Entry Option applications for 7 years from date of initiation, unless a written request to extend this time is received and approved by ABPP. You can access the Early Entry online application on the [ABPP website](#).

## IV. APPLICATION PROCESS

## **Qualified Individuals with Disabilities**

The Board encourages qualified individuals with disabilities to apply for ABSP Specialist status. The Board will consider individual requests for reasonable accommodation(s) by qualified individuals with disabilities. Although a qualified individual can request reasonable accommodation(s), he or she must formalize the request with the Board, and at the request of the Board, is expected to support the request with documentation confirming the need for reasonable accommodation(s) and the basis of the need. At the request of the Board, qualified applicants with disabilities will assist the board in developing reasonable accommodations. At its sole discretion, the Board will either grant or deny the request.

## **Overview of the Three-stage Process**

### **Stage 1: Credentials Review and Eligibility**

Each Candidate's application is reviewed by ABPP Central Office and by the ABSP Credential Reviewer to ensure that basic requirements in School Psychology are met. The applicant is then admitted to candidacy and is notified in writing.

### **Stage 2: Practice Samples**

The written documents and practice sample, described below, are to be submitted to the ABSP Director of Examinations. A Practice Samples Submission Checklist can be found in [Appendix E](#) of this manual.

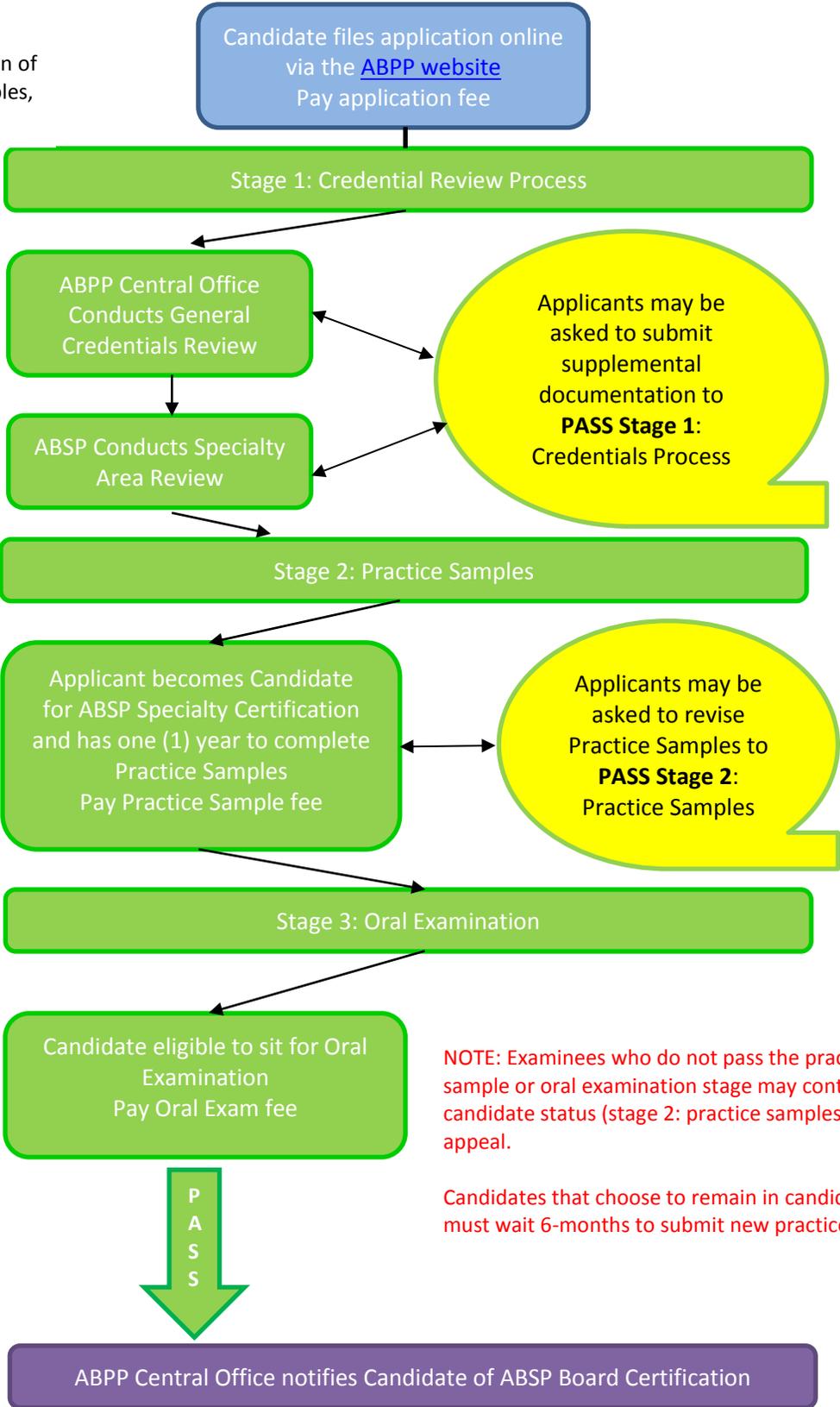
### **Stage 3: Oral Examination**

Following approval of the written documents and practice sample materials, an oral examination is scheduled by the Examination Committee Chair in coordination with the ABSP Director of Examinations.

A flow chart of the process is provided below. Additionally, a table detailing the steps in the ABSP Board Certification process is located in [Appendix A](#).

### ABSP Board Certification Flow Chart

Board Certification in School Psychology requires initial credentials review, evaluation of specialty practice work samples, and an oral examination.



## Application

First, complete the ABPP generic online application which can be found on the [ABPP website](#). Submit application fee of \$125. Submit the following documentation to the ABPP Central Office:

- (1) Official copy of doctoral graduate school transcripts
- (2) Internship Completion Certificate/Statement
- (3) Post-Doctoral Residency/Supervision Completion Certificate/Statement
- (4) Copy of state psychology license

The ABPP Central Office will verify your degree, license, professional standing (disciplinary status), internship and generic post-doctoral requirements.

Second, complete the School Psychology specialty application. This form is provided during the generic application process for download. Complete the fillable form and upload as part of the application process.

Lastly, the materials will be electronically forwarded by the ABPP Central Office to the ABSP Credentials Reviewer for evaluation of the school psychology specialty requirements. Once complete, you will receive a letter from the ABPP Central Office indicating the status of the credentials review.

Applicants may be asked for additional information if necessary in order to reach a conclusion about eligibility.

## V. PRACTICE SAMPLES

### Mentorship

When an applicant is admitted to Candidacy he/she is offered the opportunity to be assigned a mentor by the ABSP Director of Mentoring. The Mentor's role is guiding the Candidate through the Board Certification process. Please review the ABSP Mentoring Process and Guidelines located in [Appendix J](#).

### Preparing the Practice Samples

The Curriculum Vitae and Professional Self Study provide the Candidate the opportunity to communicate about him/herself as a school psychologist and serve as a basis for discussion in the Oral Examination. The Curriculum Vitae and Professional Self Study are required for all Candidates. Individuals applying under the Regular Option will submit two recorded practice samples with accompanying documentation as described below. Individuals applying under the Senior Option will submit two practice samples but are not required to provide recorded material. **Practice Samples must include two different subjects (learner, client, group, system, etc.) as the basis for the Practice Samples.** In addition, between the two practice samples the core functional competencies of assessment, intervention, and consultation must be clearly demonstrated.

The following examples could display competency in the core functional areas, while including optional competencies:

- A Supervision practice sample can address a supervisory session where the case conceptualization of an assessment is the topic addressed with the supervisee.
- An Advocacy practice sample may involve a leader in a state School Psychological Organization who consults and advocates for new legislation to protect children's rights.

An additional list of possible exemplars for each functional competency is provided in [Appendix C](#).

### **Curriculum Vitae**

The Curriculum Vitae must include educational and training background, professional roles and responsibilities, and professional contributions (*e.g.*, service activities, publications, presentations, grants, awards, professional recognitions, etc.) that demonstrate the Candidates' professional identification within the specialty of School Psychology.

### **Professional Self Study**

The Professional Self Study (PSS) is an 8-10 page document excluding references. It should be written in APA format using 12 pt. font and have 1-inch margins. The PSS details the Candidate's general approach to their practice as a school psychologist and also discusses trainings and experiences which have led to these approaches. It should address the following points:

- A description of current professional work and its place within the specialty of School Psychology, future goals, and why you want to become Board Certified in School Psychology
- A discussion of your theoretical orientation and how it guides your practice
- A discussion of training or post-doctoral experiences that have been most helpful to you in your practice as a school psychologist
- A discussion of continuing education activities and/or current research, taken in the last two years, that have enriched your practice
- An example of interdisciplinary/multidisciplinary collaboration that included effective communication across professionals and/or other service providers
- An example of a difficult or complex relationship/interaction encountered in your practice that required effective negotiation or conflict resolution with an individual or group whose viewpoint differed significantly from your own
- A specific example of awareness of individual and cultural diversity as pertinent to assessment, intervention, consultation, and, if applicable, research, supervision, teaching, administration/management or advocacy
- A discussion of a meaningful and challenging ethical dilemma personally encountered in your work as a school psychologist. Address relevant ethics codes (*i.e.*, APA, NASP) and how the dilemma was managed

- A description of at least one method you use to engage in reflective practice, self-assessment/self-care. Ensure that you address how you have used this method to improve your professional activities
- Verification that no ethical/legal action has been taken against you since acceptance into candidacy

### Video Recorded Practice Samples

Candidates must include two video recordings of their practice as a school psychologist. Each video recording should be unrehearsed, continuous, unedited, and approximately 50-minutes in length. Candidates are encouraged to submit practice samples that reflect their competence and expertise (typical rather than exemplary situations are expected) and that depict their interactive style in their professional context(s). The practice samples must address the three core functional competencies of assessment, intervention, or consultation. Candidates may also choose to submit practice samples in the optional functional competencies, as long as they broadly address the core functional competencies of assessment, intervention, or consultation. Candidates may reference [Appendix C](#) for a list of possible exemplars.

The video-recorded samples should be stored on a single USB drive. Please make sure that recordings will play both through Windows Media Player and Apple QuickTime. Video recordings are to be made no more than six months prior to the Candidate's written submission. The USB devices shall provide audible interactions between the Candidate and the other participant(s) (*e.g.*, parents/caregivers, students, teachers, school administrators, other professionals) and depict visible interactions of both the Candidate and other participant(s). Good audio and video quality is essential. If either of the recordings have moments of lowered audio quality or include a language other than English, the Candidate should submit copies of a typed verbatim transcript (translated in English), clearly marked to show those areas of lowered audio quality or translation.

Participant informed assent/consent forms ([Appendix D](#)) must be obtained by the Candidate and maintained for his/her case records. **Candidates must send a brief attestation that written informed consent/assent was secured.** It is suggested that the Candidate's consent form be obtained as part of the recording process. This consent/assent should include:

- an explanation of the nature and purpose of the examination
- that those involved in the examination process will review the practice sample
- that copies of the recording will be returned to the Candidate for erasure upon completion of the examination
- a copy will be retained by the ABSP until the examination process is completed, including possible appeal, after which it will be returned to the Candidate
- candidates should take great care to remove all identifying information about the client/subject from all materials including test protocols

Should the work sample reflect a submission more appropriately examined by one of the other ABPP Specialty Boards, the ABSP Director of Examinations will return the sample to the Candidate and encourage him/her to submit a sample that reflects the school psychology specialty or consider application to the specialty board under which the work samples would be more appropriately examined.

### **Senior Option Practice Samples**

The Senior Candidate must include two or more artifacts for each practice sample to document competency in the core functional competencies of assessment, intervention, or consultation. Senior Option Candidates may also choose to submit practice samples in the optional functional competencies, as long as they broadly address the core functional competencies of assessment, intervention, or consultation. Candidates may reference [Appendix C](#) for a list of possible exemplars. Artifacts may include professional publications reflecting a line of research; scholarly presentations to professional audiences; grants or program development; exemplary supervision and/or teaching activities related to the practice of school psychology; accreditation self-study; and/or internship, or residency program contributions related to the practice of school psychology.

Please note that recorded practice samples are not required for the Senior Option but are permitted.

### **Narrative for Practice Samples**

Both Regular Option Candidates and Senior Option Candidates should include a type-written narrative description to accompany each of their practice samples. The typed-written narrative is an 8-10 page document excluding references and appendices (i.e., artifacts, psycho-educational reports, consultation reports, intervention protocols etc.). They should be written in APA format using 12 pt. font and have 1-inch margins.

Each narrative should describe the candidates practice in relation to the practice sample submitted. The narratives will include a presenting problem/referral question, data gathering procedure, performance of a functional competency, and an outcome (i.e., the problem-solving process). The practice sample narratives should clearly be grounded in the Candidate's theoretical orientation and should incorporate current scientific theory and evidence by addressing the following points:

- Background information necessary to understand the sample and your practice
- Describe the populations that you serve and their characteristics and how the practice sample is representative of the typical populations you serve
- Context of the practice sample
- Time frame of practice sample in relation to the final outcome
- Description and explanation of presenting problem/referral question
- Description and explanation of data collection used to substantiate problem and/or test hypotheses
- Description and explanation of the functional competency addressed

- Description, explanation, and analysis of outcomes (i.e., intervention data, diagnosis/classification, treatment recommendations)
- Discuss any relevant legal/ethical standards and individual and cultural diversity relative to the practice sample
- Discuss how the practice sample incorporated evidence-based practice in School Psychology
- Provide a self-reflection of the process to include a description of what you might do differently, unintended outcomes, next steps, and generalization and/or maintenance

### Submitting the Practice Sample

**Candidates will submit four USB drives containing all materials.** The Candidate should include the following on each of the USB drives submitted: (1) Curriculum Vitae, (2) PSS, (3) two video recorded Practice Samples/ Artifacts (i.e., journal article reprints, internship manuals etc.) for Senior Option Candidates, and (4) Narrative for each Practice Sample. **All written documents and supporting Artifacts should be in PDF file format** and be clearly identified by name of document. The four USB drives are to be mailed to the ABSP Director of Examinations whose name, address, and email address can be found in the letter admitting applicants to candidacy ([Appendix E](#)). The Director of Examinations will maintain one of the USB drive containing all material until the candidate is no longer being considered for ABSP certification.

### Scoring of the Practice Samples

The Practice Sample is considered to be an integral component of the examination process. The ABSP Director of Examinations identifies an examination committee and forwards the practice samples to the committee members for their review. The Director of Examinations can serve as an examination committee chair or member. The practice samples scoring criteria appears in ([Appendix E](#)). The scoring criteria is a pass/fail for each demonstrated competency. At least two committee members must score the competencies as a pass for the Candidate to move on to the Stage 3: Oral Examination. All demonstrated competencies must be passed for the Candidate to pass Stage 2: Practice Samples.

The examination committee members can make one of two decisions: A) practice samples are acceptable for moving to Stage 3: Oral Examination, or B) revisions to the practice samples are required and the Candidate has a mutually agreeable time frame for resubmitting the revised Practice Samples. For Candidates whose practice samples have to be revised, they will be provided feedback based on the competency rating grid in an effort to strengthen their Practice Samples submissions. Revised Practice Samples must be submitted within 1-year.

Once the Candidates Practice Samples are approved, the Director Examinations will notify the ABPP Central Office of the Candidates status. Central Office will then notify the Candidate that their Practice Samples are sufficient, and they are moving to Stage 3: Oral Examination. The Oral examination fee is required at this time.

If the revised Practice Samples do not meet the pass criteria or are not resubmitted within the specified timeframe, the Director of Examinations notifies Central Office and then Central Office will inform the Candidate their Practice Samples were not approved. The examination process is

suspended at this point. In such an event, after a six-month waiting period, the Candidate may resubmit new Practice Samples, including new video recordings, to the ABSP Director of Examinations and the Practice Sample exam fee to ABPP Central Office.

## **VI. ORAL EXAMINATION**

### **Scheduling**

ABSP holds oral examinations as needed and in conjunction with national conferences of the National Association of School Psychologists (typically February) and American Psychological Association (typically August).

### **Examination Sequence**

To assure standardization of the examination process, the ABSP has established the following Oral Examination Schedule. The general pace and sequence of topics provide guidelines to minimize the possibility that Candidates might receive differential treatment. The Oral Examination process is designed to be completed in approximately three hours. It is a competency-based examination and the Examination Committee is expected to explicitly address functional and foundational competencies with the Candidate. The Oral Examination process should be collegial in nature. The results of the Oral Examination are submitted electronically to ABPP Central Office.

Examiners are required to review the recorded practice samples and all the written materials <b>in advance</b> .	Approximate Time allotted (min.)
Team meets and organizes	10
Team greets candidate – Each team members introduces himself/herself, time frame is explained, and the nature of the examination as collegial and as competency-based is highlighted	10
The examination on Curriculum Vitae, Professional Self Study and Practice Samples is conducted explicitly covering each of the <b>core functional competencies</b> (assessment, intervention, consultation), optional functional competencies if applicable, and <b>foundational competencies</b> .	60 - 90
<b>Break – The Candidate Should Not Be Asked To Do Any Work</b>	10
Examination of Ethics and Legal Foundations: This must include: <ul style="list-style-type: none"> <li>a) 10 minutes for the Candidate to review the selected ethical vignette</li> <li>b) discussion of the Candidate’s responses to this ethical vignette</li> <li>c) discussion of the ethical vignette provided by the Candidate in the Professional Self Study</li> <li>d) confirmation that no ethical or legal action has been taken against the Candidate since submission of Practice Sample</li> </ul> <p>A second vignette may be given if needed to assess ethical competence. Additional time can be spent to further clarify competence in any of the functional and/or foundational competencies.</p>	45
Examination wrap-up and discussion – Additional information the Candidate would like to provide about any competency domain(s) can be offered. Chair will inform the Candidate that 20 CE credits will be provided upon successful passing of the exam and that he/she will be notified by CO in a timely fashion regarding the outcome. Three (3) of the USB’s will be returned to the Candidate at this time. Candidates will be made aware of the <a href="#">Candidate Evaluation Feedback form</a> .	5-15
Team Members Individually Rate Each Competency Domain, Committee Determines Overall Pass/Fail, Examination Committee Chair electronically submits results (with feedback if necessary) to the ABPP Central Office.	10-25
<b>Total Time 3 – 3.5 hours</b>	
<p>Note: <i>Time allotments are guidelines to be followed reasonably closely. Significant variations from the examination format or schedule must be by mutual agreement between Candidate and Examination Committee Chair and documented in a written statement describing the variations and stipulating that they shall NOT serve as grounds for the appeal of a failed examination. Both the Candidate and the Examination Committee Chair will sign the statement.</i></p>	

## **Ethics Vignettes**

A file of prepared vignettes is maintained by the ABSP Director of Examinations in order to standardize the Ethics segment of the Oral Examination. Prior to the Oral Examination, one vignette is selected by the Examination Committee. The vignette will be chosen based on the Candidate's curriculum vitae, professional statement, practice samples, and practice setting. The chosen ethics vignette is to be given to the Candidate after the exam break. The Candidate has also submitted, in the Professional Self Study a non-identifying ethics quandary from his/her own professional experience. Both of these scenarios will be discussed.

The Examining Committee does not necessarily expect a "right" answer but anticipates that the Candidate will present relevant options and demonstrate the ability to thoughtfully weigh them in the light of the APA ethics principles, NASP's Principles for Professional Ethics, professional practice standards, and relevant statutes. The Candidate will discuss his/her own vignette in the same manner.

No outside materials can be used to aid the Candidate during this section of the Oral Examination.

At the conclusion of the Oral Examination, all copies of the Ethics vignettes are collected by the Chair to maintain confidentiality. The use of each vignette will be tracked so that in the case of a Candidate's failure, a new vignette will be used for re-examination.

**Examiners and Candidates will treat the vignettes as confidential.**

## **VII. ABSP EXAMINATION TEAM**

### **Team Composition**

The Examination Committee is a team of three Board Certified examiners, one who serves as the chair. No committee member may have had any significant prior or current personal, professional, or administrative relationship with the Candidate or the individuals/systems involved in the Practice Sample. If Candidates anticipate a conflict of interest with one or more of the members of the examination team, they should immediately inform the Examination Committee Chair. In addition to the examiners, observers and trainees may also be present during the examination if agreed to in advance by the Candidate. examiners in-training are ABSP specialists who are learning to become oral examiners.

### **Examiners' Responsibilities**

The Examiners review the Candidate's Curriculum Vitae, Professional Self Study, and the Practice Samples using the scoring criteria on the Competency Rating Grid ([Appendix E](#)). The examiners independently pass or fail the submission, thus completing the Practice Sample component of the examination process.

ABSP's philosophy regarding the examination process is that the examination be conducted in a courteous, professional, and collegial manner consistent with the policies and procedures stated in this manual. An examiner serves as a representative of ABSP and accepts responsibility to protect the

welfare of the Candidates, the confidentiality of the Practice Samples, and the integrity of the examination. The relationship between the Candidate and the examiners should be considered a collegial one in which the Candidates are treated as mature professional psychologists.

The examination is a confidential and professional process. An Examiner will not disclose what is learned about a Candidate during the examination, except in the official report to the ABPP Central Office. All communications concerning the results of the examination shall be addressed to ABPP via the Examination Committee Chair. **It is not appropriate for a Candidate to communicate with the Examiners about the outcome of the examination.** If an Examiner receives such a written communication from a Candidate, it should be forwarded to ABPP via the Examination Committee Chair.

### **Training of Chairs and Examiners**

The ABSP strongly encourages Board Certified School Psychologists to become examiners. Any ABPP Board Certified School Psychologist may have the opportunity to become an Examiner after appropriate training and become an Examination Committee Chair after appropriate experience. Queries regarding training to be an Examiner should be directed to the ABSP Director of Examinations.

Training of examiners is conducted by the ABSP Director of Examinations and Examination Committee Chairs. The ABSP Examiner Rating Grid ([Appendix F](#)) and the Checklist for Examination Committee Chairs ([Appendix G](#)) are used as training protocols. The following four steps are the required components of training:

1. In-depth review of the examination manual by the examiner-in-training
2. Scoring two Practice Samples with 90% or better interscorer agreement with the Director of Examinations
3. Observing one Oral Examination (with Candidate's permission) to include debriefing
4. Participate in two Oral Examinations prior to serving in the role of Examination Committee Chair

## VIII. SCORING CRITERIA

The following competency areas of professional functioning constitute the examination. The foundational competencies and core functional competencies (assessment, intervention, consultation) must be addressed by everyone. The optional functional competencies will only be addressed for Candidates who engage in those professional activities and submit a Practice Sample in that area.

Functional Competencies	Foundational Competencies
Assessment ( <i>required</i> )	Science, Knowledge, and Methods
Intervention ( <i>required</i> )	Evidence-Based Practice
Consultation ( <i>required</i> )	Interdisciplinary Systems
Research and/or Evaluation ( <i>optional</i> )	Relationships
Supervision/Training ( <i>optional</i> )	Individual and Cultural Diversity
Teaching ( <i>optional</i> )	Ethical and Legal Standards/Policy
Management and Administration ( <i>optional</i> )	Professionalism
Advocacy ( <i>optional</i> )	Reflective Practice/Self-Assessment/Self-Care

### Scoring Guidance

During the Practice Sample component of the Examination, the Candidate must be rated as **Passing** in all applicable competency domains to advance to the Oral Examination. A rating of “**Fail**” in any competency domain requires a fail decision overall by that Examiner. If an overall competency domain is failed, there needs to be a rating of each subcomponent as **Pass** or **Fail** within the competency domain to explain the failure rating (see [Appendix F](#)).

The Candidate must be rated as **Passing** in all applicable competency domains of the Oral Examination for an Examiner to vote to award Board Certification. Failure in any competency area requires a fail decision by that Examiner. Again, for the Oral Examination, subcomponents should only be rated **Pass** or **Fail** if an overall competency domain is failed, to explain the failure rating (see the Oral Exam column of [Appendix F](#)).

A failure in any of the 11 required competency domains according to two or more examiners, results in an overall failure.

Before arriving at a practice sample pass/fail decision or an oral examination pass/fail decision, the examiner will carefully consider all of the examination areas to be rated and the criterion examples provided. Examiners should wait until the end of the examination before determining their pass/fail decisions for any area.

### Scoring Criteria for the Competencies

Important anchored criterion examples for each of the competency domains are presented below for the guidance of Examiners and Candidates. In order to pass a given competency domain, Candidates must be judged as a pass in the overall competency area. In other words, a Candidate need not manifest all of the illustrative “passing” behaviors in each of the competency domains in order to obtain a pass in that competency domain.

A Candidate could manifest one or more of the components “failing” level behaviors at the Practice Sample stage and the Oral Examination stage, but still be found to pass in the overall domain. If the Candidate’s functioning is midway between passing and failing and cannot be identified as being either passing or failing, then the Candidate passes that area. A failure in any given competency domain is defined by: (a) failure in two or more subcomponents within the domain, or (b) serious failure in one subcomponent.

*An Examiner may give a pass in a given competency domain for the Practice Sample but may give a fail for that same competency domain during the Oral Examination as a result of information derived during the Oral Examination process.*

The table below provides criterion examples of competencies.

<b>Functional Competencies</b>		
<b>Competency</b>	<b>Passing Level Example</b>	<b>Failing Level Example</b>
Assessment (required)	<p>Chooses assessment and evaluation procedures that provide data to answer the referral question(s) and takes into consideration issues of diversity.</p> <p>Conducts assessments and evaluations in a competent fashion and in accordance with standardized procedures.</p> <p>Interprets assessment and evaluation data in an accurate and complete manner and uses these interpretations to guide case conceptualization.</p> <p>Demonstrates the ability to integrate multiple data sources to inform classification, diagnosis, and link assessment to intervention.</p> <p>Creates recommendations with relevant findings considered.</p> <p>Communicates, both orally and in writing, findings from assessments and evaluations to the learner and other relevant parties in an understandable and useful fashion.</p>	<p>Chooses procedures that limit or are inappropriate for responding to the referral question.</p> <p>Does not conduct assessments and evaluations with adequate skill or does not use standardized procedures.</p> <p>Scores assessments inaccurately (if applicable).</p> <p>Provides interpretations and/or conceptualizations of assessment and evaluation data that are incomplete, do not integrate available data, and/or contain errors.</p> <p>Offers interpretations and conclusions that fail to take into account some aspect of the learner’s uniqueness (diversity status) and/or fail to take into account the learner’s environmental situation.</p> <p>Does not provide a clear link between assessment and evaluation findings and subsequent recommendations and interventions.</p>

		Communicates assessment results in an unclear, disorganized or ambiguous manner and does not convey findings in a manner associated with useful outcomes.
Intervention (required)	<p>Demonstrates awareness and/or manages issues responsibly related to various types of academic, behavioral, social/emotional, and systems interventions, such as limits of confidentiality, boundaries of services and other such issues.</p> <p>Demonstrates awareness and/or chooses procedures appropriate for learner and situation.</p> <p>Demonstrates knowledge of the value of evidence-based practice and the scientific and theoretical basis of /the approach/ intervention.</p> <p>Demonstrates awareness and/or applies interventions with skill and knowledge.</p> <p>Demonstrates evaluation of progress monitoring interventions and outcomes.</p>	<p>Ignores or does not adequately manage interventions.</p> <p>Selects academic, behavioral, social/emotional, and systems interventions that are not evidence-based and/or are not appropriate to the learner or system, or situation; cannot articulate rationale for selection.</p> <p>Does not demonstrate knowledge of or application of skillful interventions.</p> <p>Does not engage in evaluation and progress monitoring of intervention effectiveness or outcome.</p>
Consultation (required)	<p>Selects consultation procedures appropriate to the context, informed by research and theory.</p> <p>Demonstrates awareness and/or gathers appropriate information as background for consultation.</p> <p>Demonstrates awareness and/or conducts consultations with skill and knowledge.</p> <p>Communicates clearly findings and recommendations that meet consultee's goals and bases</p>	<p>Selects consultation procedures that are not appropriate to the context.</p> <p>Fails to collect and integrate necessary information pertinent to the consultation.</p> <p>Consultations are not conducted with adequate knowledge and/or skill.</p> <p>Findings are not useful to the consultee, do not meet his/her goals, and/or are not based on evidenced-based research.</p>

	consultation on evidence- based research.	
Research and/or Evaluation (optional)	<p>Engages in scholarly research using appropriate methods and is aware of importance of using appropriate statistical procedures.</p> <p>Demonstrates essential knowledge of the components of the scientific method.</p> <p>Demonstrates an ability to evaluate the effectiveness of programs and activities.</p> <p>Demonstrates participation in the provision and/or receipt of external peer review (e.g., publications, poster sessions, oral presentations, grants, dissertation committees, etc.).</p>	<p>Does not use appropriate methodology and/or unaware of appropriate statistical procedures in research activities.</p> <p>Unaware of essential components of the scientific method.</p> <p>Utilizes program evaluation techniques that are not appropriate to the activity and/or not evidence- based.</p> <p>Does not engage in and therefore profit from activities which provide external peer review.</p>
Supervision (optional)	<p>Uses existing theory and research to conduct supervision with skill and professionalism.</p> <p>Considers professional developmental stage of supervisee when providing supervision.</p> <p>Uses existing theory and research specific to subject matter to teach effectively.</p> <p>Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision.</p>	<p>Fails to use existing theory and research to conduct supervision with skill and professionalism.</p> <p>Applies the same supervisory approach across supervisees regardless of professional developmental stage.</p> <p>Does not assess supervision effectiveness to profit from such feedback.</p> <p>Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to supervision.</p>
Teaching (optional)	<p>Considers professional development stage of students when engaging in teaching activities. Regularly assesses effectiveness of teaching and/or</p>	<p>Fails to use existing theory and research as related to subject matter and current strategies to teach effectively.</p>

	<p>supervision and incorporates feedback.</p> <p>Uses existing theory and research specific to subject matter to teach effectively.</p> <p>Maintains knowledge of and implements current teaching approaches.</p> <p>Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to teaching.</p>	<p>Does not assess teaching effectiveness to profit from such feedback.</p> <p>Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to teaching.</p>
Management/ Administration (optional)	<p>Uses existing theory and research to conduct administrative and management activities.</p> <p>Conducts management activity by understanding systems and taking context into account.</p> <p>Understands administrative needs and responds appropriately.</p> <p>Appropriately manages power differential in unequal/subordinate relationships.</p>	<p>Does not use existing theory and research to conduct administrative and management activities.</p> <p>Does not complete an appropriate organization assessment that takes context into account when providing management and administration.</p> <p>Does not understand and respond appropriately to administrative and management needs.</p> <p>Unaware of or inappropriately manages power differential in unequal/subordinate relationships.</p>
Advocacy (optional)	<p>Engages in activities that publicly promote positive change based on sound scientific evidence.</p> <p>Demonstrates the ability to engage in strategic alliance for a common cause.</p>	<p>Engages in activities that promote self-interest for the purpose of self- gain.</p> <p>Inappropriately utilizes the profession of psychology to publicly advance a cause.</p>

Foundational Competencies		
Competency	Passing Level Example	Failing Level Example
Science, Knowledge & Methods	<p>Demonstrates ability to critically discuss research relevant to his/her practice and theoretical orientation.</p> <p>Provides a coherent and comprehensive explanation of practice-related activities, utilizing research and theory.</p> <p>Consistently and effectively applies the scientific method to solve problems in their practice.</p>	<p>Provides explanations of client/patient behavior that may be accurate, but lack support and/or omit obviously useful theoretical and research constructs.</p> <p>Presents as largely unaware of current research or theory or has an inaccurate reading of the pertinent literature.</p> <p>Does not apply the scientific method to generate and test hypotheses to solve problems in their practice.</p>
Evidence-Based Practice	<p>Articulates how the published evidence-based literature informs academic and behavioral interventions at the individual and systems level.</p> <p>Effectively applies empirically supported principles of assessment and intervention germane to the field of School Psychology.</p> <p>Demonstrates integration of current empirically supported principles of practice with learner’s values, assessment and intervention data, culture, and setting demands.</p>	<p>Does not use evidence-based practice or cannot provide explanation for assessment or intervention selection and/or application.</p> <p>Does not understand the empirical basis for their assessment and intervention activities in relation to healthy development and learning.</p> <p>Does not appropriately integrate current empirically supported principles of practice with learner’s values, assessment and intervention data, culture, and setting demands.</p>
Interdisciplinary Systems	<p>Effectively communicates with multidisciplinary and/or interdisciplinary teams; in these contexts, represents School Psychology competently.</p> <p>Demonstrates respectful appreciation and integration of contributions and perspectives of other professions.</p>	<p>Inadequately communicates to or is disrespectful of team members, whether multidisciplinary or interdisciplinary.</p> <p>Unaware of impact as representative of the discipline of School Psychology in these forums.</p>
Relationships	<p>Demonstrates sensitivity to the welfare, rights, and dignity of</p>	<p>Fails to demonstrate a level of self-awareness that permits effective functioning in each competency</p>

	<p>others in a manner that enhances the service provided.</p> <p>Develops and maintains productive and collaborative relationships with a broad array of individuals including learners, parents or caregivers, school personnel, colleagues, supervisees, and the public etc.</p> <p>Effectively negotiates conflictual relationships.</p> <p>Demonstrates understanding of diverse views in complicated interactions.</p>	<p>domain (e.g., inappropriately personalizes, discounts, or misunderstands others).</p> <p>Unable to engage in productive relationships with the broad array of learners, parents or caregivers, school personnel, colleagues, supervisees, and the public.</p> <p>Does not convey an adequate level of sensitivity to the welfare, rights, and dignity of others (e.g., is not compassionate, acts in ways that are harmful to the client/patient).</p>
<p>Individual &amp; Cultural Diversity</p>	<p>Conveys knowledge about individual and cultural diversity.</p> <p>Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain.</p> <p>Conveys an awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a School Psychologist.</p>	<p>Fails to convey adequate or correct knowledge about individual and cultural diversity.</p> <p>Fails to demonstrate sensitivity and responsiveness to individual and cultural diversity in each competency domain (e.g., selects assessment tools or research measures not normed for individual’s demographics, does not include a cultural formulation in case conceptualization or recommendations).</p> <p>Fails to convey an adequate awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a School Psychologist.</p>
<p>Ethical &amp; Legal Standards/Policy</p>	<p>Demonstrates awareness of the ethical implications of various situations and can cite an ethical quandary from own practice and describe appropriate responses.</p> <p>Demonstrates awareness of statutory reporting and other legal</p>	<p>Is unaware of important ethical implications or does not comply with ethical guidelines and principles.</p> <p>Is unaware of relevant legal standards or these standards do</p>

	<p>requirements that practitioners must follow current legal standards (i.e., IDEA, ESEA etc.), can cite example from own practice when these requirements were relevant and can describe appropriate behaviors in response.</p>	<p>not match his/her practice behavior.</p>
<p>Professionalism</p>	<p>Demonstrates active participation in the profession (belongs to professional organizations, assumes leadership roles in professional organizations).</p> <p>Demonstrates familiarity with current key issues facing the profession and the implication of these issues.</p> <p>Seeks consultation and supervision when needed.</p> <p>Participates in continuing professional education activities.</p> <p>Provides a written submission that demonstrates professionalism and meets professional standards.</p>	<p>Does not actively participate in the profession (does not belong to professional organizations, no active professional involvements outside of specific employment).</p> <p>Lacks adequate awareness of significant issues facing the profession or is aware of some significant issues facing the profession but misunderstands their implications for professional functioning.</p> <p>Fails to provide evidence for seeking consultation or supervision when needed or does not appropriately utilize consultative or supervisory input.</p> <p>Does not participate in continuing professional education activities.</p> <p>Submits written materials that do not meet professional standards (e.g., do not follow APA format, require editing, are written poorly with regard to sentence structure and/or grammar, etc.).</p>
<p>Reflective Practice/Self-Assessment, Self-Care</p>	<p>Practices with personal and professional self-awareness.</p> <p>Engages in routine measurement of practice outcomes.</p> <p>Practices within boundaries of competence and is aware of when new training is required to update/maintain skills.</p>	<p>Does not engage in self-reflection or self-care.</p> <p>Does not assess effectiveness or measure outcomes in practice.</p> <p>Practices outside of competence and is unaware of need or does not acquire new training to maintain competence.</p>

	<p>Demonstrates awareness of personal limitations regarding health, including mental health issues and takes action early.</p>	<p>Unaware of the possible effect of health, including impaired mental health, on ability to deliver assessments or interventions.</p>
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**Final Examination Procedures**

Immediately upon the completion of the Oral Examination, each member of the Examination Team completes and signs the Rating Grid for the Oral Component of the Examination ([Appendix E](#)). The Committee members submit their **Competency Rating Grid** to the Examination Committee Chair who tallies the votes. Two passing votes constitute a **PASS** and two failing votes constitute a **FAIL**. The Examination Chair submits the results electronically to the ABPP Central office, using the Reviewer Portal on the [ABPP website](#). Candidates will be asked to complete the **Candidate Evaluation Feedback Form** on the board certification process ([Appendix H](#)).

**Notification and Award of the Diploma**

Each candidate will receive formal notification via electronic correspondence by the ABPP Central Office about the examining Committee’s judgment typically within one week of the examination. Candidates who pass the Oral Examination are awarded ABPP certification in School Psychology and become American Academy of School Psychology (AASP) members. Additionally, Candidates who pass will receive 20 Continuing Education credits from the APA through ABPP. A diploma will be mailed to the Candidate within 45 days.

Candidates who do not pass the Oral Examination are notified via electronic correspondence by the ABPP Central Office about the examining committee’s judgment typically within one week of the examination. This letter details the specific competencies that the Committee did not see demonstrated over the course of the Oral Examination process. Unsuccessful Candidates should be reminded that they have a right to appeal the decision of the Examination Committee on procedural grounds and should be referred to [Appendix I](#) of the Examination Manual for details.

**IX. APPEAL PROCEDURE**

There are two levels of appeal, one at the ABSP level, and the other at the ABPP Board of Trustee level.

1. American Board of School Psychology Level:  
A Specialist may appeal the decision regarding ABSP certification on procedural grounds. See [Appendix H](#) for details.
2. ABPP Board of Trustee Level:  
Specialists may appeal Specialty Board level decisions to the Board of Trustees if there is an allegation that ABSP did not follow the Specialty Board’s Examination policy or their own Specialty Board appeal procedures. The Board of Trustee level appeal is the final level of appeal.

## X. MAINTENANCE OF CERTIFICATION

Maintenance of Certification involves a process of self-examination and documentation of a Specialist's professional development since last examination or review. In the course of this self-examination, Specialists will examine their professional activities, documenting their professional development using a Specialty Continuing Professional Development Grid combined with a written Narrative.

MOC reviews will be regularly conducted. One year before the Specialist is due for MOC, the ABPP Central Office will notify the Specialist and the Specialty Board so that the Specialist and the Specialty Board may successfully satisfy their required activities.

Specialists boarded before January 1, 2015 may waive their obligation to participate in maintenance of certification. Specialists awarded certificates January 1, 2015 and after must complete maintenance of their certificates within ten years and every ten years after, unless they seek and obtain a "retired" status from the ABPP Central Office. The American Board of School Psychology will evaluate the Specialists' Grid and Narrative, using criteria developed by the ABSP and approved by the Standards Committee.

If Reviewers are unable to determine whether Specialists meet the standards for MOC, the Specialists may be asked to engage in a conversation with the reviewer about the activities documented in the Grid and Narrative.

Specialists completing the MOC process will be provided summary feedback on their MOC effort. Their feedback may be brief for pass decisions and more extensive for non-pass decisions; feedback, in this event, will be specific, concise, and relative to MOC criteria.

The ABSP will prepare the notifications for Specialists who do not pass and then send them to the Executive Officer of ABPP. (In no instance may substantive changes be made in the Specialty Board decision by the Executive Officer.) Although the Central Office of ABPP will send notifications to Specialists who do not pass, the Specialty Board reviewer will have provided a balanced summary of the non-pass decision regarding MOC that will be attached to the notification.

The Specialty Board will conduct MOC procedures with fair and reasonable pass/no pass criteria, with opportunity for remediation before determining failure, and with a fair appeal process (see [Appendix I](#)).

- Specialists are to be treated in a constructive, respectful, and collegial manner. Feedback to the Specialist concerning MOC is part of the MOC process
- Accommodations will be made consistent with the Americans with Disabilities Act.
- Specialty Board reviewers having significant personal or professional relationships with a Specialist undergoing MOC review must recuse themselves from serving as reviewer involving this Specialist
- In the event of a Specialist's appeal of a Specialty Board decision regarding MOC, appeal team members having a significant personal or professional relationship with the Specialist must recuse themselves from serving as appeal team members

**Appendix A**  
**Steps in the ABSP Board Certification Process**

1.	Applicant consults the <a href="#">ABPP website</a> to complete application.
2.	<b>Eligibility: Candidacy (Stage 1)</b> Applicant completes Application Form and submits to <b>ABPP</b> the necessary supporting documentation and <b>Application Fee of \$125.</b>
3.	Generic requirements for the doctoral degree, the internship, licensure, and professional standing (disciplinary status) are verified by the ABPP Central Office.
4.	If generic requirements are met, the application is forwarded to the ABSP Credential Reviewer for specialty review; that decision is sent to Central Office.
5.	Central Office informs the applicant of their status of the <b>Stage 1</b> review outcome. If the application is not approved or is deemed incomplete, Central Office informs Applicant of the reasons. If additional information may bring about approval, it is requested and must be re-submitted.
6.	<b>Examination: Practice Sample Review (Stage 2)</b> After passing <b>Stage 1</b> , applicant becomes a <b>Candidate</b> and pays the <b>Practice Sample Fee of \$250</b> to the ABPP Central Office. Candidates are offered a mentor. The Candidate then begins preparing the <b>Practice Samples</b> and has 12 months to submit the Practice Sample to the ABSP Director of Examinations. The Director of Examinations forwards the Practice Samples to the Examination Committee for review.
7.	The Examination Committee reviews the Practice Samples and determines if they are sufficient to proceed to Stage 3: Oral Examination or require revisions.
8.	The Examination Committee’s decision is then forwarded to the Director of Examinations. If the Practice Samples are sufficient, the Director of Examinations will notify Central Office of the Candidates’ PASS status.
9.	If the Practice Sample Review is deemed as needing revisions, the Examination Committee Chair prepares a summary based on feedback from the committee and sends this to the Candidate and the ABSP Director of Examinations. Candidates will have a specified time frame to complete the revisions.
10.	<b>Examination: Oral Examination (Stage 3)</b> Upon notification of passing the Practice Sample Review, the Candidate sends the <b>Oral Examination Fee of \$450.</b> Once Central Office verifies the Oral Examination Fee has been received. The Examination Committee Chair schedules the Oral Examination with the Candidate.
11.	Oral Examination results are sent to Central Office immediately following the examination. If the Oral Examination is passed, the Candidate will be notified by the Central Office. The <b>Candidate becomes Board-Certified and may begin to use the title immediately</b> , and will receive the diploma within 45 days from the ABPP Central Office appropriately signed by the ABSP and ABPP.
12.	Decisions made by the ABSP regarding <b>Candidacy (Stage 1)</b> , the <b>Practice Samples (Stage 2)</b> , and the <b>Oral Examination (Stage 3)</b> are sent electronically via the <a href="#">ABPP Reviewer Portal</a> . Central Office forwards decision letters reflecting ABSP actions to candidates within one or two days following receipt of the notifications. Copies of these letters are forwarded to the ABSP President and Director of Examinations.
13.	If the Oral Examination is failed, Committee feedback is reviewed by the ABSP President and Director of Examinations and then forwarded to the Central Office.

**Appendix B**  
**ABSP Credential Reviewer Checklist**

Candidate:	Reviewer:		
Items	Yes	No	
The applicant earned a doctoral degree in professional psychology. Doctoral level training was in school psychology, educational psychology, combined program or re-specialization program with a Major Area of Study or Emphasis in School Psychology.			
The applicant’s doctoral course work encompassed school psychology functional competencies. Refer to functional competencies in the ABSP Examiner manual (pp 4-8).			
The applicant completed a one year full-time (or two half-years) doctoral internship of at least 1500 hours (600 hours in school settings) with a minimum of one hour per week of direct (face-to-face) supervision by a doctoral level licensed psychologist.  The internship is acceptable if approved by the APA/CPA, meets Council of Directors of School Psychology Programs (CDSPP) criteria, or has been documented as part of the requirements of an accredited professional psychology training program in School Psychology.			
Three years of postdoctoral experience in school psychology including supervision sufficient for good standing with the individual’s state licensing board.			
The applicant has a minimum of one-year practicing at the independent level as a licensed psychologist.			
The applicant is currently licensed at the independent level to practice psychology.			
Applicant must demonstrate professional identification as a school psychologist (e.g., state board of education in school psychology credential, NCSP, NASP membership, APA Division 16 membership).			
The applicant’s Curriculum Vitae documents relevant experiences related to the practice of school psychology.			
The applicant reflects an active identification with the profession and the specialty of school psychology. This includes involvement in and awareness of local, state, and national professional issues and participation in appropriate professional organizations and continuing education.  The applicant is in good standing with the profession and with appropriate statutory bodies governing the practice of psychology.			
Comments:			

## Appendix C Practice Sample Exemplars

### Assessment

*This core competency domain will be addressed for all candidates.* Board Certified School Psychologists conduct a broad range of assessments that can include the administration and interpretation of norm-referenced assessments, curriculum-based assessments, developmental assessments, functional analysis, needs assessments, systematic and narrative observations, and clinical interviews with children, youth, adults, families, and systems. They are thorough in their case conceptualization and link assessment results with classification, diagnosis, recommendations, and intervention. Board Certified School Psychologists are well versed in measurement theory, test construction, and psychometric issues (i.e., reliability, validity) as applied to chosen assessment methods. In some forms of professional practice, assessment and intervention are integral parts of the same process.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of assessments could be an in-depth psycho-educational assessment; conducting a brief experimental analysis or functional assessment/analysis with individuals; a systems level assessment (i.e., Tier 1 Universal Screening). Video recording should include discourse and discussion (e.g., rapport building, interviews, data analysis, designing data collection plans, feedback sessions) with learner, parent/caregiver and/or school personnel in order for the Candidate to demonstrate foundational competencies as well as this functional competency. A full report of the assessment should accompany the Practice Sample. Senior Option artifacts might include samples of instruments developed. ALL DOCUMENTS NEED TO BE FULLY**

### Intervention

*This core competency domain will be addressed for all candidates.* Board Certified School Psychologists design and deliver evidence-based interventions at the individual and systems level to promote healthy development and effective learning across the lifespan. Interventions may take the form of academic intervention, behavioral/socio-emotional intervention, crisis intervention, school-based psychotherapy, and systems level intervention within the contexts of schooling, families, and other systems. In some forms of professional practice, assessment and intervention are integral parts of the same process.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of interventions could be school-based counseling session or development of interventions at the individual or systems level. Video recording should include discourse and discussion (e.g., availability of resources, collaborating on intervention design, and interactive session with learner) with learner, parent/caregiver, school personnel in order for the Candidate to demonstrate foundational competencies as well as this functional competency. The intervention plan or report, treatment implementation protocols, progress monitoring data should accompany the Practice Sample. Senior Option artifacts might include intervention research articles and/or protocols developed by the applicant. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**

### Consultation

*This core competency domain will be addressed for all candidates.* Board Certified School Psychologists have a solid foundation of varied consultation methods utilized in the field of School Psychology (i.e., problem-solving consultation, instructional consultation, conjoint-behavioral consultation etc.). They are aware that school consultation can take the form of both direct and indirect intervention to address healthy development and effective learning. Board Certified School Psychologists demonstrate the ability to effectively consult, collaborate, communicate, and apply his/her knowledge with others such as teachers, school administrators, parents, other health service providers from other disciplines (e.g., Speech-Language Pathologists) social service agencies, legal systems, public policy makers, and individuals in other institutions and settings. School Psychologists, additionally, consult regarding research, program development, and advocacy.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of consultation could be a consultation cycle with parents/caregivers, school personnel, agency or key stakeholders. Video recording should include discourse and discussion (e.g., collaboration, problem identification, problem analysis, intervention development, evaluation/feedback) with parent/caregiver, school personnel, or other consultees in order for the Candidate to demonstrate foundational competencies as well as this functional competency. The consultation report should accompany the Practice Sample. Senior Option artifacts might include consultations research articles and/or protocols developed by the applicant. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**

### Optional Functional Competencies

#### Research and/or Evaluation

Board Certified School Psychologists conduct applied and theoretical research in School Psychology. They may employ varied research designs (i.e., single-subject, group research) to evaluate the effectiveness of interventions and programs at the individual and systems level. Board Certified School Psychologists engage in intervention research designed to systematically improve learning outcomes for all students. They also engage in research related to test construction and measurement in psychology and education. If applicable, attention is paid to the Candidate's own scholarly contributions as they inform the practice of School Psychology.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of Research and/or Evaluation could be a research project within the Candidates' research agenda; evaluation of a program. Video recording should include discourse and discussion (e.g., generating research questions, relevant research, methodology, findings) with research teams in order for the Candidate to demonstrate foundational competencies as well as this functional competency. The research or evaluation report should accompany the Practice Sample. Senior Option artifacts might include research articles published in peer-reviewed journals depicting the applicant's research addressing issues in School Psychology. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**

### Supervision/Training

Board Certified School Psychologists demonstrate the ability to provide effective supervision and training with other psychologists; other persons who provide mental health services; psychology trainees in practicum, internship, and postdoctoral settings; and individuals conducting research in various settings (i.e., schools, school-based mental health centers, correctional facilities). They demonstrate the ability to communicate and apply knowledge of the purpose, roles, and procedures in the practice of supervision.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of Supervision/Training could be a supervision session with an intern, post-doctoral resident or other supervisee. Video recording should include discourse and discussion (e.g., rapport building, face-to-face supervision session, coaching on a procedure) with supervisee in order for the Candidate to demonstrate foundational competencies as well as this functional competency. Any related supervision documents such as supervision contracts or supervision notes should accompany the Practice Sample. Senior Option artifacts might include internship manuals developed by the applicant. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**

### Teaching

Board Certified School Psychologists demonstrate the capacity to effectively provide instruction to others based on the most current research related to the subject matter and to the method of instruction.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of Teaching could be teaching of a course or workshop. Video recording should include discourse and discussion (e.g., Socratic seminars, in-depth discussions) with students or workshop attendees in order for the Candidate to demonstrate foundational competencies as well as this functional competency. Syllabi, PPT presentations, workshop outlines, and teaching/workshop evaluations should accompany the Practice Sample. Senior Option artifacts might include textbooks written by the applicant. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**

### Management and Administration

Board Certified School Psychologists engage in effective management and administrative activities of psychological services within school systems, organizations, programs, and/or agencies.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of Management and Administration could be management of a school-district psychological services department or administration of a school psychology graduate program. Video recording should include discourse and discussion (e.g., fact finding, reviewing procedures, reviewing outcome data) with faculty, administrator or other key personnel in order for the Candidate to demonstrate foundational competencies as well as this functional competency. Any related documents such as reports, manuals, evaluations should accompany the Practice Sample. Senior Option artifacts might include departmental procedures manuals, grants or accreditation self-studies developed by the applicant. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**

Board Certified School Psychologists engage in activities that publicly promote change at the level of institutions, community, or society and develop alliances with relevant individuals and groups with differing viewpoints. They intervene with the client to promote action on factors impacting their development and functioning while promoting advocacy.

**Each practice sample should demonstrate a complete cycle: data gathering, application of a functional competency and an outcome. Examples of Advocacy could be advocating for an individual student or at the systems level (i.e., school-wide, district, state). Video recording should include discourse and discussion (e.g., problem identification, plan implementation steps, addressing learner specific needs) with stakeholders in order for the Candidate to demonstrate foundational competencies as well as this functional competency. Any related documents such as prevalence data and action plans should accompany the Practice Sample. Senior Option artifacts might include position papers written by the applicant. ALL DOCUMENTS NEED TO BE FULLY REDACTED.**



**Appendix D**  
**Voluntary Consent/Assent Agreement**  
**American Board of Professional Psychology**

I, \_\_\_\_\_, agree to participate in a psychological service, which includes TAPING (video recording) of an assessment, intervention, consultation, research team, supervision, teaching, management/administration, advocacy activity.

<b>Name</b>	<b>Relationship</b>
<b>Name</b>	<b>Relationship</b>

I am aware that the activity(s) will be video recorded for the purpose of being observed by psychologists who will be evaluating Dr. \_\_\_\_\_, a licensed psychologist applying for Board Certification by the American Board of School Psychology (ABSP), a Specialty Board of the American Board of Professional Psychology (ABPP). No one other than those involved in the examination process will be allowed to observe the recording and related documents. The recording and related documents will be returned to Dr. \_\_\_\_\_ immediately upon completion of the examination.

I recognize that my participation in this process is entirely voluntary and not a requirement to receive psychological services. I have been told that I will receive a copy of this consent form.

**Assent/Consent.** Participants under 18 years old must have Parent/Guardian written consent and must provide developmentally appropriate assent.

Date: \_\_\_\_\_ Participant: \_\_\_\_\_

Date: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_ Psychologist: \_\_\_\_\_

**Candidate will keep the original of this consent agreement for his/her records and not include it with the practice samples. There is no need for this form to be given to the Examination Team.**

**Appendix E**  
**American Board of School Psychology**  
**Practice Sample Submission Checklist**

Candidate's Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Email Address \_\_\_\_\_

Date Mailed \_\_\_\_\_

Candidates are to complete this form when submitting their Practice Samples. Practice Samples are submitted to the American Board of School Psychology (ABSP) Director of Examinations. The address to mail the four USB drives can be found on the Candidate's letter of admittance to Candidacy sent out by the ABPP Central Office.

**USB Drive 1**

- \_\_\_ Curriculum Vitae
- \_\_\_ Professional Self Study
- \_\_\_ 2 video recorded Practice Samples
- \_\_\_ Narrative for each Practice Sample
- \_\_\_ Supporting documents, if necessary
- \_\_\_ Senior Option Artifacts *if applicable*

**USB Drive 2**

- \_\_\_ Curriculum Vitae
- \_\_\_ Professional Self Study
- \_\_\_ 2 video recorded Practice Samples
- \_\_\_ Narrative for each Practice Sample
- \_\_\_ Supporting documents, if necessary
- \_\_\_ Senior Option Artifacts *if applicable*

**USB Drive 3**

- \_\_\_ Curriculum Vitae
- \_\_\_ Professional Self Study
- \_\_\_ 2 video recorded Practice Samples
- \_\_\_ Narrative for each Practice Sample
- \_\_\_ Supporting documents, if necessary
- \_\_\_ Senior Option Artifacts *if applicable*

**USB Drive 4**

- \_\_\_ Curriculum Vitae
- \_\_\_ Professional Self Study
- \_\_\_ 2 video recorded Practice Samples
- \_\_\_ Narrative for each Practice Sample
- \_\_\_ Supporting documents, if necessary
- \_\_\_ Senior Option Artifacts *if applicable*

**Appendix F**  
**ABSP Examiner Rating Grid**

*The following Examiner Rating Grid includes the measurable competencies to be assessed. These competencies can be demonstrated in either the Practice Samples or Oral Examination or both. Only rate the subcomponents if a fail in overall competency. A failure in any given competency domain is defined by: (a) failure in two or more subcomponents within the domain, or (b) serious failure in one subcomponent. See Appendix C of the Exam Manual for additional explanation of these Competencies.*

Candidate Name: \_\_\_\_\_

Date Practice Sample Review: \_\_\_\_\_

Date Oral Exam: \_\_\_\_\_

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Assessment (core required)</b>				
Demonstrates awareness of procedures appropriate within the context of schooling for all learners, families and systems				
Conducts assessments and evaluations with skill and in accordance with standardized and/or appropriate measurement procedures				
Demonstrates awareness and/or interprets assessment and evaluation findings accurately to inform conceptualization				
Demonstrates the ability to integrate multiple data sources to inform a working hypothesis for all learners, families and systems				
Demonstrates awareness and/or applies assessment and evaluation data to the development of recommendations				
Communicates both orally and in writing findings from assessments and evaluations to parents, caregiver, school personnel, and other relevant parties in an understandable and useful fashion				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Intervention (core required)</b>				
Demonstrates awareness and/or manages issues responsibly related to various types of academic, behavioral, social/emotional, and systems interventions, such as limits of confidentiality, boundaries of services and other such issues				
Demonstrates awareness and/or chooses procedures appropriate for the learner, system, and/or situation				
Demonstrates knowledge of the value of evidence-based practice and the scientific and theoretical basis of the approach and/or intervention				
Demonstrates awareness and/or applies interventions with skill and knowledge				
Demonstrates evaluation of progress monitoring interventions and outcomes				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Consultation (core required)</b>				
Demonstrates awareness and/or uses consultation procedures appropriate for the context, informed by research and theory				
Demonstrates awareness and/or gathers appropriate information as background for the consultation				
Demonstrates awareness and/or conducts consultations with skill and knowledge				
Clearly communicates findings and recommendations that meet the consultee's goals				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Research and/or Evaluation (optional)</b>				
Engages in scholarly research using appropriate methods and is aware of the importance of using appropriate statistical measurement procedures				
Demonstrates essential knowledge of components of the scientific method				
Demonstrates the ability to evaluate the effectiveness of programs and activities				
Demonstrates participation in the provision and/or receipt of external peer review (publications, poster sessions, oral presentations, grant reviewer, dissertation committees, etc.)				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Supervision (optional)</b>				
Uses existing theory and research to conduct supervision with skill and professionalism				
Considers professional developmental stage of student or supervisee when providing supervision				
Regularly assesses effectiveness of supervision and incorporates feedback				
Maintains knowledge and implementation of current supervision approaches				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Teaching (optional)</b>				
Uses existing theory and research to teach effectively				
Considers professional developmental stage of students when engaging in teaching activities				
Regularly assesses effectiveness of teaching and incorporates feedback				
Maintains knowledge and implementation of current teaching approaches				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Management/Administration (optional)</b>				
Uses existing theory and research in leadership to conduct administrative and management activities				
Conducts administrative and management activity taking context into account				
Understands administrative and systems needs and responds appropriately				
Appropriately manages power differential in subordinate relationships				

Functional Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Advocacy (optional)</b>				
Engages in activities that publicly promote positive change based on sound scientific evidence				
Demonstrates the ability to engage in strategic alliances for a common cause				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Scientific Knowledge &amp; Methods</b>				
Uses evidence base and theory to inform practice as a School Psychologist				
Demonstrates ongoing critical evaluation of research relevant to his or her practice and theoretical orientation				
Applies scientific methodology to solve problems in their practice				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, as related to the application of scientific knowledge and methods				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Evidence-Based Practice</b>				
Able to articulate a cogent rationale for assessment, intervention, and consultation strategies utilized				
Demonstrates the ability to integrate relevant research and stated theoretical orientation in a meaningful way that justifies why the strategies used should attain outcome desired				
Provides empirically based assessment, intervention, and consultation strategies and engages in practices activities with demonstrated treatment efficacy (systematic and scientific evidence that the treatment works)				
Engages in practice activities with established clinical utility ( <i>e.g.</i> , feasibility, consequential validity, ecological validity)				
Demonstrates ability to recognize strengths and limitations of evidence obtained from various data sources/types of research				
Able to articulate a cogent rationale for assessment, intervention, and consultation strategies utilized				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Interdisciplinary Systems</b>				
Effectively communicates across professions and/or organizations				
Demonstrates respectful appreciation and integration of contributions and perspectives of other professions				

Demonstrates the ability to share unique contributions that school psychology can make to the issue at hand				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identity related to interdisciplinary and multidisciplinary functioning				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Relationships</b>				
Demonstrates sensitivity to the welfare, rights, and dignity of others				
Develops and maintains productive and collaborative relationships with a broad array of individuals including learners, parents or caregivers, school personnel, colleagues, supervisees, and the public etc.				
Effectively negotiates conflictual relationships				
Demonstrates awareness of one’s own impact on others and maintains a non-defensive posture in the receipt and implementation of feedback				
Demonstrates understanding of diverse views in complicated interactions				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Individual and Cultural Diversity</b>				
Conveys knowledge about individual and cultural diversity				
Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain				
Conveys an awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a School Psychologist				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Ethical and Legal Standards/Policy</b>				
Demonstrates knowledge about ethical standards and applies this knowledge to perform in an ethical fashion				
Demonstrates knowledge about legal standards and applies this knowledge to perform in a fashion consistent with such standards				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Professionalism</b>				
Demonstrates active participation in the profession				
Demonstrates a familiarity with current significant issues facing the profession and the implication of these issues				
Seeks consultation and supervision when needed				
Obtains ongoing training and education				
Demonstrates professionalism and awareness of professional standards in presentation of the written submission (e.g., use of APA format in references, attention to editing demands, etc.)				

Foundational Competency	Practice Sample		Oral Examination	
	Pass	Fail	Pass	Fail
<b>Reflective Practice/Self-Assessment, Self-Care</b>				
Practices with personal and professional self-awareness				
Practices within boundaries of professional competence				
Routinely assesses strengths, weaknesses, and competency in practice				
Recognizes new competencies and engages in improving personal competencies as appropriate				
Engages in appropriate self-care				

Circle one    **Pass**    **Fail**    **Pass**    **Fail**

*Score all Foundational and Core Functional Competencies for all Candidates  
Score optional Competencies only if applicable*

Examiner's Signature \_\_\_\_\_ Date \_\_\_\_\_

Please be reminded that the level of competence expected to pass each competency domain (for both Standard Option and Senior Option) is that expected of individuals with two or more years of professional experience within the specialty (post doctoral).

## Appendix G

### Checklist for Directors of Examination and Examination Committee Chairs

- The ABSP Director of Examinations recruits the Examination Committee Chair and two other Examiners from trained pool of examiners. A Team should be formed within 30 days of the ABSP Director of Examinations receiving Candidate's Practice Samples.
- The Examination Committee Chair introduces him/herself and the two other committee members to the Candidate via electronic correspondence. Candidate has one week to indicate any potential conflict of interest with any of the examiners.
- Director of Examinations mails USB drive to the three committee members and ensures each committee member has current ABSP Exam Manual
- Each Committee member rates the Practice Samples independently and submits results to Examination Committee Chair via electronic communication. Committee members can approve the Practice Samples or request revisions. A Pass in all competencies by two committee members is required to proceed to **Stage 3: Oral Examination**. For additional guidance, consult **Scoring Practice Samples** section of this manual and the Director of Examinations.
- Results are submitted to the ABPP Central Office (CO) electronically via the [ABPP website Reviewer Portal](#) by the Examination Committee Chair. If revisions are required, then these are communicated to the Candidate via electronic communication by the Chair. Upon submission of revisions and approval by the Committee, results are submitted to the ABPP CO who sends out a letter with results to the Candidate.
- If the revised Practice Samples are not approved, the Candidate is notified by ABPP CO of their status. For additional guidance, consult **Scoring Practice Samples** section of this manual and the Director of Examinations.

If Candidate passes **Stage 2: Practice Samples**, the Examination Committee Chair will do the following:

- Explore potential oral examination dates with committee members (5-hour block)
- Verify with ABPP CO that all fees have been paid
- Prior to Oral Examination review all materials again (i.e., ABSP Exam Manual)
  - Make sure you use copies of [Appendix F](#) Competency Rating Grid used for Practice Samples review
- Consider having food and beverages available for the examination
- Review the evaluation criteria with the Examiners prior to the examination
- Conduct the examination in accord to the [Oral Examination table](#)

- Choose ethics vignettes to be used during this oral examination and record the number of the vignette selected. Following the examination, make sure all ethics vignettes are returned to you and then shredded.
- Return three (3) USB drives to Candidate at the end of the Examination
- Explain to Candidate that results will be communicated to them by ABPP CO
- Notify the Candidate that they will be receiving the Candidate Evaluation Form
- Notify the Candidate that if he/she successfully passes, he/she will receive **20 continuing education credits** from the American Psychological Association
- Immediately following the examination (**must be done on the day of the examination**) submit results via the [ABPP website Reviewer Portal](#)
- A PASS requires the approval/agreement of at least 2 committee members
- A FAIL, provide feedback based on the ABSP Examiner Rating Grid in consultation with the ABSP Director of Examinations
- Have a debriefing discussion about the process with Examiners and Examiner in-training (if applicable). Encourage dialogue and feedback.
- Examination Committee members will fill out a Travel Reimbursement Request Form for expenses within the travel guidelines. The guidelines and interactive form are available on the [ABPP website](#). Once the Travel Reimbursement Request Form is completed, all detailed receipts and the signed form must be sent to the board's treasurer for approval. The treasurer will review, approve, and forward all reimbursement requests to ABPP CO, who will process payment and send the check directly to the Examination Committee member.

**Appendix H**  
**ABSP Candidate Evaluation Feedback Form**

<b>Application Process</b>	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
Application process	1	2	3	4	5
Instructions	1	2	3	4	5
Application materials	1	2	3	4	5
ABSP Exam Manual	1	2	3	4	5
 <b>Mentorship Process</b>					
Availability of mentor	1	2	3	4	5
Mentor feedback	1	2	3	4	5
Reliability	1	2	3	4	5
 <b>Content of Oral Exam</b>					
Practice Samples	1	2	3	4	5
Ethical vignettes	1	2	3	4	5
Reflected the field of School Psychology	1	2	3	4	5
Content of exam met your expectations	1	2	3	4	5
Organization/Process	1	2	3	4	5
Required materials	1	2	3	4	5
 <b>Quality of Oral Exam</b>					
Attitude of Examiners	1	2	3	4	5
Competency of Examiners	1	2	3	4	5
 <b>Accommodations</b>					
Location	1	2	3	4	5
Exam room/facility	1	2	3	4	5
 <b>Additional Comments</b>					

**Appendix I**  
**American Board of School Psychology**  
**American Board of Professional Psychology**

**A. Specialty Board Appeals Team**

The ABSP President appoints one member of the Board of School Psychology to coordinate appeals. For each appeal a three-member ad hoc Team is appointed to review the merits of the appeal.

**B. Appealable Decisions:**

The following decision of the Specialty Board may be appealed:

1. Denial of meeting specialty specific qualifications (Candidacy Determination)
2. Non-approval of practice samples by Examination Committee
3. Failure of the oral examination
4. Failure of Maintenance of Certification (MOC)

Note: An appealable decision shall not be final until the appeal process has been completed.

**Filing an Appeal:** The Appellant may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The Appellant must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of the Specialty Board's **procedures**.

The appeal should be addressed to the President of the Specialty Board who, in turn, shall refer it to the Coordinator of Appeals who will appoint an *ad hoc* Appeals Committee. The Appeals Committee reviewing the appeal must complete its review within 60 days after receipt of the request for appeal letter.

Appeals related to the denial of meeting general requirements for candidacy shall be forward to the ABPP Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

**C. Score and Conduct of Appeal**

The procedural issues addressed by the Appeals Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPP legal counsel.

The Appeals Committee shall implement a process of review based upon information before the Specialty Board at the time of the decision. The Appeals Committee may seek further information from the Chair and members of the Examination Committee, the Maintenance of Certification Director, the Appellant,

or others as appropriate to the issues raised. The process is not a *de novo* review, but a review of the challenge to the Specialty Board decision.

The Appeals Committee shall confer as soon as possible upon the Specialty Board's receipt of the Appellant's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the Appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Board of Trustees for resolution.

#### **D. Decision and Report of Appeals Committee**

The decision of the Specialty Board should be affirmed unless there was a failure by the Specialty Board to adhere to its procedures. In any case, the procedural error would have to be such that it may substantially affect the decision.

If the Appellant demonstrates by clear and convincing evidence that there was a procedural error that harmed the Appellant in a material way, the Committee shall provide a remedy.

The remedy of the ABSP Board will depend on what is being appealed. For example, if an appeal is upheld regarding a Practice Sample or Oral Examination, the outcome will be voided, and a new Practice Sample or Oral Examination will be offered with no additional fee assessed to the Appellant. It is also possible to refer the matter back to the Examination Committee. With the exception of the Committee Chair, the new committee formed for reexamination will remain blind to the past failure of the Appellant and all members, including the Chair, will remain blind to the reasons for the past failure. From the time the new committee is established, there will be 60 days for the exam to be held, which will be stated in the letter from Central Office.

If an appeal is upheld regarding Maintenance of Certification, the remedy will be to allow the Appellant to resubmit MOC materials. A new MOC Reviewer will be appointed to review the Appellant's materials, and that individual will be unaware of the previous failure decision. The review process will begin anew. From the time the new Reviewer is identified, he/she will have 60 days to complete the new review and this will be stated in the letter from Central Office.

In extraordinary circumstances, another remedy may be provided. The Appeals Committee, however, may not "pass" an Appellant or re-grade an examination or MOC materials.

The report of the Appeals Committee shall address each issue raised by the Appellant and its decision related thereto and the basis for that decision. The report shall be forwarded to the ABPP Executive Officer through the Specialty Board President. The report shall then be forwarded to the Appellant under the Executive Officer's by the signature on ABPP stationery. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.

## **Appendix J**

### **ABSP Mentor Process and Guidelines**

#### **Introduction**

The American Board of School Psychology (ABSP) is pleased to provide a mentor to those who have achieved Candidate status. Please review the following policies and procedures prior to requesting a mentor so that you fully understand the benefits and limitations of the mentoring process. While mentoring is not required, candidates are strongly encouraged to take advantage of the mentorship process.

As a starting point, mentors and mentees should thoroughly familiarize themselves with the current ABSP Exam Manual. This Examination Manual contains the most current and official policies and regulations concerning the board certification process.

#### **The Board Certification Process for ABSP: Brief Overview**

Mentees will benefit from gaining a thorough understanding of the various stages of the certification process and mentors will benefit from a review of the process. The ABPP board certification process includes the following 3 major stages:

#### **Overview of the Three-stage Process**

##### **Stage 1: Credentials Review and Eligibility**

Each Candidates' application is reviewed by ABPP Central Office and by the ABSP Credential Reviewer to ensure that basic requirements in School Psychology are met. The applicant is then admitted to candidacy and is notified in writing of their status by the ABPP Central Office.

##### **Stage 2: Practice Samples**

The written documents and practice sample, described below, are to be submitted to the ABSP Director of Examinations. A Practice Samples Submission Checklist can be found in [Appendix E](#) of this manual.

##### **Stage 3: Oral Examination**

Following approval of the written documents and practice sample materials, an oral examination is scheduled by the Examination Committee Chair in coordination with the ABSP Director of Examinations.

A flow chart of the process is provided below. Additionally, a table detailing the steps in the ABSP Board Certification process is located in [Appendix A](#).

## Mentor Eligibility and Their Functions

*Mentor qualifications.* All Mentors are Board Certified specialists in School Psychology. They are trained by the Director of Mentoring prior to mentoring candidates. Training happens through an in-depth review of the current ABSP Exam Manual and a discussion of the Practice Sample Exemplars ([Appendix C](#)). Mentors receive neither remuneration for their services in this endeavor nor will they accept any form of financial remuneration from mentees.

Mentors should have reviewed the edition of the Examination Manual that their mentee is employing in the certification process. The Examination Manual is reviewed annually by the ABSP Board of Directors and updated as needed. The Applicant utilizes the edition of the Examination Manual in effect at the time of his or her becoming a Candidate.

Mentors will make themselves available according to their preference and the specific situation. The relationship they establish with the mentee shall include and exclude the following:

A review of the guidelines and limitations of the mentoring process to include the following statements:

- Mentors **cannot indicate to the Candidate that their Practice Samples will be favorably reviewed** by an Examination Committee or that a Candidate's Oral Examination will be successful
- The Mentor is not responsible for practice sample content, but may review and comment on practice samples in the application of the foundational and core functional competencies in School Psychology
- **The Candidate is responsible for his/her work product**
- Mentors provide general support and encouragement to complete the application process and Practice Sample in an efficient and timely manner
- Mentors provide explanation and expectations of the application process, Practice Sample Review, and the Oral Exam