THE INTERNATIONAL SCHOOL PSYCHOLOGY
ASSOCIATION

THE ACCREDITATION OF PROFESSIONAL TRAINING PROGRAMS IN SCHOOL PSYCHOLOGY

Part 1

The International School Psychology Association's Training Standards

INTRODUCTION TO PART 1

The International School Psychology Association (ISPA) has developed two documents related to the accreditation of school psychology training programs. This document (Part 1) provides details about the goals and standards that students enrolled on such programs should achieve on completion of their training program. A separate document (Part 2) provides information for training providers on how to apply to ISPA for accreditation and on the accreditation process itself. Both documents are available on the ISPA website (www.ispaweb.org/accreditation). Further details about ISPA accreditation can be obtained from the Chair of the ISPA accreditation committee.

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Note: - Although both documents (Parts 1 & 2) use the term *school psychologist*, ISPA recognizes that in many countries, for example Hong Kong, South Africa, the United Kingdom and Malta, the term *'educational psychologist'* is used to describe the work that in other countries would be carried out by school psychologists. There are also some countries where terms such as *'educational and child psychologist'* or *'school and community psychologist'* are used. ISPA takes the view that the standards described in these documents apply to *all* the above groups and that those running professional training programs using these or similar titles are welcome to apply for accreditation provided they consider that their program addresses the ISPA goals and standards.

THE INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION'S TRAINING STANDARDS

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1   OVERVIEW

A key mission for the International School Psychology Association (ISPA) is to promote high standards in the training and preparation of school psychologists and in the delivery of psychological services to children and young people, schools, families and communities. In pursuit of this mission ISPA has developed a set of goals and standards for school psychology programs that indicate the achievement levels that all new entrants to the profession should attain in order to work successfully as a school psychologist.

This document describes standards upon which the accreditation of school psychology programs by ISPA is based. They were initially developed by the ISPA Professional Development and Practice Committee in 2001. Since then they have undergone some minor revisions before being substantially updated in 2014. (See appendix1 for more information about the development of the ISPA goals and standards.)

Section 2 provides a statement on the general characteristics that should underpin all school psychology programs. Section 3 contains a description of the six core goals of training in school psychology each of which is linked to standards and indicators of academic and professional competence. Students completing their program should meet these goals and standards in order to practice competently as a school psychologist.

Staff responsible for school psychology programs who are interested in applying for accreditation[1] by ISPA should also read 'The Accreditation of Professional Training Programs in School Psychology: Part 2 – 'How to Apply for Accreditation'

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[1] The term 'accreditation' is used throughout this document although some programs may prefer to use alternative terms such as 'approval' or 'recognition'. Hence, each school psychology program can determine the use of any one of these terms in light of national, institutional, and other policies, traditions, and practices.

2   SCHOOL PSYCHOLOGY PROGRAM CHARACTERISTICS

Key principles

School psychology programs embody the following characteristics:

- a recognized degree (e.g. undergraduate, masters, specialist, doctoral degree) from a university in a department of psychology or educational psychology (or its equivalent), or in a school of education or an administrative unit in a professional school or college.

- an integrated, organized sequence of study, one which places primary emphasis on applied psychology and provides a strong emphasis on education.

- key staff who are suitably qualified in school psychology and have primary responsibility for the management, delivery and periodic review of the program and for the for the selection and evaluation of its students.

- an identifiable body of students who have been accepted into the program, having met appropriate admission guidelines.

Academic and professional content

Patterns of academic and professional training in school psychology should be consistent with current research and literature, current and emerging roles to be performed and services to be provided. Training will prepare practitioners for work with the children, families and schools from all sectors of society.

Students should have access to journals relevant to the professional practice of school psychology, in particular the ISPA journal – the *International Journal of School and Educational Psychology*.

The program of study includes a core curriculum that contains academic content in basic goals of psychology and education, professional content important to the practice of school psychology and information relevant to work in culturally diverse settings.

Professional content provides preparation, including supervised field experiences in assessment, intervention, consultation, organizational and program development, supervision and research. Students acquire knowledge and experiences working in various settings in which school psychological services may be delivered together with knowledge of various assessment and intervention models and methods.

The settings in which students undertake supervised practical work

The settings in which students undertake supervised practical work/internships should display the following characteristics.

- School psychologists should be involved in various forms of direct and indirect assessments and interventions, including individual work with children, consultation and organizational and program development.

- There should be a service delivery model in which research, theory, and other forms of scholarship form the primary basis for practice.

- School psychologists should be knowledgeable about legislation (at the national and state level), public policies and administrative rulings that guide the delivery of psychological and educational services and provide services consistent with these legal provisions.

- The work of school psychologists should be bound by professional codes of ethics that guide their profession and provide services in ways consistent with these codes.

- School psychologists should continue their professional development in ways that help ensure their practices are consistent with current knowledge, legislation, and codes of professional practice and conduct.

3 PROGRAM GOALS AND STANDARDS

Introduction

At the completion of a program of study in school psychology students are expected to demonstrate entry-level competencies in the following six goals and accompanying standards.

Goal 1 - Core Knowledge in Psychology and Education
Standards: -
1.1 Cognition and Learning
1.2 Social and Emotional Development
1.3 Individual Differences

Goal 2 - Professional Knowledge and Skills in Assessment and Intervention
Standards: -
2.1 Evidence-Based Decision Making and Accountability
2.2 Prevention, Mental Health Promotion and Crisis Intervention
2.3 School and Systems Organization, Policy Development and Implementation
2.4 Home-School-Community Collaboration

Goal 3 – Transnational/Multicultural School Psychology
Standards: -
3.1 Role and functions of school psychologists nationally and internationally
3.2 Working with children and families from culturally diverse communities

Goal 4 - Professional Practice of School Psychologists
Standards: -
4.1 Legislation that impacts on education policy and practice
4.2 Ethical issues in professional practice
4.3 Report writing

Goal 5 - Interpersonal Skills
Standards: -
5.1 Self-awareness and reflexivity
5.2 Interviewing
5.3 Consultation

Goal 6 – Research Methods
Standards: -
6.1 Research design and implementation
6.2 Analysis and interpretation of research findings

For each standard there is a set of *knowledge* and *performance* indicators. These knowledge and performance indicators are provided to assist school psychology programs to demonstrate that a standard has been met. However, it should be clear that program graduates are expected to meet the requirements of the standards, *not* every knowledge and performance indicator.

Goal 1 – Core Knowledge in Psychology and Education

School psychology programs rely on core knowledge that encompasses the following content domains in general psychology: developmental psychology, psychology of learning and cognition, psychology of personality, social psychology, experimental psychology and neuropsychology. Programs also promote an understanding of educational curriculum, instruction and related educational contexts. School psychologists can be expected to display the acquisition of this core knowledge together with its applications.

Standard 1.1 – Cognition and Learning

School psychologists are expected to display knowledge of theory and research on learning and other cognitive processes that have an impact on instruction. In addition, they are expected to be able to apply this knowledge in various ways to help enhance learning and development in children and youth.

Knowledge Indicators: School psychologists display knowledge of: -
- theories and research on learning and cognitive development.
- processes students use to acquire and retain knowledge and skills.
- qualities that influence motivation to learn.
- the influence of language development on learning and behavior.
- theories and research on curriculum and instructional methods.
- theory and research on early childhood education.
- factors that influence motivation and engagement and how to help students become self-motivated.
- influences of students' cognitive, physical, social, emotional, and moral development on learning.
- methods to review, evaluate and use technology for educational purposes.

Performance Indicators: School psychologists: -
- work collaboratively with school personnel to promote supportive learning environments.
- assist school personnel to develop academic goals and programs for students.
- evaluate educational environments to develop strategies that encourage motivation and engagement in productive work.
- participate in the development and implementation of instructional strategies and interventions to promote student development.
- consider instructional methods and materials, student interests, and vocational needs when planning interventions.

- use methods designed to enhance development of critical thinking, problem solving, and performance skills.
- monitor and adjust interventions in response to new information.
- identify and use community resources to enhance student learning and vocational alternatives.
- utilize current research findings in their assessment and intervention efforts to promote learning and academic development.
- help students to develop and evaluate effective learning techniques (e.g., study skills, self-monitoring, planning/organization, and time management) that enable them to become more efficient learners.
- collaborate with school personnel to develop appropriate academic goals and interventions.
- work with preschool settings to develop on methods of developing tools for the early identification of children who may develop learning and behavior problems.

Standard 1.2 - Social and Emotional Development

School psychologists are expected to display academic knowledge relating to the social and emotional development together with adaptive life skills. In addition, they are expected to be able to apply this knowledge in various ways to help enhance the personal well-being and adaptive skill development in children and youth. School psychologists, working collaboratively with others, consider students' strengths, weaknesses, needs, and resources in developing, implementing, and evaluating social, emotional and adaptive skill interventions for them. Programs may emphasize behavioral, affective, adaptive, social, and/or vocational goals all of which are designed to promote social and emotional well-being.

Knowledge Indicators: School psychologists display knowledge of: -
- behavioral, social, emotional, affective, and adaptive skills development.
- vocational goals and vocational planning as part of the developmental process.
- principles of behavior change within the behavioral, social, affective and adaptive domains.
- consultation, behavior management, and counseling strategies that enhance student behavior and promote well-being.
- methods that promote classroom management.
- methods used to assess social and emotional skills as well as vocational aptitudes and interests.
- how language, communication, and behavior can affect the socialization process.

Performance Indicators: School psychologists: -
- evaluate individual and group characteristics prior to designing developmentally appropriate interventions intended to promote students' social, emotional, adaptive, and physical development.

- apply principles of behavior change through the provision of consultation, assessment, intervention, and counseling services designed to enhance student behavior.
- develop methodologies that assist teachers and families in enhancing students' social behaviors.
- provide leadership in creating environments for students that promote respect and dignity, foster the expression of social behaviors and reduce alienation.
- assist teachers, families, and others in helping students become responsible for their own behaviors.
- utilize current research findings in their assessment and intervention efforts to promote social, emotional and adaptive skill development.
- assist in the development and implementation of classroom management strategies.
- assist in the development and implementation of programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, and school to work transitions).

Standard 1.3 – Individual Differences
School psychologists are expected to display knowledge of theory and research on the origins, characteristics, assessment, intervention strategies and long-term development for children and young people with a range of special needs and disabilities, including those who are gifted and talented. In addition they should work to promote the inclusion of these students in mainstream settings wherever possible. School psychologists display this knowledge in their assessment and interventions with children of all ages in family, school and community settings.

Knowledge Indicators: School psychologists display knowledge of: -
- individual differences in learning and performance.
- how an individual's medical and/or genetic history may impact on their development.
- various family systems and how they may affect student development.
- characteristics, origins and life chances associated with children who have a wide range of special needs and disabilities for example learning disabilities/dyslexia, problems with executive skills, Down's syndrome, autism spectrum conditions, attention deficit hyperactivity, dyspraxia, severe and profound developmental delay.
- methods to assess and enhance educational, psychological, social, and vocational needs of students with a wide range of special needs and disabilities,
- methods to assess and enhance educational, psychological, social, and vocational needs of gifted, creative and talented students.
- research evidence related to the effective inclusion of students with special needs and disabilities into mainstream schools.
- the content, methods of delivery and effectiveness of current intervention programs that can be used to support students with special needs and disabilities.

Performance Indicators: School psychologists: -

- demonstrate abilities and skills needed to carry out assessments and interventions with students who have a range of special needs and disabilities.
- are skilled in supporting teachers, families and other professionals in their work with children with special needs and disabilities.
- promote practices that help students and families of all ethnic, religious or other backgrounds feel welcome and respected in the schools and community.
- assist with acknowledging, supporting, and including students who display special needs into mainstream instructional programs and settings.
- help develop and implement strategies to promote understanding of and removal of barriers to the achievement of all children.
- consider the relevance of a student's medical and/or genetic history when conducting an assessment or planning interventions.
- design and carry out assessments and intervention in light of a student's stage of development, learning styles, strengths, and needs.
- identify when and how to screen and make referrals to obtain additional support services and other relevant resources.
- demonstrate awareness of resources and other community based support services for adaptive and assistive devices for students with special needs.

Goal 2 – Professional Knowledge and Skills in Assessment and Intervention

School psychology programs rely on theory, research and other forms of scholarship together with practicum and internship experiences to promote the development of diagnostic and other decision-making skills important to the accurate description of behavior and other personal qualities. This includes the use of assessment techniques together with problem-solving and analytical skills. School psychology programs also promote the development of abilities and skills associated with the successful implementation of interventions at the individual, group and systems levels.

Standard 2.1 – Evidence-Based Decision Making and Accountability

School psychologists are expected to display evidence-based skills in using formal and informal assessment methods in their decision-making and when accounting for the quality of their practice. They are knowledgeable of various models and methods of assessment that yield information useful in clarifying problems, identifying strengths and weaknesses as well as needs and in measuring progress toward stated goals. School psychologists use evidence-based models and methods as part of a systematic process to collect and evaluate information, translate information into defensible decisions that assist them in advocating for the child and family and which impact services and evaluate the outcomes of services.

Knowledge Indicators: School psychologists display knowledge of: -
- effective, evidence-based decision-making and problem solving processes,
- the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for data collection (e.g., interviewing techniques, norm-referenced, curriculum based, portfolio, criterion-referenced, functional assessment, dynamic assessment, behavioral observation),
- assessment as a means of evaluating how students learn, what they know and are able to do and what kinds of experiences will support their further growth and development.
- psychometric theory, test development, and research as applied to evidence-based decision-making.
- the process of linking assessment results with the development of interventions.
- formal and informal assessment techniques used to evaluate student's intellectual and academic abilities.
- methods to collect data on multiple traits displayed by students in various environments by using various assessment methods that rely on information from various credible sources.
- how to modify intervention plans based on evidence.

- the use of evidence in evaluating the reliability and validity of intervention strategies.
- program and system evaluation models and their relationships to the modification of programs at various levels (e.g., individual, classroom, grade level, school).
- the use of evidence in forming identifying children's strengths and challenges in light of laws and professional standards.
- parental and student rights regarding assessment and evaluation.
- the principles and importance of professional accountability for confidentiality and record keeping.
- the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Performances Indicators: School psychologists: -
- consider, and when suitable, utilize information from scholarly sources in psychology and education (e.g., curriculum and instruction) as well as on individual difference when making evidence-based decisions.
- collect and utilize data, including assessment results, to identify student strengths and weaknesses, establish goals, align and modify curriculum and instruction, identify needed support, and design intervention strategies.
- use evidence to evaluate the outcomes of school psychology and other services and to facilitate accountability.
- acquire knowledge of multiple qualities displayed in various environments by using various assessment methods that rely on information from various credible sources.
- apply knowledge of psychometric theory when analyzing evidence.
- use evaluation techniques that measure academic progress.
- consider developmental factors in the collection and analysis of data.
- use formal and informal assessment procedures to evaluate student qualities that influence learning.
- use recently standardized tests and other assessment methods to assess aptitudes, academic attainment, social, emotional, adaptive skills, vocational interests, and other personal and school-related qualities.
- prepare clearly written reports that appropriately address referral questions, accurately reflect the data, and provide guidance on concrete interventions in, where appropriate, the classroom, school and home.
- communicate test results in a manner that is understandable to intended audiences.
- link assessment information to the development of strategies that address student behavioral, affective, adaptive, social, and vocational development.
- assist school and other agency administrators with the interpretation and use of evidence to improve classroom, building and system-level programs.
- provide services in accord with children's rights and with legal, regulatory, and ethical guidelines and standards.

- assist in assessing school readiness.
- support efforts that lead to the availability of additional standardized tests.
- maintain useful and accurate records and communicate information responsibly to families/guardians, students, colleagues and community as appropriate.
- evaluate individual qualities in an attempt to design interventions consistent with a student's developmental levels and needs.
- use assessment techniques to measure progress toward goals, to evaluate outcomes of intervention strategies, and to revise services as necessary.
- use current technology resources when designing, implementing, and evaluating programs and interventions for children.

Standard 2.2 - Prevention, Mental Health Promotion and Crisis Intervention
School psychologists are expected to display knowledge of theory and research on normal and atypical mental, social, and emotional development, including conditions that promote, prevent, and help overcome child and adolescent psychopathology. They are also familiar with research on the causes and prevention of crises/critical incidents in schools and communities together with effective interventions following a crisis. School psychologists, working collaboratively with others, provide or contribute to prevention and intervention programs intended to promote students' mental and physical well being.

Knowledge Indicators: School psychologists display knowledge of: -
- normal child and adolescent development.
- child and adolescent psychopathology and its influence on behavior.
- adverse medical, social, community, family, and other environmental influences on behavior (e.g., eating disorders, teenage pregnancy, and AIDS prevention).
- conditions that give rise to crises/critical incidents in schools and communities, and how crises may be prevented.
- The impact of crises/critical incidents on students, families, schools and communities together with effective intervention strategies,
- effective strategies that promote well-being and resilience and that prevent mental illness at the individual, classroom or school level.
- prevailing conditions that contribute to mental illness in children and adolescents together with methods to prevent mental illness.
- resources to address various mental and physical health problems.
- how to access and make appropriate referrals for services provided by school, community, governmental, and other agencies.
- effects of chronic medical conditions (such as Asthma) and of different forms of medication on student's psychological, educational, physical, social, and emotional behaviors.

Performance Indicators: School psychologists: -
- adopt professional practices that serve to support children with special educational needs and their families.

- identify and recognize behaviors and other conditions that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, drug, and alcohol abuse).
- develop, implement, and evaluate screening programs intended to identify students with mental health needs.
- collaborate with school staff, family members, and community personnel to establish and implement programs that help address psychological and social problems that arise in the aftermath of crises (e.g., death, natural disasters, bombs or bomb threats, violence, and sexual harassment).
- contribute to public debate on the development of policies and on the provision of services that promote effective mental health services provided through schools and other agencies.
- promote mental health services provided through schools and other agencies.
- assist in the development and implementation of prevention programs that address chronic health issues (e.g., eating disorders, overweight, teenage pregnancy, AIDS prevention, and stress management).
- facilitate environmental changes that support health and adjustment.
- participate in the delivery of mental health services through direct (e.g., group and individual counseling) or indirect (e.g., consultation) services to teachers and/or parents.
- inform students, their families, educators, and others of school, community, and other needed and available mental health resources.
- displays knowledge of the possible impact of social and cultural diversity in the development and implementation of prevention, crisis intervention, and mental health programs.

Standard 2.3 - School and Systems Organization, Policy Development and Implementation

School psychologists are expected to display knowledge of schools and other settings as social and administrative systems and to work with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive learning environments for children and others.

Knowledge Indicators: School psychologists display knowledge of: -
- the organization and operation of school systems.
- schools as organizations within the larger (e.g., community, national) context.
- methods that develop and sustain school and educational policies at the local, regional, and national levels.
- the impact of school and public policy on schools, communities, and ecosystems.
- qualities that contribute to safe, caring and supportive school and home environments.

Performances Indicators: School psychologists: -
- assist schools and other agencies in designing, implementing and evaluating

policies and practices that govern the delivery of educational and psychological services to children and their families.
- assist in the development and evaluation of school and community policies, procedures, and practices designed to promote academic development, social and emotional well-being, and safe environments.
- participate in system-wide decision-making that promotes effective services for students and their families/guardians.
- support the development of systems change.
- utilize principles of generalization and transfer of training in the development of interventions.
- assist schools in identifying resources needed for students to succeed in an educational environment and life after leaving school.
- use group facilitation skills to bring about systems change.

Standard 2.4 – Home-School-Community Collaboration

School psychologists are expected to display knowledge of the influences of various family environments and compositions on student development as well as methods to enhance family involvement in promoting students' academic and psychological development. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive coordinated services to children and families.

Knowledge Indicators: School psychologists display knowledge of: -
- the effects diverse family systems may have on students' cognitive, motivational, social and academic functioning.
- family involvement in education.
- methods to promote collaboration and partnerships between families and educators intended to improve student's development and well-being.
- the implications of cultural diversity on family, home, school and community collaborations.
- school and community resources and agencies available to students and families.
- Knowledge of possible perceived status differentials between parents and school psychologists that may affect the full participation of parents in assessment and intervention.
- Knowledge of the misconceptions that can arise regarding psychologists, their method of working and their role.

Performances Indicators: School psychologists: -
- design, implement, monitor, and evaluate programs designed to promote school, family, and community partnerships to enhance students' development.
- assist parents in becoming active, equal and effective partners in home-school collaborative activities.
- acquire information on parent's expectations and goals for their children.
- educate school and community members regarding the importance of family involvement in educational activities.
- engage in effective inter-professional work that serves to enhance home-school-

community collaboration.
- identify resources and create linkages between schools, families, and community agencies.
- work within schools, families, and the community to enhance relationships between home and school environments.

Goal 3 – Transnational/Multicultural School Psychology

School psychologists are expected to be familiar with the growth and status of the profession of school psychology national and internationally and be aware of different patterns of working that exist across and between continents. They are also expected to display knowledge of theory and research on the potential influences of racial and/or ethnic, cultural, socio-political, religious, socioeconomic, gender, and linguistic factors on development. School psychologists therefore develop multicultural competencies and display this knowledge in their work associated with assessment, intervention, and prevention including an ability to work effectively with persons from a wide variety of diverse backgrounds and to engage in successful inter-professional collaboration.

Standard 3.1 Role and functions of school psychologists nationally and internationally

School psychologists are knowledgeable about the impact of a country's culture and economy on the development of public services, including school psychology services. They are familiar with the development of the profession nationally and internationally, the current roles that school psychologists undertake and the importance of professional associations in school psychology for promoting the profession. They also embrace the importance of being part of an international community of school psychologists through being members of international associations and by communicating with school psychology colleagues working in different countries.

Knowledge Indicators: School psychologists display knowledge of: -
- the contributions made by influential academic and professional psychologists from different countries to the development of the profession.
- the roles and functions of school psychologists in different countries.
- the impact that a country's culture and history can have on the development and public perception of all helping professions, including school psychology.
- the relevance of a country's economic conditions on the development and maintenance of all public services.
- the role of professional associations in promoting the profession of school psychology nationally and internationally.
- the distinctive contribution that school psychologists can make alongside other related professionals.
- ways in which school psychologists in different countries are trained.

Performances Indicators: School psychologists: -

- draw from the work of key international figures in school psychology to inform their practice, wherever this is applicable.
- communicate with school psychologists working in different countries, exchange ideas and learn best practices at an international level.
- hold membership in school psychology professional associations and, whenever possible, seek leadership positions in them.
- attend and contribute to international conferences that focus on school psychology and related areas.

Standard 3.2 Working with children and families from culturally diverse communities

School psychologists are familiar with theory and research on the impact of cultural diversity and socio-political issues on the development and enrichment of different countries and communities. They are aware of the impact that bias and prejudice has on the achievements of people from minority groups. These factors inform the decision making of school psychologists in all aspects in their work with children, families and schools, in particular the use of appropriate and non-discriminatory assessment and intervention techniques. They are also sensitive to the influence of a family's culture and beliefs on how their children should be educated, and the importance of taking into consideration linguistic diversity.

Knowledge Indicators: School psychologists display knowledge of: -

- instructional needs of students with diverse abilities.
- the possible impact of gender, race, culture, bilingualism, multilingualism, and disability on learning.
- effective collaboration methods when working with individuals from diverse cultural and racial and/or ethnic backgrounds.
- racial and/or ethnic, social, cultural, religious, socioeconomic, gender, and linguistic diversity.
- how an individual's, racial and/or ethnic, social, cultural, religious, socioeconomic, gender, experiential, and personal choices may impact student development.
- cultural differences in methods used to attain academic, social, and behavioral goals.
- the impact of bias and stereotyping in educational and community settings.
- methods that minimize bias.
- direct and indirect intervention strategies to promote social, emotional and adaptive skill development appropriate for students from diverse backgrounds and experiences.
- distinctiveness and the effects of culture and environment on students and families.
- non-discriminatory assessment and evaluation procedures.
- cultural, linguistic and other personal traits together with environmental opportunities when interpreting and using data to display knowledge of

interaction and communication norms or codes of people from different backgrounds.

Performance Indicators: School psychologists: -
- recognize in themselves and others possible biases associated with race, religion, culture, social class, gender or other demographic qualities that may affect their work (e.g., assessment, decision-making, instruction, behavior, and expected student outcomes).
- use collaboration skills with individuals from diverse cultural and racial and/or ethnic backgrounds.
- demonstrate abilities and skills needed to work with families, students, and staff with diverse characteristics.
- promote practices that help students and families of all backgrounds feel welcome and respected in the schools and community.
- help develop and implement strategies to promote understanding of and removal of barriers to the attainment of important educational and other developmental outcomes.
- assist in integrating students who differ by racial and/or ethnic, religious, cultural, and social characteristics.
- consider the relevance of a student's, racial and/or ethnic, social, cultural, religious, socioeconomic, gender, linguistic, and experiential qualities together with personal choices when conducting an evaluation or planning interventions.
- design and carry out assessments and intervention strategies in light of a student's, gender, culture and ethnicity.
- consider students' primary and secondary language abilities and their effects on school performance.
- use nondiscriminatory evaluation procedures.
- consider the assets and limitations of all assessment tools but especially of tests developed elsewhere and adapted for use in one's country.
- be sensitive to diverse views on educational provision for girls, children with special educational needs etc.
- engage in effective inter-professional work when working with children and families from culturally diverse communities.

Goal 4 - Professional Practice of School Psychologists

School psychology programs prepare students to work in schools and community settings where they draw on theory and research together with practicum and internship experiences to promote the acquisition of various assessment and intervention methods. The effectiveness of their work depends in part on their knowledge of local and national governmental legislation relating to education, on their understanding and implementation of core ethical principles underpinning professional practice, and on their written communication skills.

Standard 4.1 - Legislation that impacts on education policy and practice
School psychologists are expected to be familiar with key local, regional and central government laws and associated guidance which has a direct bearing on the education of all children, in particular children who may experience problems in learning and or behavior. This knowledge should inform their work with young people, families, schools and other professionals.

Knowledge indicators: School psychologists display knowledge of: -
- government legislation in relation to children with special needs and disabilities,
- legal frameworks that underpin assessment and intervention.
- legislation in respect of the rights of children to receive education in an appropriate setting.
- relevant legislation on the rights of parents to chose a school for their child, to be present at and to contribute to a psychological assessment and to see and comment on psychological and other reports.
- relevant legislation on the rights of schools to provide a safe learning environment for all children and to exclude children who are cause for concern.

Performance indicators: School psychologists: -
- are guided by their knowledge of appropriate legislation when assessing children and providing advice to schools and parents,
- are mindful of impact of legislation when writing their reports,
- advise schools, families and other relevant professionals on relevant legislation in respect of children's education,
- are able to justify their actions in relation to guidance associated with relevant legislation.
- support public policies and practices that enhance school- and community-based educational and mental health services for children.
- adhere to copyright laws governing access to and use of information from various technologies, including books, tests, and software.
- use technology (e.g., CD/DVD ROM, the Internet, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.

- use technology-based productivity tools (e.g., database, spreadsheets, test scoring programs) to help promote effective and efficient services.
- use technology in communicating, collaborating, conducting research, evaluating programs, and maintaining professional accountability.

Standard 4.2 - Ethical issues in professional practice

School psychology programs promote knowledge, attitudes, and behaviors important to professional standards, ethical principles and values, and laws. The basic values of school psychologists are represented in ethical standards governing research and practice and embodied within the ISPA Code of Ethics. School psychologists are therefore expected to display knowledge of national and international ethical standards governing their services.

Knowledge Indicators: School psychologists display knowledge of: -

- ISPA's code of ethics and it's relevance for the application of school psychology nationally and internationally.
- professional, ethical, and legal standards governing services for children, schools and families in the country in which they work.
- the implications of national, regional and local laws on delivering ethically based practice,
- ethical issues and social implications of using technology.

Performances Indicators: School psychologists: -
- practice in accord with codes of ethics from ISPA or other authoritative professional sources.
- provide school psychological services (e.g., assessments, consultation, intervention, and research) consistent with prevailing legal and professional standards.
- practice in accord with legal standards when they are in conflict with ethical or professional standards.
- comply with legal requirements for professional practice in the respective country.
- respect the rights and welfare of those with whom they work.
- practice ethical, legal, and socially responsible behavior when using technology and computer software.

Standard 4.3 – Report writing
School psychology programs prepare their students to provide professional, accurate and readable written reports for key stake stakeholders, including parents, teachers and other relevant professionals. Such reports should be intelligible to the lay reader, including, where relevant, the legal profession. Where appropriate they also facilitate the school psychologist role as a child advocate.

Knowledge Indicators: School psychologists display knowledge of: -

- key factors to consider when preparing written reports on children for different stakeholders,
- how reports can be used to support their role as a child advocate.
- the importance of presenting technical information such that it can be understood by other professionals, including parents,
- research on the impact of their reports on improving practice,
- the importance of using and quoting evidence accurately and sensitively,
- how to follow the 'house style', guiding psychological reports in their work setting.

Performances Indicators: School psychologists: -

- are able to write accurate and reports using, where possible, non-technical language that are valued by key stakeholders, including families.
- can write reports that help to advocate for the child.
- complete written reports soon after they have completed their assessments.
- report the findings of test results and other evidence to support their conclusions and recommendations.
- prepare psychological reports the contents of which can, if necessary, can be justified in a court of law.
- seek feedback as to the impact of their reports on helping children families schools and communities.

Goal 5 - Interpersonal Skills

School psychology programs rely on theory and research together with practicum and internship experiences to promote sensitivity to school, family, and other contextual settings that influence growth and development. The programs also promote the abilities, skills, and attitudes needed to work effectively in various contexts and with both professionals and the public and, where necessary, the abilities and skills needed to take on the role of child advocate. Therefore, the promotion of self-awareness, interview and counseling skills, collaboration, consultation and other interpersonal attributes needed for this work forms an important focus of their preparation.

Standard 5.1- Self-awareness and reflexivity
School psychology programs provide theoretical background linked to practical experience that enables school psychologists to be aware of both the extent and limitation of their knowledge and professional competence. They should also be sensitive to the impact that their personal style of interaction can have on others and how others' behavior can resonate on their own past experiences. They should be able reflect on, and learn from, their experiences. They should also be willing to share concerns they have about any aspects of their professional work or personal interactions with colleagues.

Knowledge Indicators: School psychologists display knowledge of: -
- how their personal cultural perspective and biases can influence interactions with and interpretations of client behavior and motivation.
- how client reactions can resonate on their own past experiences and give rise to particular behaviors.
- communication styles and their impact on effective work with key stakeholders.
- how their physical appearance can influence interactions with clients and colleagues.
- the impact their gender might have in particular work situations.
- their own personal prejudices and how these may impact on professional work on a particular issue.
- how their learning and development is affected by current and historical personal and professional experiences.
- the skills needed to work effectively as a child advocate.
- the impact of ones personal style of interaction on the outcome of an assessment or intervention.
- how to listen to and respond appropriately to advice and criticism.
- work situations where it might be inadvisable to become involved with a child, school or family.
- the limits of one's ability and competence.

Performances Indicators: School psychologists: -

- communicate clearly with diverse audiences (e.g. parents, teachers, policy makers, community leaders, and colleagues).
- use various communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate with a diverse constituency.
- acknowledge and learn from their successful and less successful interactions with colleagues, children, teachers and parents.
- are able to listen to and respond appropriately to advice and criticism.
- take on the role of child advocate.
- recognize the limits to their professional knowledge and competence and seek advice accordingly.
- ensure that their physical appearance is appropriate for the various tasks they undertake.
- are able to recognize and to learn from their mistakes.
- consult with senior colleagues on matters of personal and professional conduct.
- are aware of the welfare of colleagues.
- make effective use of time management techniques in providing an effective and efficient psychological service to children, their families and the community.

Standard 5.2 Interviewing

School psychologists should be familiar with research and theory on effective approaches to interviewing children and adults either individually or in a group. They should be aware of different styles of interviews and how these may be suited to different situations. They should be familiar with research, theory and practice on the role of empathy in effective professional work with children and families. They should have opportunities to practice a range of interview techniques on the practicums/internships.

Knowledge Indicators: School psychologists display knowledge of: -
- methods necessary to facilitate communication with students, school personnel, families, community professionals, and others.
- research and theory on the role of empathy in developing effective in assessment and intervention.
- the importance of being non-judgmental in their interactions with children and their families.
- techniques that can help people to feel at ease and comfortable in their presence.
- active listening techniques which help people to feel able to discuss their problems.
- the importance of planning interviews carefully so that key issues related to the problem at hand can be discussed systematically with the full engagement of the interviewee.
- the appropriateness and use of different interview styles to suit specific situations.
- the most appropriate context (e.g. time of day, venue, seating arrangements) that will facilitate effective communication between interviewer and interviewee.

Performances Indicators: School psychologists: -
- display positive interpersonal skills and patience in difficult situations by practicing active listening, conflict resolution.
- are skilled in helping people feel at ease and comfortable in their presence.
- will use different interviewing styles appropriate to the situation.
- are able to adjust an interview in response to unexpected disclosure of events.
- can bring interviews to a conclusion within a specified time frame so that participants feel that all key issues have been discussed and that there is a clear way forward.

Standard 5.3 Consultation

School psychologists are expected to display knowledge and suitable applications of behavioral, mental health, collaborative, and other consultation models. They should be aware of the theoretical bases underpinning each of these models and be able to justify their use as a preferred method of working in different situations. School psychologists incorporate consultation into their practical work on schools and other settings.

Knowledge Indicators: School psychologists display knowledge of: -
- collaborative and consultation models and methods (e.g., behavioral, mental health, instructional).
- approaches to accessing, managing, and disseminating information to enhance the consultation process.
- the appropriateness of different models of consultation in different situations.
- the advantages and disadvantages of a variety of consultation approaches for the effective work of school psychologists.
- ways in which consultation can be used in all areas of practice, e.g. with individual and groups of teachers or parents, with children and youth.
- the key facilitator skills needed to use consultation effectively.
- research on the impact of consultation for professional practice

Performances Indicators: School psychologists: -
- use consultation and collaboration skills to promote change at various levels (e.g., an individual, classroom, building, district, and/or other agency).
- use consultation and collaboration to facilitate the development of positive school climates.
- use consultation and collaboration skills to enhance student learning.
- use consultation and collaboration skills to promote professional development of teachers (and/or parents)
- use consultation and collaboration skills to show respect for those with whom they work.
- use their professional knowledge to support the consultation process
- use consultation skills to empower others to take responsibility for making their own decisions.

- utilize technological resources to access, manage, and disseminate information to enhance the consultation process.

Goal 6 - Research Methods

School psychology programs rely on theory and research together with practicum and internship experiences to promote understanding and use of research and evaluation methods important to quantitative and qualitative research and evaluation activities. School psychologists are expected to be reflective consumers of, and contributors to, professional scholarship. Their knowledge is sufficient for them to engage in research and evaluation studies that address issues important to school psychology and education.

Standard 6.1 - Research design and implementation

School psychologists are knowledgeable about different research paradigms, (e.g. positivist, interpretivist, constructivist) and of their influence in informing a chosen methodology for research in school psychology and related areas. They know about, and have some experience in, designing studies using qualitative, quantitative and mixed methods approaches and can show how each of these is related to an overarching research paradigm.

Knowledge Indicators: School psychologists display knowledge of: -
- the respective importance of quantitative and qualitative approaches to research in the human sciences and the advantages and disadvantages of each.
- the range of research topics in school psychology that may be relevant for quantitative and qualitative approaches.
- the importance and relevance of mixed methods in school psychology research
- the types of research questions that are suitable in quantitative/qualitative research
- a range of research designs typically used in quantitative studies (e.g. quasi experimental designs, single subject designs, surveys, randomized control trials)
- a range of research designs typically used in qualitative studies (e.g. case studies, focus groups, semi structured interviews, narrative approaches)
- concepts of internal and external validity of research designs and methods.

Performances Indicators: School psychologists: -
- are able to evaluate the suitability of methods used when reviewing research and other forms of scholarship.
- make informed decisions as to the most appropriate research design (i.e. qualitative, quantitative, mixed methods) to address a specific research problem.
- can design and implement a piece of research using appropriate research questions and a relevant methodology
- are competent in developing a range of research instruments (e.g. questionnaires, interview schedules, observation protocols)

- can administer, or train others to administer, psychometric instruments appropriately in research settings.
- evaluate psychometric properties when selecting research instruments.
- are competent in gathering and recording data for qualitative studies, e.g. from semi structured interviews, focus groups, narrative techniques.
- identify the implications of research findings for the delivery of effective school psychological services.

Standard 6.2 - Analysis and interpretation of research findings

School psychologists conduct appropriate analyses and interpretations of quantitative and qualitative research data and disseminate findings both orally and in written form.

Knowledge Indicators: School psychologists display knowledge of: -
- research and statistical methods needed to evaluate published research.
- the range of computer based packages that can be used for data input and analysis, e.g. SPSS, Atlas Ti.
- the appropriate use of quantitative data analysis methods, and their limitations, in particular parametric and non-parametric statistics.
- qualitative data analysis methods, their strengths and limitations. e.g., thematic and discourse analysis, grounded theory.
- technological methods and applications for research and evaluation(e.g., statistical and behavior monitoring software programs).
- ways of synthesizing key findings from research to a non-technical audience

Performances Indicators: School psychologists: -
- apply knowledge of research, statistics, and evaluation techniques when conducting research and program evaluations.
- carry out robust analyses of textual and other non numerical date using appropriate qualitative data analysis techniques.
- provide information from relevant research and other forms of scholarship to school personnel, parents, the public, and the profession.
- prepare research reports/professional publications for colleagues in school psychology and related disciplines

The original idea for ISPA to become involved in the accreditation of school psychology programs stemmed from the work of Thomas Oakland, President of ISPA from 1995-97, and his colleague Julie Cunningham who, in the mid 1990's, developed an international definition of school psychology and guidelines for the preparation of school psychologists (Oakland & Cunningham, 1997; Cunningham, & Oakland, 1998). This resulted in Dr Oakland proposing the development of international standards for accrediting school psychology programs to ISPA's Executive Committee in 1999. In response to his proposal, the Executive Committee asked Dr. Oakland, then chair of ISPA's Professional Development and Practices Committee, to assume leadership for preparing draft standards for review by ISPA membership and the Executive Committee. He, together with Robert D. Clark, drafted standards that were reviewed by those who attended the 2000 Leadership Workshop at the ISPA colloquium in New Hampshire USA. Selected members of this Leadership Workshop also completed a more detailed review of the 2000 draft document, most notably: Stuart Hart, Bernie Stein, Erika Voigt, and Sissy Hatzichristou. Information from the 2000 Leadership Workshop and the more detailed review led to a 2001 draft that was reviewed by those who attended the 2001 Leadership Workshop at the ISPA colloquium in Dinan, France. Information from this review led to a substantially revised document that was submitted to the Executive Committee for its review in February 2002. Their comments led to development of the first agreed set of standards submitted to the EC for its approval during its July 2002 Colloquium in Denmark.

The 2002 standards, although modified slightly in 2008, have been used for ISPA accreditations that have been carried out since March 2011. Following feedback from recent accreditations and in order to take account of current developments in the profession, a further review of the standards was undertaken in 2014 under the leadership of Peter Farrell, former Chair of the ISPA Accreditation Committee. The section on Transnational School Psychology was, in part, informed by the work of Dr Sissy Hatzichristou, Chair of a working group on the Globalization of School Psychology which is supported by Division 16 of the American Psychological Association. The current version was discussed by members of the Accreditation Committee at the 2014 ISPA conference in Lithuania and subsequently approved by the ISPA Executive committee.

REFERENCES

Oakland, T., & Cunningham, J. (1997). International School Psychology Association definition of school psychology. School Psychology International, 18, 195-200.

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