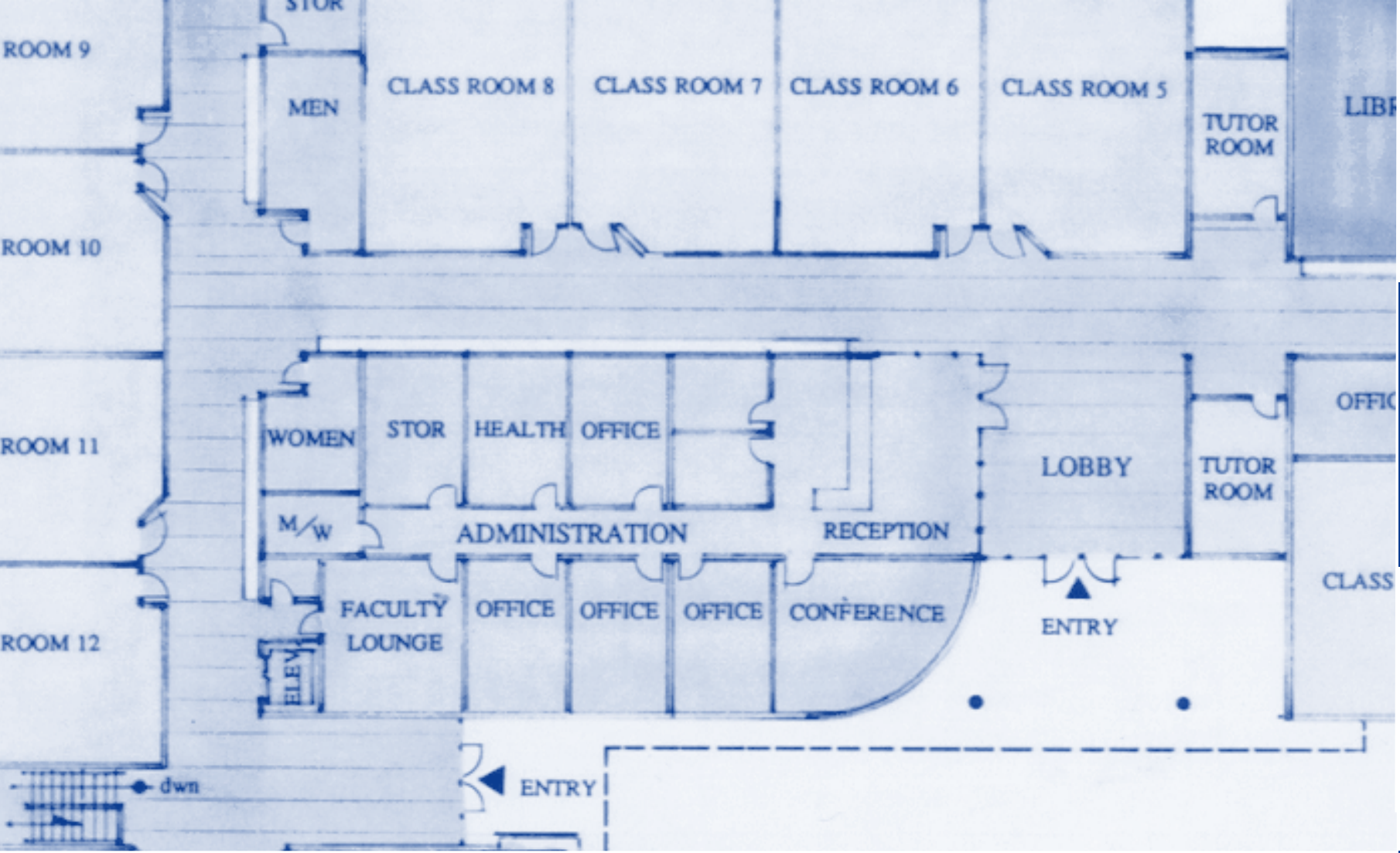
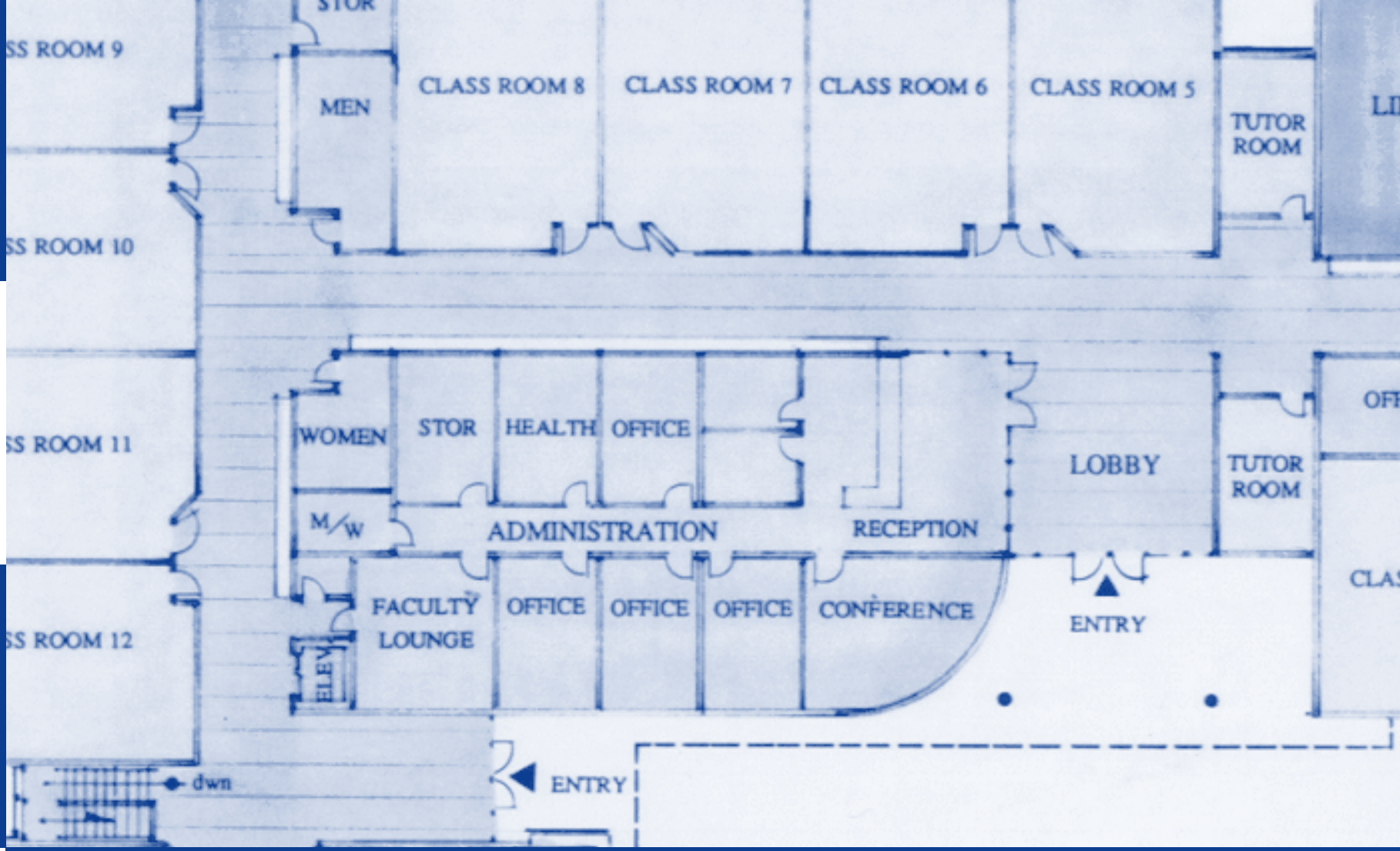


NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

4340 East West Highway, Suite 402
Bethesda, Maryland 20814
301-657-0270 (Voice)
301-657-0275 (Fax)
301-657-4155 (TDD)
e-mail: NASP8455@AOL.COM
http://www.uncg.edu/~ericcas2/nasp



School Psychology: A Blueprint for Training and Practice II

Jim Ysseldyke
Peg Dawson
Camilla Lehr
Dan Reschly
Maynard Reynolds
Cathy Telzrow

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Jim Ysseldyke, University of Minnesota, Chair
Peg Dawson, Seacoast Mental Health Center, Portsmouth, NH
Camilla Lehr, University of Minnesota
Dan Reschly, Iowa State University
Maynard Reynolds, University of Minnesota
Cathy Telzrow, Cuyahoga Special Education Service Center, Cleveland, OH

National Association of School Psychologists
Bethesda, MD
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Prologue

Since its publication in 1984, the original *School Psychology: A Blueprint for Training and Practice* has driven much of the progress in the training and practice of school psychology. By now, over 13,000 school psychologists have benefited from the higher standards for accredited university graduate programs and field placements it helped foster. The creation of the National School Psychology Certification System (1988), with its continuing professional development requirements, is further evidence of the impact the first *Blueprint* had upon the profession of school psychology. Many states used the document to better standardize state licensing and certification for school psychology. Today's certification standards typically require competence in the original sixteen domains described in the 1984 *Blueprint*, including training and knowledge to: facilitate school-wide problem solving; provide effective consultation with professionals and families; and carry out effective, culturally sensitive interventions and instructionally based assessments.

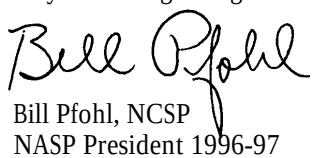
The purpose of the new Blueprint II is to again stimulate professional discussion about the future of school psychology.

The original *Blueprint's* warning about the "misuse of school psychologists" is true today. New skills are required and new partnerships are necessary to establish community networks of integrated services in an ever more diverse society.

The purpose of the new *Blueprint II* is to again stimulate professional discussion about the future of school psychology. While much has been accomplished over the past twelve years, the profession needs to position itself both at federal and state levels to ensure training and practice in our profession remains relevant as we enter the 21st century. This document seeks to further define and modify the domains that lead to training school psychologists in order to enhance practice and improve service to children, educators, and families.

I wish to thank the Task Force members who spent much time, energy, and exhibited a great deal of creativity, in completing this document. The *Blueprint II* was reviewed by many trainers and practitioners, and it reflects a wide diversity of opinion. My hope is that it will help create a future of continued high quality training for all school psychologists and excellent service delivery for all with whom they work.

May the dialogue begin!



Bill Pfohl, NCSP
NASP President 1996-97

All the development costs of *School Psychology: A Blueprint for Training and Practice II* were funded by NASP as a service to America's children and youth. The goal is to stimulate informed discussion among practitioners, trainers, professional organizations, and other stakeholders in America's educational system. The opinions expressed throughout are solely those of the authors. They do not necessarily reflect the opinions or ideas of NASP, and nothing in this document should be considered the official policy or position of the association.

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Preface

This statement on the future of training and practice in school psychology is the second edition of a *Blueprint for Training and Practice* published in 1984 (Ysseldyke, Reynolds, & Weinberg, 1984). It was produced by a Task Force of six school psychologists in response to a request for revision from Bill Pfohl, President of the National Association of School Psychologists.

The first *Blueprint* outlined briefly the functions which could and should be performed by school psychologists. In a second, much larger document entitled *School Psychology: The State of the Art* (Ysseldyke, 1985), 15 authors summarized the knowledge base for each of the expanded functions delineated in the *Blueprint*. Each author provided a summary of the well-confirmed knowledge in an assigned topical area plus an annotated bibliography.

Blueprint II is written to be a stimulus for discussion by school psychologists and those who educate them.

The Task Force met on several occasions during 1996 to review and revise the domains of training and practice in which school psychologists should be competent. The 16 domains outlined in the first *Blueprint* were restructured, sometimes combined, and updated. The result is a list of 10 domains for training and practice. These are outlined in this second edition.

There are six parts to this document. In the first part of *Blueprint II*, we set the stage for competency domains by reviewing the context in which school psychological services are delivered and school psychologists are educated. We focus initially on the changing social, political, and economic context for education and the practice of psychology in schools. We then analyze the ways in which schools have changed since publication of the first *Blueprint* document in 1984. In the second part of *Blueprint II* we describe changes that are taking place in the training of school psychologists and the ways they practice in schools. Throughout, we attempt to be sensitive to the fact that school psychologists have varying degrees of control over the ways in which they function. We recognize that many of the roles that school psychologists play are dictated by workplace settings and that there is considerable variance in the ways people work.

In the third part of the *Blueprint*, we list and describe a set of 10 interrelated domains of training and practice and in the fourth part we provide a scenario demonstrating how the domains are connected and play out in daily practice. The final parts of the document address implications for training, practice, and the profession.

Blueprint II is written to be a stimulus for discussion by school psychologists and those who educate them. It can be used by trainers to develop coursework and practical experience for both preservice and continuing education, and it can be used by practitioners to help them shape their own continuing professional development. Finally, it can be used by professional associations to facilitate strategic planning and to inform the development of standards revisions.

We do not urge blind acceptance of this document, however. It should be debated at state, regional, and national meetings of school psychologists, and it ought to be scrutinized by national groups representing trainers of school psychologists. We encourage state and national associations to further the discussion of this document through panel presentations at conferences and through reaction papers in journals and newsletters. It will be necessary to specify in more detail in companion documents the well-confirmed knowledge base in each domain and the competencies for training and practice in each domain.

The context for the practice of school psychology has changed in the years since the publication of the first Blueprint. Two themes which thread their way through this document reflect this change. First, we have seen an increasing emphasis on accountability throughout education. School psychology, like the other professions devoted to schooling, must be willing and able to demonstrate its effectiveness. And secondly, the education debate in recent years has stressed shared ownership in reforming education and changing the way schools work. Thus, throughout this document we have focused on capacity building—building the capacity of students, teachers, families, systems, and most of all, school psychologists—to bring about improved outcomes for all students.

We are thankful to the many people who provided feedback to the Task Force as this document was being developed. Their names are listed in Appendix A. And, we thank Ellen Smart for her professional assistance in producing this product.

Task Force Members

Jim Ysseldyke, Chair
Peg Dawson
Camilla Lehr
Dan Reschly
Maynard Reynolds
Cathy Telzrow

Changing Scenes and Challenges

The Changing Context: Political, Economic, and Social Forces of Today

Every generation of students attends schools beset with problems that are created by the political, economic, and social forces unique to their times, challenges that also provide opportunities for those willing to recognize them. It is no different with children attending school during the last decade of the 20th century. As we rapidly approach the next millennium, we find that perhaps more than ever, the school psychologist is perfectly poised to help lead schools through current difficulties to innovative, long-term solutions, turning challenges into opportunities for positive change.

Since the 1983 report *A Nation at Risk* put the country on notice about the inadequacies of American education, a generation of students have attended kindergarten, grown up, and graduated from high school. For the most part, the schools they attended were not substantially different from those described in *A Nation at Risk*. This has led to grave failures to students:

> *More and more young people emerge from high school ready neither for college nor for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrinks, and new jobs demand greater sophistication and preparation. (page 12)*

Since those words were written, the school environment has become even more challenging for both student and instructor. The call for reform made in *A Nation at Risk*, though clearly heard by many, has yet to materialize. As school psychologists examine how best they can help transform an ailing learning environment into a model for success and pave the way to the 21st century, it may be helpful to ask, "What do today's schools now confront?"

Challenges: The Changes in Today's Schools

Population Trends. Currently in the United States, 51.7 million children attend school. This represents a growth in the school-age population, known as the "Baby Boom Echo," that is straining the capacity of communities to respond to the need for additional schools and teachers. California schools will add 100,000 students per year for the next 10 years. In Clark County, Nevada, the population expands by 11,000-12,000 students every year, which is equivalent to building a new classroom every day of the year.

Declining Government Support. This expansion in student population is coming at a time of declining willingness to support education and social programs. There are now 16 million children living in poverty in this country; with welfare reform now law, it is estimated an additional one million children may fall into poverty. State and local governments, strained by disinvestment at the federal level, will be challenged to increase the services and supports they provide for children and for education. The days ahead will be difficult.

The effects are not felt by all schools and all children equally, however. Many communities in this country strive valiantly to provide a good education for their children. Others, equally committed to quality education, are unable to realize that goal because of economic circumstances. Property-rich districts by and large support quality schools; property-poor districts cannot. The problems are so extreme that at least eight states have enacted "bankruptcy laws" which allow the state to take over local school systems that fail to meet minimum standards.

Geographic and Economic Disparities. The quality of education children in this country receive varies as a function of where their schools are located. On the average, schools and schooling in the inner city, where the majority of the student population is poor and non-white, are markedly inferior to those available to white students in more affluent suburban America. Some rural areas are deeply distressed and also fail to provide adequate schooling. The net effect is a differential distribution of opportunities to learn which favors one segment of the American student population over others. The disparities are as unjust as the long-term effects are profound.

Recruitment and Training. Because the burgeoning student population is coinciding with the retirement of the first wave of the baby boom teacher generation, the demands for teachers will only increase in coming years. And yet it is becoming increasingly difficult to attract young people to the teaching profession. Only two percent of graduating college students become teachers. Colleges of education continue to be criticized for failing to prepare their graduates adequately for the reality of teaching today. And as the cultural and ethnic diversity of our society increases, the educators we are preparing neither understand these cultures sufficiently nor do they adequately represent this diversity.

Challenging Students. The student population entering America's classrooms is more challenging than at any time in our recent history. More children live in poverty, in single-parent homes, or in homes where both parents have to work long hours just to maintain a minimal standard of living. Increasing numbers of students are entering public schools without having learned basic

social/socialization skills. Teachers are forced to contend with tremendous diversity in the behavior, value patterns, concepts of right and wrong, and skill levels of the students they teach. To add to these challenges, violence among young people and in schools is on the rise, with the result that too many teachers and students in many schools are preoccupied with fears for their safety. It is not surprising that many students in these schools are not learning to read, to compute, to write, or to acquire the knowledge and technical skills they will need as adults.

Mobility. Other forces contribute to instability in schools and in the classroom. These include the mobility of a large segment of the American population. With families making frequent moves, children risk receiving a disjointed education as they move from school to school, with different sites often embracing different philosophies or curriculum sequences. Schools themselves create instability and disjointedness through the use of suspension and expulsion policies as a primary means of disciplining students. Thus, the very students who most need stability and continuity of instruction are being excluded all too routinely from the classroom.

Despite the challenges, frustrations, and failures that have been met along the way, recent events give us hope.

Lack of Consensus. We live in a culturally and politically diverse society, and we have vastly different ideas about the roles schools and teachers should play in the education of our young people. Some argue that the schools need to take over the functions that families no longer perform, while others argue that schools should get "back to basics." Debates over issues such as school prayer, sex education, school choice, and vouchers make it difficult to look beyond these value issues to the broader challenges of creating quality schools for all children.

While these disagreements create skirmishes which occupy the time, energy, and resources of teachers, school administrators, and school board members, the greater impact is that we have little consensus in this country on the goals of schooling. Furthermore, we have curricula and school structures that were designed many generations ago to respond to the needs of a time which has long since passed.

Technology. One of the biggest challenges facing schools is technology. For the first time in America, consumers are buying more personal computers than television sets. Using computers needs to be part of a student's education. In addition, computers are changing the way curricula are taught, from computer-based curricula on CD-ROMs to distance education and the Internet. Technology is also being used in new ways for classroom management, progress monitoring, and consultation. Bringing both students and instructors up to speed on new technology trends is one of the biggest issues that must be tackled as the next century dawns.

The Successes in Today's Schools

Universal Enrollment. While we catalog all that is wrong with schools and the distance yet to be traveled to create equal opportunities for all, it must be recognized America has done something that no other nation has even attempted: we have attained universal enrollment of children in elementary schools while seeking the twin goals of excellence and equity in education. The United States has embraced the concept of a free and appropriate education for all children regardless of race, creed, national origin, or disabilities, and many of our efforts to improve schools have been designed to meet this challenge. Schools increasingly enroll all children, and "all" is becoming increasingly diverse.

A Positive Picture. Despite the challenges, frustrations, and failure that have been met along the way, recent events give us hope. Although experts have long argued that the test scores of American students have been declining for decades and that we rate poorly on international comparisons, well-respected researchers have recently begun to argue that the picture given the American public of the status of students today is far bleaker than the reality. Many studies suggest that students are brighter than perceived, that test scores are on the rise, and that global comparisons are based on faulty premises. The United States has one of the strongest global economies and the highest productivity rate of any industrialized nation—perhaps the schools deserve some credit for these achievements.

There are schools that work well and there are children who are resilient and withstand the negative effects of poverty and disadvantage. There are professionals committed to creating schools that serve the needs of communities with multiple stressors. For example, a recent newspaper article described an elementary school in inner-city Newark, New Jersey where more than three-fourths of the student population score above grade level in reading, writing, and math, and where every classroom of the 400-student school had better than 90 percent attendance last year.

Family and Community Involvement. In addition to shining examples of schools that work, one can find many, many examples of parents who recognize

that their support of education is the single most important thing they can do to ensure the success of their children. For instance, a *Scientific American* article a few years ago reported on the tradition of support for education among Asian-American families, with the result that this segment of the immigrant population consistently scores in the top percentiles on national scholastic achievement measures.

School Improvement Efforts. Never at any time in the history of American education has as much attention been paid to the need for educational reform and restructuring. Pick up any issue of *Educational Leadership*, *Phi Delta Kappan Magazine*, or the *Harvard Review of Education*, and articles describing successful efforts abound. Distinguished educators and researchers are no longer content to sermonize but are rolling up their sleeves and taking on some of the most challenging problems our schools face. Reading Recovery, Success for All, Accelerated Schools, the Coalition of Essential Schools, Project Zero, and the Paideia Group, to name but a few programs, have tackled the daunting problem of how to make school successful for all students.

American secondary schools are beginning a process of experimentation with alternative structures and programs to better meet the needs of their diverse student population. These include increasing Advanced Placement offerings, early college entrance, mini schools-within-schools, and cooperative agreements with local colleges for gifted students as well as the development of alternative schools and expanded vocational options for non-college bound youth. Integrating technology into the classroom in ways which allow students to access the Internet, explore web sites, and create multi-media presentations is altering the shape of instruction in many schools.

Certainly we have not found all the answers to school improvement efforts. And there are those who would argue that many of our efforts are misdirected and more grandiose than they need to be. But the discussion has been joined, and there are few schools and school districts in the country which have not been touched by the call to transform education to meet the needs of today's youth and tomorrow's citizens.

Changes and Challenges for School Psychologists

School psychologists are in the crux of all these changes and are increasingly called into the most challenging school situations as front-line workers. In many schools they are expected to help lead the way in dealing with the wide variety of challenges detailed in the previous sections. Not surprisingly, in light of the changing context and in order to meet the needs of today's youth, school psychologists are making or being pushed to make broad changes in their role.

Increased Collaboration. Because the difficulties of many children transcend the capacity of schools to respond effectively, schools are engaged in new and deeper partnerships with parents and community agencies. These new school-family-community collaboratives are not fads; they are emerging as strong, urgently needed aspects of community development. In all of this, school psychologists have important roles to play. However, increased emphasis on interprofessional collaboration in training programs and practice is necessary.

Shift Away from Psychometrics and Labeling. It has been clear for some time that children and the schools could do well with less of categorical delivery systems which often require school psychologists to engage in simple psychometrics and child labeling. The practice of responding to diversity in the schools by creating more and more narrowly defined categorical school programs has little credibility. School psychologists have often been required to serve as the gatekeepers in this complex nonsystem. Objections to testing and labeling practices have risen to the level of fury, and school psychologists have become targets for much of this criticism. As psychometric functions diminish in importance, school psychologists will have greater opportunities to exercise a broader and more useful version of psychology in the schools. Indeed, school psychologists' expertise in measurement, assessment, and problem solving can be used to move toward more diverse assessment of student learning and increased accountability in the schools. There are many clear instances in which school psychologists have taken the lead to improve assessment, problem solving, and intervention practices.

Focus on Success for All Students. School psychologists have played active roles in developing and implementing solutions as schools have worked hard to improve. As noted previously, we have achieved universal enrollment of all children in the schools of the nation, at least for an initial period of schooling. School psychologists are among those who helped accomplish this important goal. Along with universal enrollment comes a responsibility to help the increasingly diverse student population to successfully complete school and graduate. School psychologists have a role to play in advocating for reductions in all forms of demission—explusions, suspensions, and "drop outs"—and for increasing inclusive education options to meet the needs of all students, especially those most disenfranchised from the system.

Expanded Involvement/Broader Role. Psychology remains the most relevant of all of the disciplines and professions associated with teaching, learning, and child development. School psychologists are privileged to be in a position to deliver psychology both in schools and in the broader, emerging school-family-community framework. It is not unusual to find school psychologists who are being successful in helping design alternative schools, evaluating charter schools, assisting in creating effective school-community linkages, collaborating with the medical community to develop effective programming for students with medical problems, or participating in a long-range strategic planning effort at a district or building level.

The momentum is building. In the next few years there will be a continued refinement of our understanding of the change process and how best to bring meaningful reform to the majority of American schools. School psychologists will have an integral role in this process. It is imperative that their training give them the skills they will need to be full players in the transformation of American schools.

Relevant connections between training and practice are more important than ever.

Changes and Challenges in School Psychology Training and Practice

It is clear that the societal and educational contexts described in this document have implications for the training and practice of school psychologists. In addition to the influences from outside the profession, advancements within the profession that have occurred during the past decade have helped shape how school psychologists are prepared for their work and how that work is conducted. Although the following paragraphs identify separate challenges for training and practice, common themes are evident, and relevant connections between training and practice are more important than ever.

Training

Maximizing Resources. With tightening of dollars for higher education, fierce competition for resources is evident in all sectors. Within university settings, relatively high-cost school psychology programs are under increasing scrutiny from administrators who must balance budgets despite diminished resources. Training programs are faced with the challenge of maintaining quality preparation for school psychologists during an era when training content and scope are expanding and financial and staff resources are shrinking. Exploring alternative modes of instruction, such as distance learning, will be necessary as pressure to maximize resources increases.

Interdepartmental and Intersystem Collaboration. This challenge to maximize resources necessitates another change in university training programs: an increasing emphasis on collaboration with other departments and disciplines within the university and the community at large. This change has an associated risk, in that such collaboration may reduce the total number of faculty members dedicated exclusively to school psychology programs. However, potential benefits, including richness of training perspectives and reduction of redundancy and costs to the community, are apparent as well. Such interdepartmental instruction helps build inter-professional collaboration and problem solving. Intersystem collaboration provides hands-on training opportunities for students early in their training programs. It also establishes a valuable bi-directional communication link between the university and receiving systems, such as school districts and community mental health centers.

Recruitment/Retention of School Psychologists from Multicultural and Multiethnic Backgrounds. The cultural landscape of the United States and its schools continue to reflect increasing diversity. Major city schools, in particular, are settings where "minority" populations comprise the majority of the student census. As the composition of the student population changes, so too should the cultural and ethnic makeup of educators who instruct, provide models for, and counsel these youngsters. The ratio of ethnic diversity in school psychology graduate programs has remained below 10 percent for the past 15 years. This percentage has not changed despite calls for diversity and targeted financial support. This results in the existing human resources of the profession being essentially non-Hispanic White and predicted to remain so for some time to come. A major challenge facing university training programs in school psychology is the recruitment of persons from minority backgrounds to enter the field. NASP's Minority Scholarship Fund is an example of a proactive effort to address this challenge.

Instructional Validity. As school psychology practice increasingly demands broad-ranging skills over technical proficiency in administering tests, training

programs must expand course offerings in these areas of practice. In addition to a broader array of course content, coursework, and broader scope of practice issues, training programs are challenged to identify and implement instructional systems that provide the kinds of modeling, feedback, and coaching essential to the development of effective process skills. Traditional vehicles for delivery of instruction at the university level may need to be replaced by or supplemented with carefully structured and supervised experiences in schools where students can observe, practice, and receive close and direct feedback, coaching, and experience in change processes. Practicum-based training opportunities under supervision, as well as other structures which link schools and universities, are vital. It is also incumbent on programs to explore more diverse, comprehensive means by which to assess the capability of students and graduates to positively impact the lives of children and youth and to evaluate and improve program effectiveness.

Practice

Acquiring & Becoming Proficient in New Skills. The original *Blueprint* document (Ysseldyke, Reynolds, & Weinberg, 1984) was written at a time when the school psychologist's practice was restricted by test-label-place activities associated with implementation of the Individuals with Disabilities Education Act. Since then, a number of states have passed reforms that relax past highly prescriptive assessment practices. At the same time, concern about student outcomes and escalating violence in schools have created opportunities for school psychologists to shift from an emphasis on testing to an emphasis on designing effective academic and behavioral interventions. School psychologists are called upon to assist in developing appropriate programs and services for an increasingly heterogeneous student population. As families become alienated from public schools and disinvested in their children's education, creating home-school-community connections becomes an increasingly vital aspect of the school psychologist's role. Finally, the move to an ecological framework to help explain student performance requires school psychologists to understand and use this framework effectively. It also requires school psychologists to renegotiate informal contracts with teachers who for years were told that problems are located within students rather than in a mismatch between the characteristics of the learner and those of the instructional environment or the broader home/school context.

These examples illustrate that consumers are beginning to require different kinds of practice from school psychologists, necessitating practitioners to build upon a multitude of skills, acquire new ones, and become proficient in their use. Examples include consultation, team process, intervention design, instructional consultation, interagency collaboration, and strategies for monitoring student progress. Many practicing school psychologists already have and demonstrate these skills, yet others who have worked their entire careers under test-label-place conditions find themselves needing to acquire and use new skills, at the same time they continue to straddle the world of special education eligibility determination.

Role Confusion/Role Release. A decade ago, school psychologists knew what they did, and so did everyone else. Today, as the gatekeeper role for school psychologists has been reduced, both practicing school psychologists and their education partners have become less clear about what they contribute that is unique to the educational system. This circumstance creates a sense of cognitive dissonance among practitioners whose once-valued work in individual diagnostic assessment is now ascribed less worth. Despite the personal conflicts that result, this situation provides a wonderful opportunity to reinvent and redefine our role, form new coalitions, and acquire and demonstrate new skills. In the future, the nature of one's work within schools will likely be defined less by title than by areas of professional skill and competence. School psychologists will less likely be restricted to a psychometric testing role and will need to cultivate other areas of practice. A most important personal characteristic will be the ability to let go of power, to be part of a team.

Demonstrating Accountability. During an era of shrinking resources and increased market pressure, public employees must continuously demonstrate the ways in which they benefit the larger system. This is a new experience for many school psychologists whose positions have traditionally been protected and restricted by state regulations mandating the administration of intelligence tests for special education eligibility. As states eliminate or minimize such requirements, school psychology must reassert itself as a necessary profession, and individual practitioners must redefine their roles and practice within this new context. Opportunities for contributing meaningfully to the educational system are greater today than ever before. Some school psychologists have been instrumental in designing and implementing interventions to maximize student competence (e.g., social skills, mathematics, cognitive learning strategies), to ameliorate or prevent problem behaviors (e.g., anger control, conflict mediation), and to promote family-school connections. As they engage in this important work, school psychologists must collect data about valued effectiveness indicators. For example, do discipline referrals decrease as a result of anger control programs?

Does attendance improve when family-school involvement is fostered? Benefit to individual students and to the system must be considered and demonstrated continually.

Serving Multiple Masters. Not all service delivery systems have rejected labels as the means to access services. As a result, school psychologists frequently find conflicts in demands and expectations from one service delivery system to another. An example is the apparently conflicting message from school administrators to spend time testing students with suspected or known disabilities in order to garner Medicaid dollars, while delivering a broader range of indirect services, such as teacher consultation and social skills interventions. Inconsistencies across and within systems can contribute to role confusion and result in professional stress and eventual burnout.

Professional Burnout. Many educators, especially those in the nation's major city districts, have conflicting and confusing job demands, work-related stress, and professional burnout. For nearly all practitioners today, the conflict between doing new things while maintaining some elements of old practices is a major source of stress. For educators in urban areas, this is compounded by other factors such as a high incidence of violent behaviors, high mobility rates of families and staff, and enormous bureaucracies that complicate the simplest decision. In spite of these difficult work conditions, there are individual practitioners in urban settings who remain excited about their work. Literature pertaining to professional resiliency can provide some insight into why this occurs. That literature suggests both internal factors (e.g., ability to reframe, sense of humor) and environmental factors (e.g., support mechanisms) are associated with triumph in stressful situations. Creating and maintaining conditions to promote resiliency among school personnel is another major challenge facing the practice of school psychology today. Since this need is shared by many educators, professional societies representing diverse disciplines (e.g., teachers, school psychologists, counselors, paraprofessionals) might collaborate to address this concern.

In the future, the nature of one's work within schools will likely be defined less by title than by areas of professional skill and competence.

Domains of School Psychology Leadership and Function in the Schools

It is one thing to say that school psychology has much to offer; it is quite another to demonstrate that there is substance to that observation, that there is a well-confirmed knowledge base in psychology that can be applied to meeting the challenges. In this section, we list the domains in which school psychologists can be expected to provide leadership and to work in collaboration with other professionals. We also list specific competencies that school psychologists should acquire in their training and be expected to evidence in their practice in schools. Although we list and discuss these skills separately, we recognize that in practice these domains function in connected ways. At the conclusion of this section, we provide a scenario showing how these domains are exemplified in practice in unified ways.

Those familiar with the first *Blueprint on Training and Practice in School Psychology* will notice that the names of many of the domains have changed. In some instances, this reflects new developments, in others it reflects new ways of thinking about the content of the domains. For example, in the first *Blueprint*, assessment was a major domain. Training and practice in assessment is now addressed in the domain labeled "Data-based Decision Making and Accountability." This shift reflects the primary purpose of assessment (gathering data for the purpose of making decisions) as well as new assessment and decision-making practices. It also reflects the belief that school psychologists must be accountable for the decisions made, as well as be able to help school personnel make decisions that promote educational programs that work.

It is the responsibility of graduate training programs in school psychology to provide students with the building blocks for effective practice and to ensure that students demonstrate the competencies outlined in this document. The ways in which training programs accomplish this—and the importance of the domains—will vary as a function of the setting in which individuals are employed. In addition, of course, it is expected that only persons with good thinking and problem-solving skills will be admitted to programs and that they will have completed general preparation in psychology.

Data-based Decision Making and Accountability

Data-based decision making and accountability should be the organizing theme for school psychology training and practice. This should permeate every aspect of the practice: school psychologists need to be good problem solvers, able to collect information to understand problems, to make decisions about appropriate interventions, to assess educational outcomes, and to help others become accountable for the decisions they make. School psychologists always have been responsible for collecting considerable data on individual students and educational programs; increasingly, they are responsible for gathering data on school systems and classroom environments as well. They do so through assessment—a process of testing, observing, and interviewing to collect data for the purpose of making decisions about children and youth. School psychologists should be well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of a problem-solving process. They need to provide leadership in identification of those instructional environments (school and home), as well as cognitive, emotional, social, and behavioral factors that have a significant impact on school achievement and the development of personal competence, and be able to use this information for the promotion of student competence or the prevention of student difficulties/disabilities. School psychologists should be adept at assessing the components of the instructional environment that facilitate or impede learning/behavioral change for students, and they should know how environmental factors and student characteristics interact to affect academic and behavioral outcomes. School psychologists should be expected to be called upon by school administrators to help in assessment practices designed to meet general public accountability responsibilities.

Interpersonal Communication, Collaboration, and Consultation

School psychologists must have the positive interpersonal skills necessary to facilitate communication and collaboration with students and among teams of school personnel, community professionals, agencies, and families/schools. They must be prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. They must understand the vital importance of collaboration and know how to do this well. Not only must they be able to communicate, but they must be able to clearly present and disseminate information to diverse audiences such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts.

Consultation approaches may embrace behavioral, mental health, and/or collaborative philosophies. At a minimum, school psychologists should have good problem-solving skills, and be proficient in systems consultation at an advanced level. School psychologists should be able to use systems consultation skills to facilitate development of harmonious school environments, to reduce the divisiveness and disenfranchisement often found in troubled schools, and to promote the kinds of principled negotiations necessary to achieve consensus. School psychologists also function as change agents, using their skills in communication, collaboration, and consultation to promote change at the individual student, classroom, building, and district levels.

Effective Instruction and Development of Cognitive/Academic Skills

School psychologists should help schools develop challenging but achievable cognitive and academic goals for all students, with variations in standards expectations for individual students, and alternative ways to monitor or assess individual student progress toward goal or standards accomplishment. They should also be of assistance to State Education Agency and Local Education Agency personnel who design state and local accountability systems.

School psychologists should know much about the application of learning theory and cognitive strategies to the instructional process. They should know empirically demonstrated components of effective instruction; alternative instructional methodologies, such as class-wide peer tutoring and cooperative learning; and be in a position to work with others to improve instruction. They should work directly and indirectly to facilitate student achievement as well as the development of attention, problem-solving, and study skills. School psychologists should help in assessing treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended). In addition, they should assist school staff in helping students become increasingly responsible for their own learning (self-regulated learning) and self-assessment. School psychologists should also be prepared to assist teachers and other educators in keeping abreast of important research on instruction.

Socialization and Development of Life Competencies

School psychologists should help schools develop challenging but achievable behavioral, affective, and adaptive behavioral goals for all students. They should know how to enhance appropriate pupil behavior and how to develop methodologies such as conflict resolution and social problem-solving/decision-making approaches that will assist teachers and families in teaching pro-social behavior. School psychologists should be knowledgeable about development in social, affective, and adaptive domains and be able to identify and apply sound principles of behavior change within these domains. They should provide leadership in creating instructional environments that reduce alienation and foster the expression of appropriate behavior as well as environments in which all members of the school community—both children and adults—treat one another with respect and dignity. The following topics should be considered a minimum offering in the preservice education of school psychologists: alternative approaches to student discipline; ecological and behavioral approaches to classroom management, including management of the behavior of individual students and groups in the context of classrooms and families; and knowledge of the research on classroom climate. As with academic skills, school psychologists must be able to assess treatment integrity. They should also assist school staff in helping students become responsible for their own behavior.

It is the responsibility of graduate training programs in school psychology to provide students with the building blocks for effective practice and to ensure that students demonstrate competencies outlined in this document.

Student Diversity in Development and Learning

More than ever before, students in today's schools come from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds. Their activities and talents must be acknowledged, supported, and integrated into their instructional programs. School psychologists can actively support this recognition. Experiential and linguistic differences can also result in learning difficulties and apparent disabilities. School psychologists must be effective in assisting schools in identifying what is needed for these students to succeed and what modifications are required to remedy such difficulties. They must be able to recognize their own sometimes subtle racial, class, gender, and cultural biases, and the ways in which their (and others') biases and backgrounds influence their decision making, instruction, behavior, and ultimately long-term outcomes for students.

School Structure, Organization, and Climate

School psychologists should know how to organize schools in ways that promote learning and prevent problems. This includes the design of student support teams, intervention assistance teams, programs to train paraprofessionals, instructional support, school policies on discipline and grading, communication and referral systems, development of transition programs from one aspect of schooling to another, and formation of mini-school (or schools within a school) programs.

School psychologists should provide leadership in developing schools as safe, caring, inviting places in which there is a sense of community, in which the contributions of all persons, including teachers, paraprofessionals, administrators, families, students, and related services personnel are valued, and in which there are high expectations for excellence for all students.

Prevention, Wellness Promotion, and Crisis Intervention

School psychologists need to be knowledgeable about academic, behavioral, and serious personal difficulties. They must be prepared to help in both prevention and intervention programs. They need to recognize the behaviors that are precursors to development of conduct disorders, internalizing disorders, or school dropout and know how to design programs to prevent and intervene with these problems. They need to know how to work with school personnel, students, parents, and the general community in the aftermath of crises such as suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment. At the same time, school psychologists need to be prepared to address wellness promotion as well as diverse health issues such as substance abuse, diet, eating disorders, AIDS prevention, and stress management. While they are not expected to be experts in all of these areas, school psychologists should know how to access resources to address a wide variety of crises

and how to work together with others to bring effective services to students and school staff.

Home/School/Community Collaboration

School psychologists should be prepared to help design and operate programs to promote school-family interactions. They should study and be knowledgeable about: (1) family influence on student cognitive, motivational, and social characteristics that affect classroom performance; (2) family involvement in education; (3) ways to promote partnerships between parents and educators to improve outcomes for students; and (4) cultural issues that impact home-school collaboration. They can help lead parent training programs and help establish problem-oriented drop-in centers and hot lines to assist parents. They can be expected to help educate parents for participation in IEP meetings and help schools and parents work together to design curricula and interventions for students. School psychologists should understand and promote those home factors that work to support learning and achievement in school.

School psychologists need to share in leadership roles in coordinating with other agencies and in forming linkages within the community. The move in many places to make schools less "independent" and more "collaborative"—with parents, social and health agencies, corrections authorities, local businesses, etc.—is a major and long-term development. School psychologists should be prepared to help lead and maintain the emerging collaboratives.

Research and Program Evaluation

School psychologists should know basic principles of research design, including single-subject design and qualitative design, be able to differentiate good from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. They should be leaders in evaluation of local school programs and in interpreting their findings to educators and to the public.

Legal, Ethical Practice and Professional Development

School psychologists should be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards, both to enhance the quality of services and to protect rights of all parties. They should adhere to due process guidelines in all decisions affecting students; maintain accepted standards in assessment, consultation, and general professional practice; and fulfill all legal requirements, as in response to law and court decisions.

School psychologists have a responsibility to plan and carry through a continuing program for their own development as professionals. They should maintain certification or licensure and attend continuing education functions. They should recognize their own limitations and biases, as well as those areas in which they have training and expertise. They should also work with others on the school staff to ensure that teachers and related services personnel have opportunities for continuing professional development.

Scenario

Although the domains of training and practice for school psychologists are listed and defined separately, they overlap and operate together in the lives of practicing school psychologists. An example of a daily schedule for a school psychologist is presented on the next two pages. It should be noted that this example is from one school psychologist in an urban school district which has deliberately moved toward noncategorical placement and where the role of the school psychologist has been shaped intentionally over time to include many of the competency areas in which training occurred. Although the scenario is not exhaustive in its coverage of the domains of training and practice, it is a real example of how many of the domains are used on a daily basis. In addition, we realize that the domains of practice are largely dictated by the system requirements of the setting in which the school psychologist is employed.

Student support team meeting: A teacher has requested a meeting with the special education team to plan for two students with moderate disabilities who are fully included in the regular classroom. Rather than offering the same program for both as originally proposed, I offer suggestions that focus on each child's unique needs. In addition, strategies to help the parents of one child to recognize their daughter's needs are generated (the parent has refused to place the child in another program that was recommended by the team). This will continue to be an ongoing discussion.	• Data-Based Decision Making and Accountability • Interpersonal Communication, Collaboration, and Consultation • Effective Instruction and Development of Cognitive/Academic Skills • Socialization and Development of Behavioral Competencies • Student Diversity in Development and Learning
The meeting continues for another half hour and is spent reviewing special education caseload data and planning for conducting three-year reassessments and updating Individual Education Plans.	• Data-Based Decision Making and Accountability • Interpersonal Communication, Collaboration, and Consultation • School Structure, Organization, and Climate
Quickly "catch" two teachers prior to classes starting. I check in with one teacher about a student who has been crying in the morning and having difficulty with separation. I have been meeting with the student once a week, and we discuss the child's adjustment and whether or not the crying has decreased. The second case involves consulting with a teacher to gather information about a student who was in the teacher's class last year. The parent of the child raised concerns about the large discrepancy between the student's scores on the district's norm referenced reading and math tests and was wondering if this indicated a learning disability.	• Data-Based Decision Making and Accountability • Interpersonal Communication, Collaboration, and Consultation • Prevention, Wellness Promotion, and Crisis Intervention • Home/School/Community Collaboration
After consulting with the teachers, a telephone call is made to the parent who was concerned about her child's test scores. Options regarding special education assessment are discussed. The parent is in favor of an assessment for learning disabilities, even though this school is using an alternative assessment process that does not require traditional categorical approach to assessment.	• Data-Based Decision Making and Accountability • Interpersonal Communication, Collaboration, and Consultation • Effective Instruction and Development of Cognitive/Academic Skills • Student Diversity in Development and Learning • Home/School/Community Collaboration
Observe a student with an IEP in the classroom at the request of the social worker and the classroom teacher. This student has been diagnosed as having Fetal Alcohol Syndrome, and the classroom teacher has questions about how the behaviors are related to FAS and if some of the inappropriate behaviors could be decreased. During the observation it becomes quite clear that the student's negative attention-seeking behaviors are quite extreme. Rather than wait until the teacher has a free period, I suggest that the teacher might want to try an experiment, and see what happens if she ignores all of the student's negative behaviors and only attends to the student when she is following directions. I remain in the classroom for approximately 45 minutes to support the teacher in her effort.	• Data-Based Decision Making and Accountability • Interpersonal Communication, Collaboration, and Consultation • Socialization and Development of Behavioral Competencies • Student Diversity in Development and Learning • Prevention, Wellness Promotion, and Crisis Intervention
Meet with and provide support to a special education teacher (at her request) who explains a personal problem that she feels is interfering with her efforts to be successful at work.	• Interpersonal Communication, Collaboration, and Consultation • Legal, Ethical Practice and Professional Development
Meet one last time with the young girl who has been experiencing difficulty with separation. The problem appears to have been resolved as indicated by teacher report and by talking with the student.	• Interpersonal Communication, Collaboration, and Consultation • Socialization and Development of Behavioral Competencies
Over lunch, meet with the Limited English Proficiency teacher to gather background information on Laotian culture in order to prepare for a session with a girl who is Laotian and in the fourth grade. The girl has written a sexually explicit note.	• Interpersonal Communication, Collaboration, and Consultation • Student Diversity in Development and Learning • Prevention, Wellness Promotion, and Crisis Intervention • Home/School/Community Collaboration • Legal, Ethical Practices, and Professional Development

Conduct a small group session of an ongoing social skills group with boys in second grade who have been targeted as individuals who could benefit from learning anger control techniques. Student are asked to self monitor their own behavior and relay examples of times they have practiced techniques that are taught in the group.	Data-Based Decision Making and Accountability Socialization and Development of Behavioral Competencies Student Diversity in Development and Learning Prevention, Wellness Promotion, and Crisis Intervention
Meet individually with the Laotian girl who wrote the sexually explicit note. Will talk with parents and suggest the possibility of further counseling sessions through the community health center.	Student Diversity in Development and Learning Home/School/Community Collaboration Legal, Ethical Practices, and Professional Development
Meeting with foster parent and child protection worker for a boy new to this school who entered with an Individual Education Plan specifying needs and service for an Emotional/Behavioral Disorder. Discussion indicated that the previous behavior problems appeared to be situational, and now that he is in a stable environment, the behaviors are no longer evident. A decision is made to move the student to indirect service and continue to monitor goals on his previous Individual Education Plan.	Data-Based Decision Making Interpersonal Communication, Collaboration, and Consultation Socialization and Development of Behavioral Competencies Home/School/Community Collaboration
Return to classroom where the planned ignoring strategy is being implemented to offer support to the teacher.	Data Based Decision Making and Accountability Interpersonal Communication, Collaboration, and Consultation Socialization and Development of Behavioral Competencies Prevention, Wellness Promotion, and Crisis Intervention
Complete an observation of another child who has been referred for special education assessment. In particular, I watch for how the child handles the transition from structured to less structured time at the end of the school day.	

Although this particular example does not specify greater systems level involvement, this school psychologist might conceivably be involved in activities that are similar in nature to the following:

✓ Participation on district wide committees such as a committee charged with designing a report card or some kind of formal communication reporting student performance to parents.

✓ Participation on a project which requires a knowledge-based review of retention issues. This review may have been triggered in part because of an increase in the number of low scores from a newly implemented benchmark test which has resulted in a high number of teachers recommending retention as a solution.

✓ Participation in a presentation to the school board about the expanding role of the school psychologists and the services they are qualified to provide.

✓ Providing help and expertise on committees charged with shaping and framing annual reports to the state department of education.

Implications for the Profession

School psychology is committed to producing demonstrable benefits to children, youth, families, and schools. The 10 domains of school psychology leadership and function were conceptualized and described with the purpose of applying the psychological knowledge base so that positive outcomes are produced for all students. These positive outcomes depend on the application of the psychological knowledge base (e.g., effective instruction, diversity in development and learning) and the practice skills used by school psychologists (e.g., problem solving and data-based decision making). Both the knowledge base and the practice skills are essential to producing positive outcomes; alone, neither is sufficient to realize the potential of psychology to improve the educational enterprise.

The knowledge and practice skills domains that constitute this *Blueprint* are united by a common vision. It is a vision that launches school psychologists further along a path that moves the profession away from sorting and sifting children, based on now-discredited notions of fixed capacities to learn, toward a commitment to enabling institutions and individuals to realize their enormous capacities to grow, improve, and adapt more successfully. Capacity is the issue, and school psychology in the 21st century should be about creating and enhancing capacities in agencies, institutions, families, and individuals.

Attainment of a high level of expertise in *all* of the 10 domains just discussed by *all* school psychologists is perhaps unrealistic. Our vision is that *all* should attain a high level of expertise in four domains: data-based decision making and accountability; legal and ethical practices; interpersonal communication, collaboration, and consultation; and student diversity in development and learning. Varying degrees of competence will inevitably exist in the other six domains; however, *all* school psychologists should have significant knowledge about all domains and seek to extend their competence through continuing study in these areas. School psychologists, however, are not the only persons or professionals with expertise in various domains. Collaborative efforts with other professionals, drawing on the strengths of each discipline, are essential in creating strong schools.

School psychology in the 21st century should be about creating and enhancing capacities in agencies, institutions, families, and individuals.

Vast implications for graduate preparation programs are inherent in the domains that are fundamental to the *Blueprint* vision of school psychology. Some hard choices are necessary regarding traditional content and the domains suggested in the *Blueprint* vision. We call for much more than a series of "add ons." Basic choices must be made about the relative importance of different content and skill areas, followed by well-designed graduate education and supervised practice in areas with high priorities. These choices will be difficult and controversial. Yet, such choices are essential to modernizing the school psychology graduate curriculum.

Graduate training in some of the skill domains is less well developed. For example, little is known about how to educate a graduate student with poor interpersonal skills and weak social competencies to a high level of competence in interpersonal communication, collaboration, and consultation. Absence of prerequisite interpersonal and social skills may be an insurmountable barrier to development of a high level of expertise in this crucial area to school psychology practice. In this area, recruitment and selection of graduate students with strong interpersonal and social skills will be critical to effective graduate preparation.

The influences of the *Blueprint II* vision can be markedly improved through the establishment of compatible graduate program standards, practice guidelines, certification/licensure provisions, and continuing education requirements. In considering changes in standards and requirements, it is crucial to recognize that much about school psychology has not changed! For example, interpersonal communication always has been important, as has knowledge of student diversity in development and learning. Judicious selection of what and how to change current requirements is necessary rather than wholesale rejection of what now exists followed by misguided adoptions of only what appears to be new.

Much of the work regarding professional standards and requirements for programs in school psychology and for individual learning in the field must be done by national and state associations. There are enormous opportunities for improving school psychology through the good work of such associations. All school psychologists have an ethical obligation to help ensure a high level of training and practice; the most effective way to meet that obligation is through personal

participation in professional associations and continuing education. The obligations among professional associations and individual school psychologists is reciprocal: individuals must support and participate in the programs offered by the associations, and the associations, in turn, must meet the needs of individual school psychologists through effective continuing education, meaningful standards, and functional practice guidelines.

The continuing education needs of school psychologists already in the field are especially challenging. Most of us did not complete school psychology graduate programs that provided adequate preparation in the *Blueprint II* domains. Continuing education is our bridge to a modern practice of school psychology. Unfortunately, the current continuing education model of university-based classes is not adequate to meet the needs of most current practitioners. Further conceptualization of continuing education and consideration of alternative sources and delivery methods are crucial to achievement of the *Blueprint II* vision. We urge consideration of partnerships among field-based practitioners, professional associations, and, where appropriate, university training programs so that expertise and strengths can be combined in the development of continuing education opportunities. Further, alternative means of delivering continuing education with the aid of modern technology must be explored and used judiciously in order to enhance the accessibility of continuing education.

School psychology is committed to making a positive difference with students, schools, families, and communities. This commitment is to *all* children and youth, not just to those who are affluent or who match certain sociocultural characteristics. The intense needs of children and youth in communities where there is a high level of social disorganization and dysfunctional behavior weighed heavily in our discussions of the future of school psychology. School psychological services in these communities often are particularly inadequate to meet the needs of students, schools, families, and communities. School psychology must not abandon these communities; indeed, the discipline of school psychology and the profession of school psychology must be part of the solution to persistent problems in poverty-stricken communities. As part of the *Blueprint II* vision, we call on all school psychologists to renew the commitment to serving all children and youth; to improve the availability of validated, effective interventions with economically disadvantaged children and youth, schools, and communities; and to advocate for adequate psychological services in all communities including those with large concentrations of poverty.

We judge our work by the degree to which we can document positive benefits to the individuals, groups, agencies, and institutions receiving our services.

Blueprint authors admire the diversity in opinion among school psychologists. We have no illusion that our vision, although informed by and refined by many colleagues, is the only view of the future of school psychology. Disagreement over how to reach certain goals is healthy, and differing opinions reflect the intellectual vitality of the discipline. We invite dissenting colleagues to join with us in establishing at least a consensus, if not unanimity, on the purposes of our enterprise. Our view of that purpose is that we judge our work by the degree to which we can document positive benefits to the individuals, groups, agencies, and institutions receiving our services.

We also find common ground with nearly all of the major policy statements, graduate preparation and practice guidelines and standards developed over the last half century. These statements, we believe, are entirely consistent with the content areas and practice skills established through the *Blueprint* domains. Our intent is to build on the already established strengths of the discipline and to modernize our conceptions of practice based on advances in theory, research, and practice. We gratefully acknowledge a huge debt to our predecessors, for it truly is the case that if we see farther today, it is only because we stand on the shoulders of giants, the men and women pioneers who developed school psychology. We, in turn, look forward to future updates of this vision of school psychology by those who will follow.

What If All of this Happens?

As we did in the first Blueprint, we acknowledge that all of the changes recommended for training and practice outlined here probably will not happen in the near future. Nevertheless, these changes must occur in order for the profession of school psychology to maintain an important and valued role within education. The changes outlined reflect changes in society and the culture of schools. People like progress, few like change; but people and organizations fail

to survive and become irrelevant when they do not recognize the irrefutable signs of change and fail to adapt. Although some school psychologists continue to define their role in narrow terms, in general, the profession of school psychology is no longer—or no longer needs to be—"entrapped in the provision of simple psychometrics" (*Blueprint*, p. 12). We, as individuals and as a profession, must escape entrapment in our own complacency and resistance to change.

An ancient curse exhorts the following: May you live in interesting times. We doubt that anyone could dispute the fact that we live in interesting times. We can either see it as a curse, or as a time for unparalleled opportunity. The goals we outlined do pose challenges, but they are attainable; the more difficult challenge is to accept the validity of the changes that are called for. Of primary importance is the need for our profession to form partnerships with others in the community that serve children in an integrated manner. We must actively participate in the design and implementation of effective solutions at all levels including the individual child, family, school, district, community, and profession.

Since the publication of *A Nation at Risk*, the stakes for educational reform have risen. Change in how we serve our profession and our students is absolutely imperative. We have made great strides, yet there is more to accomplish. Before us is a great opportunity to redevelop the roles, functions, and services of our profession. By rising up to the challenge, we *will* continue to serve the children of the nation, and the profession of school psychology, with merit.

Table 1 ***Domains of School Psychology Leadership and Function in the Schools***

Data Based Decision Making and Accountability	School Psychologists must be able to define current problem areas, strengths, and needs (at the individual, group, and systems level) through assessment, and measure the effects of the decisions that result from the problem solving process.
Interpersonal Communication, Collaboration, and Consultation	School Psychologists must have the ability to listen well, participate in discussions, convey information and work together with others at an individual, group and systems level.
Effective Instruction and Development of Cognitive/Academic Skills	School Psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.
Socialization and Development of Life Competencies	School Psychologists must be able to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.
Student Diversity in Development and Learning	School Psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.
School Structure, Organization, and Climate	School Psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places for members of the school community.
Prevention, Wellness Promotion, and Crisis Intervention	School Psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.
Home/School/Community Collaboration	School Psychologists must have knowledge of family influences that affect students' wellness, learning, and achievement, and be able to form partnerships between parents, educators, and the community.
Research and Program Evaluation	School Psychologists must know current literature on various aspects of education and child development, be able to translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work.
Legal, Ethical Practice and Professional Development	School Psychologists must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

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Appendix A

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