

AMERICAN BOARD OF SCHOOL PSYCHOLOGY

American Board of Professional Psychology

Candidate's Manual for Practice Samples and Oral Examination
Revised, October 2007



The American Board of School Psychology (ABSP) examination is designed to judge competence in the Candidate's practice of School Psychology. While the domains of knowledge assessed are specific to school psychology, the examination is conducted according to the general standards of the American Board of Professional Psychology.

Although the examiners will seek to establish the Candidate's level of competence within his or her own frame of reference, the candidate is expected to be conversant with alternate conceptualizations. It is understood that professional activities such as assessment, intervention, and consultation may take a variety of forms but again, the candidate should be able to use a broad range of approaches.

A Board Certified psychologist is expected to:

- Keep abreast of scientific and scholarly developments in order to infuse his or her practice with the most valid and reliable data and most advanced conceptualizations that the science provides. It is the purpose of the examination procedure to ascertain whether the candidate can present and critically discuss the implications and applications of contemporary knowledge in school psychology.
- Constructively apply scientific knowledge as informed by ethics codes, statutory regulations, and with sensitivity to cultural and individual differences.
- Be aware of current issues and problems within the profession and demonstrate commitment to the betterment of the profession by serving professional organizations of which they are members. .

The ABSP examination is conducted by a committee of three Board Certified psychologists. The Chair is required to have experience in at least three prior examinations. The candidate should expect to devote up to **four** hours.

STANDARDS FOR BOARD CERTIFICATION

The primary objective of the American Board of Professional Psychology is the establishment of professional standards of advanced competence within a number of specialties. This advanced standing is conceptualized as well beyond the minimal level of competence granted by licensure in states or provinces.

Board Certification should reflect that the individual possesses a high level of professional competence and professional maturity to: a) bring complex conceptualizations to bear on the issues and problems they encounter and translate these understandings into effective practice; b) base decisions and strategies on a coherent rationale related to the scientific basis for practice; and c) infuse all professional activities with sensitivity to ethical issues as well as respect of individual and cultural differences. .

The definition of advanced competence for Board Certification will not be a statistical definition; its operational meaning will be derived from judgments about the Practice Samples and observations during the oral examination, resulting in a decision by examiners. The Practice Sample includes the following components detailed in the next section: Curriculum Vitae, Professional Statement, and two Work Samples accompanied by descriptive information. The same client cannot serve as the basis for both work samples. Those electing the Advanced Option may submit one or two recent publications in lieu of one or both of the works samples.

Approval of the Application by ABPP and payment of the fee advances the applicant to Candidate status. At this time the Candidate prepares for the Examination which has two phases: Practice Samples and Oral Examination. Acceptance of the Practice Samples is required to qualify for the Oral Examination. A Mentor is assigned to Candidates to assist in all phases of preparation of the practice samples. This Mentor is not involved in any phase of the formal review of the Practice Sample.

Board Certification is achieved by successful completion of an examination, including a) Preliminary review of the Practice Sample and other documents by the Practice Samples Coordinator; b) Acceptance of the practice samples and other documents by the Candidate's three member Examination Committee; and c) Performance on an oral portion focusing on discussion of the Candidate's Practice Sample in the context of the specialty specific competencies. The same three members of the Candidate's Examination committee comprised of Board Certified School Psychologists who approve the Practice Samples also conduct the oral examination. Candidates should expect the examination to cover School Psychology competencies, as well as their own practice of school psychology.

CANDIDATES WHO OBTAIN BOARD CERTIFICATION WILL RECEIVE 10 CONTINUING EDUCATION CREDITS FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

TWO PHASES OF THE EXAMINATION

The examination includes two phases: Practice Samples review and Oral phase. An initial review of the practice samples is conducted by the member of the American Board of School Psychology (ABSP) who serves as the Practice Samples Director. At this stage, the Candidate may be asked to make substantial revisions. Since the Practice Samples are considered the first phase of the Examination Process, the next step in the review is for the Candidate's Examination Committee to review the Samples. It is up to the Examination Committee to make the determination that the Candidate has passed the Practice Samples phase of the examination. Only after the Practice Samples have been accepted by the Examination Committee is the Oral Examination scheduled.

Samples Review:

Candidate submits all materials to the Practice Samples Coordinator who:

- Provides initial feedback and may request substantial changes
- Lets the Candidate know when the Samples are ready for the next level of review, keeping one copy of the materials
- Informs the Examination Coordinator who appoints the Candidate's Examination Committee, designating the Chair.

The Chair of the Examination Committee contacts the Candidate letting him or her know the members of the Committee. The Candidate has one week to point out any conflicts of interest regarding members of the Examination Committee.

The Candidate submits three additional copies as directed by the Examination Coordinator. Next steps are:

- Members of the Candidate's Oral Examination Committee will evaluate the Practice Samples according to the competency criteria.
- If the Practice Samples are acceptable, the Candidate is notified and ABPP will forward registration forms for the Oral Examination
- If Practice Samples are judged suitable for revision or resubmission, they will be returned to the candidate with instructions to revise or resubmit within a specified time interval.
- If Practice Samples are judged insufficient to justify examination, candidates and ABPP central office will be notified accordingly. The candidate will receive a letter with suggestions for revisions for a re-application. At this time a new Mentor is assigned.

Oral Examination:

After approval of the Practice Samples by the Candidate's Examination Committee, the Chair of this committee and the Examination Coordinator work together to arrange an appropriate time and place for the Oral phase of the examination. The examination is designed to be a collegial experience, as well as an assessment of competence in the practice of school psychology. Because the individual experiences and expertise of candidates differ, the exact nature of examinations will vary. In an effort to keep the process as standard as possible, the ABSP has established a sequence for the oral examination (see the Appendix A). The general pace and sequence of topics provide guidelines to minimize the possibility that Candidates might receive differential treatment. Within each segment, there is room for variation according to the judgment of the examination committee. Many topics will be inter-woven throughout the examination, and flexibility should be allowed if relevant to the discussion. A topic may receive more cursory exploration in its scheduled time period if it has been sufficiently covered earlier. The duration of the examination is about four hours.

ROLE OF THE MENTOR

The Mentor has Board Certification and will be familiar with the procedures for completing and submitting the Practice Samples. Your mentor's role of guiding you through the process of completing the Practice Samples concludes when you submit your materials to the Practice Samples Coordinator. The role of your Mentor does not embrace a review or approval of the content of your Practice Samples. Nevertheless, your mentor may make suggestions or answer questions related to content. After you submit your Practice Samples, the review process begins and your Mentor is no longer involved.

PRACTICE SAMPLES

The Curriculum Vitae and Professional Statement are required for all Candidates. In addition, individuals who do not elect the Senior/Advanced Career Option submit two Practice Samples from two of the five specialty specific competency domains: science base and application, assessment, intervention, consultation, and supervision/management (teaching is not acceptable). The same client can not serve as the basis for both work samples. Those who select the Senior/Advanced Career option may submit recent prior publications in lieu of Practice Samples.

CURRICULUM VITAE

All practice samples must include the Curriculum Vitae detailing the Candidate's professional contributions. The Curriculum Vitae must include educational and training background,

professional roles and responsibilities, and professional contributions (e.g., service activities, publications, presentations, grants).

PROFESSIONAL STATEMENT

As an elaboration of the facts and dates provided in the application form and Curriculum Vitae, the candidate submits a professional statement with the Practice Samples. This statement, of about five double spaced type-written pages, should be taken as an opportunity for candidates to communicate with the committee about how they view their practice in school psychology and should serve as a basis for the discussion in the opening portion of the oral examination. The Professional Statement should address fully, but not be limited to, the questions listed below. Candidates' information regarding theoretical orientation and expertise should be congruent with their actions throughout the examination process.

- A. Describe your current professional practice and its place within the specialty.
- B. Highlight those aspects of training or post doctoral experiences that have been most helpful to you in your present career.
- C. What theoretical orientation has most influenced your work? Identify major theorists in the chosen orientation? If eclectic, please discuss two to three major theories.
- D. Describe your continuing education activities. Workshops attended or other training taken in the last one to two years? What journals or articles have you found to be especially stimulating?
- E. Are there any psychological functions that you provide on a pro bono basis?
- F. What are your future professional goals?
- G. Why do you want to become Board Certified in School Psychology?
- H. Give one or two examples of handling complex interpersonal interactions that you have encountered.
- I. Describe a meaningful and challenging ethical dilemma that you personally encountered, the aspect of the APA Ethical Principles of Psychologists and Code of Conduct pertinent to the dilemma, and you managed the dilemma.
- J. Verify that no ethical/legal action has been taken against the Candidate since candidacy.

NARRATIVE TO ACCOMPANY EACH SAMPLE

Each Practice Sample is accompanied by a written narrative that addresses the following:

- The client(s) or population, context, background and problem
- Time frame and nature of contacts
- Background events necessary to understand the sample and your work
- Goals and objectives of your work
- A clear rationale for your procedures and evaluation of effectiveness
- The status of the situation at the time you prepared your sample
- If applicable, the manner in which issues of diversity or individual differences are addressed in your sample
- The way(s) in which confidentiality is addressed, including consent forms
- Explain how you identified and formulated the problem(s), your plan for intervention, how you implemented your plan, and your evaluation of the outcome.
- Describe the procedures that you used and your rationale for choosing them.
- Describe the populations that you serve and their characteristics and how the practice sample is representative of the typical populations you serve.
- Explain how the sample illustrates the depth and range of knowledge relevant to your practice.
- Explain how your practice maintains accountability for integrity and incorporates principles of best practice.
- Describe and explain the elements of problem solving that are typical of your work, and the linkages that occur between assessment, intervention, consultation and evaluation.
- Explain how your sample incorporated current scientific theory and evidence

SENIOR/ADVANCED CAREER CANDIDATES

Candidates with 15 or more years of experience after licensure may elect the Senior/Advanced Career Option whereby they may substitute recent major published works for one or both of the Samples described. Advanced Career candidates who submit published works as their Practice Samples also submit an accompanying narrative that includes the information noted above. However, videotapes are not needed when published works are submitted as samples.

Please keep in mind that:

- The statements that accompany practice samples, which may be books, chapters, or articles, must indicate how your work advances the field of school psychology and the practice of school psychology.
- A given work sample such as a book or journal article may not be suited to being described in ways that pertain to a case presentation (i.e. context, time frame). In such instances it is up to the candidate to propose an outline for presenting the importance and applicability of the work and to explain the exclusion of any of the areas outlined above.

VIDEO TAPES

The Practice Sample includes two examples of professional work on videotapes or DVDs (three copies of a **single** video cassette or DVD including both samples) of approximately 50 minutes each. Also, please include a copy of your Informed Consent and, if applicable, Health Information Portability and Privacy Act (HIPPA) documents. These videotapes/DVDs should be made no more than six months prior to the submission. The Candidate may provide taped

practice samples reflecting two of the following competency domains: assessment, intervention, consultation, and supervision/management (teaching or workshop presentation is not acceptable). The taped (video, DVD) practice samples will depict **two of the following**: (1) an unrehearsed psychological assessment or evaluation; (2) an unrehearsed intervention (any modality) drawn from typical practice; (3) an unrehearsed consultation in any context drawn from typical practice; or (4) an unrehearsed demonstration of clinically-relevant supervision or management activities. It is not acceptable to provide two samples of the same competency domain (e.g., two assessment samples). The Candidate may be queried as to how he/she handled the issues of confidentiality, informed consent, and privacy with the client/patient.

The Assessment Practice Sample may include psychological testing or an intake evaluation or a feedback session, based on the assessment. If the Assessment Practice Sample includes test administration, the tape must be that portion during which rapport building and any interviewing takes place. Videotape/DVD solely depicting a test administration is not satisfactory. In other words, the videotape/DVD also must include another component of the testing process such as the development of rapport, the pre-assessment clinical interview, or the provision of feedback, in addition to the actual test administration. The Candidate should demonstrate a thorough knowledge of all of the assessment tools (including rationale for use, its construction, administration and interpretation). A full report of the assessment should accompany the materials.

The Intervention Practice Sample may include an example of ongoing counseling or an **in-depth** assessment feedback session.

The Consultation Practice Sample may include an example of consultation with staff in the school setting, with families or with others involved in the care or education of the client.

A Supervision or Management Practice Sample may include a demonstration of performance in supervision or management activities and would be appropriate for someone serving as supervisor of school psychological services or for someone supervising students during practicum or internship. A teaching sample is not acceptable.

The two practice samples can not use the same client and they must reflect different aspects of the Candidate's practice. Both samples must include copies of all source documents and a narrative as described above.

Candidates are encouraged to submit video samples that reflect their competence and expertise (typical rather than exemplary situations are expected) and that depict their interactive style in their professional context(s).

The video/or DVD should be unedited and run for about 50-minute-(at standard 2 hour speed). The interactions between the Candidate and other participants should be clearly audible and visible. The video should depict clearly visible interactions, preferably between the Candidate and other participant(s), but in all cases at least the Candidate. **Good audio and video quality is essential.** If a tape or DVD should have moments of lowered audio quality, the Candidate should submit three copies of a typed verbatim transcript, clearly marked to show those areas of lowered audio quality.

Participant consent forms (**Form F, below** or the equivalent) **must** be obtained by the Candidate and maintained for his/her case records. **Candidates must send a brief attestation that written informed consent was secured.**

It is suggested that the consent form be obtained as part of the taping process. This includes the explanation of the nature and purpose of the examination, the fact that those involved in the examination process will review the Practice Sample, and that the tape will be returned to the Candidate for erasure upon completion of the examination. **Candidates should take great care to remove all identifiers from all materials, including test protocols.**

SENIOR/ADVANCED CAREER OPTION

Psychologists who qualify for the Advanced Career Option must submit a Curriculum Vitae and Professional Statement and a narrative placing their work in context, as described above. In addition, the Candidate electing the Advanced Career option **MUST** include one or more substantial professional publications demonstrating scholarship pertinent to practice of school psychology (assessment, interventions, consultations, or supervision/teaching/management). In addition to publications with potential to advance the field, Advanced Career Candidates should provide information reflecting more distinctive practice patterns resulting from extended professional experience, e.g., areas of consultation; contracted service responsibilities; special grants; program administration/supervision; Continuing Professional Education program presentations).

Please note that, for the Senior/Advanced Career Option, taped assessment, intervention, consultation, or supervision/management practice samples are NOT required but are permitted.

Appendix A
Sequence and Timeline for Oral Examination

This schedule requires that the examiners have viewed the videotapes/DVDs And all the written materials <u>IN ADVANCE</u> .	Approximate Time allotted (min.)
Team Meets and Organizes	10
Team Greets Candidate – Each team members introduces self, time frame is explained, and the fact that the exam is competency-based is highlighted. The collegial nature of the process also is indicated.	10
Examination on Curriculum Vitae, Professional Statement (Explicitly covering each of the following competency domains and the associated Practice Sample materials: science base and application, assessment, intervention, consultation, supervision/teaching/management (the latter if applicable).	90-120
BREAK – THE CANDIDATE IS NOT ASKED TO DO ANY WORK DURING THIS TIME	10
Examination on the following competency domains, again explicitly covering each: Interpersonal Interactions, Individual and Cultural Diversity, Ethics and Legal Foundations, and Professional Identification The examination on Ethics and Legal Foundations must include: (a) 10 minutes for the Candidate to review the first selected ethical vignette and to discuss the Candidate’s responses to the ethical vignette provided by the Examination Team (b) 10 minutes for the Candidate to review the second selected ethical vignette and to discuss the Candidate’s responses. (c) exploration of the ethical vignette provided by the Candidate in the Professional Statement (d) confirmation that no ethical or legal action has been taken against the Candidate since submission of Practice Sample	45-60
Exam Wrap-up and Discussion – Practice Samples are returned to Candidate.	5
Note: Time allotments are guidelines to be followed reasonably closely. Significant variations from the exam format or schedule must be by mutual agreement between Candidate and Chair and documented in a written statement describing the variations and stipulating that they shall NOT serve as grounds for the appeal of a failed examination. Both the Candidate and Chair will sign the statement.	

FORM F: VOLUNTARY CONSENT AGREEMENT

American Board of School Psychology
American Board of Professional Psychology

I, _____, agree to participate in a psychological service, which includes TAPING (video/DVD) of an assessment, intervention, consultation, or supervision/teaching/management activity.

_____, _____
Name Relationship

_____, _____
Name Relationship

I am aware that the assessment, intervention, consultation, supervision/management activity will be taped (video/DVD) for the purpose of being observed by psychologists who will be evaluating Dr. _____, a licensed psychologist applying for Board Certification by the American Board of School Psychology (ABCP), a Specialty Board of the American Board of Professional Psychology (ABPP). No one other than those involved in the examination process will be allowed to observe the videotape/DVD and related documents. The videotape/DVD and related documents will be returned to Dr. _____ immediately upon completion of the examination.

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

Date: _____ Participant: _____

Date: _____ Participant: _____

Date: _____ Psychologist: _____

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

FORM D-1: PRACTICE SAMPLE CHECKLIST

CANDIDATE	Practice Samples Reviewer	Examination Team	MATERIALS
	One copy and a subsequent revised copy if needed	Three copies of all materials	Copies of the Curriculum Vitae and Professional Statement. Four copies are submitted in total. One remains with the Practice Samples Reviewer and three additional copies are sent as directed by the Examination Coordinator.
			Copies of the Narrative accompanying each Sample and supplemental materials if applicable (e.g., testing raw materials and protocols, with any answer sheets, profiles) for the two different work samples (i.e., assessment, intervention, consultation, supervision or management) (not necessary for Senior Exams). Complete assessment report.
			Copies of a 50 minute, unedited videotape/DVD of the two different Practice Samples, where both the Candidate and the Client are visible and both the Candidate and Client are clearly audible. BOTH segments are on one cassette of standard-play VHS tape or DVD. (not necessary for Senior Exams)
			\$250 Practice Sample fee submitted to ABPP Central Office

FORM D-2: ASSESSMENT PRACTICE SAMPLE

CHECK WHEN COMPLETE	REQUIRED INFORMATION
	Accompanying narrative (information dates of client contact, brief history of the problem, rationale for procedures used). All descriptive information should be non-identifying.
	Copy of all raw data Copy of full professional written report
	Formation and discussion of the problem in terms of Identified theory of practice and relevant research
	Diagnosis (Axis I – V) and disability identified in the educational system
	Recommendations
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate's own behavior and The interpersonal interactions in the sample
	Attestation that written informed consent was secured
	MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION AND SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION

FORM D-3: INTERVENTION PRACTICE SAMPLE

CHECK WHEN COMPLETE	REQUIRED INFORMATION
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	Accompanying narrative (with dates of client contacts, current session number in total sequence, non-identifying descriptive information and history, presenting problem, course of treatment, diagnosis, Axis 1-V; IDEA disability code). Availability of prior assessment data. Full write-up of professional report.
	Theoretical and empirical rationale for interventions used and goals for present intervention
	Formulation and discussion of the intervention in terms of identified theory of practice and relevant research
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate's own behavior and the interpersonal interactions in the sample
	Comments on how progress is monitored
	Attestation that written informed consent was secured
	MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION And SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION

FORM D-4: CONSULTATION PRACTICE SAMPLE

CHECK WHEN COMPLETE	REQUIRED INFORMATION
	<p>Accompanying narrative (with dates of consultation contacts, non-identifying descriptive information of the consultation context, purpose and goals of consultation, brief history of consultation).</p> <p>Full write up of professional report</p>
	<p>Theoretical and empirical rationale for consultation activities used, goals for present consultation, and recommendations</p>
	<p>Formulation and discussion of the consultation in terms of identified theory of practice and relevant research</p>
	<p>Discussion of the individual and cultural diversity and ethical/legal considerations involved</p>
	<p>Reflective comment on the Candidate's own behavior and the interpersonal interactions in the sample</p>
	<p>Comments about how progress is monitored</p>
	<p>Attestation that written informed consent was secured</p>
	<p>MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION And SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</p>

FORM D-5: SUPERVISION OR MANAGEMENT PRACTICE SAMPLE

CHECK WHEN COMPLETE	REQUIRED INFORMATION
	Accompanying narrative (with dates of supervision or management activity, non-identifying descriptive information of the context, purpose and goals of the activity, brief history of the supervisory or management relationship)
	Theoretical and empirical rationale for the activities used, goals for present activity, and recommendations
	Formulation and discussion of the supervision or consultation in terms of identified theory of practice and relevant research
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate's own behavior and the interpersonal interactions in the sample
	Comments about progress or accomplishment of aims of the supervisory session
	Attestation that written informed consent was secured
	MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION AND SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION
	* A teaching work sample is not acceptable

FORM D-6: ADVANCED PSYCHOLOGIST PRACTICE SAMPLE OPTION

	ADVANCED Practice Sample Option – Title
	Curriculum Vitae
	Professional Statement
	Pertinent Materials – publications such as book chapters, journal articles or other major works accompanied by narrative
	Optional Practice Sample - reflect distinctive practice patterns and accompanied by a narrative
	\$250 Practice Sample fee submitted to ABPP Central Office

