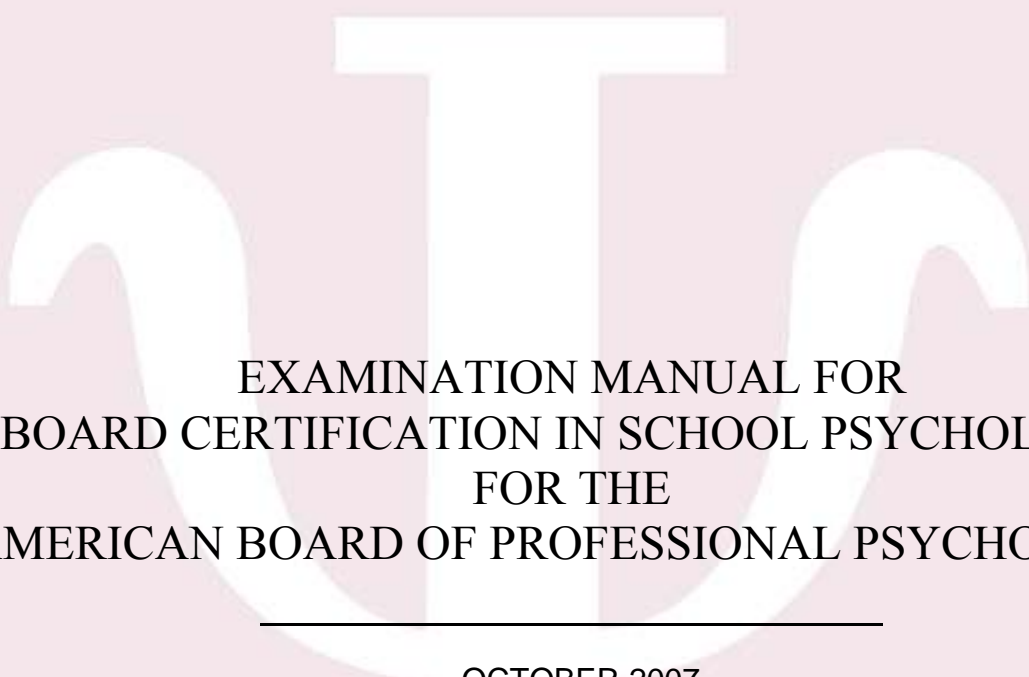

American Board of School Psychology



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

OCTOBER 2007

ABPP
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I. INTRODUCTION

The American Board of School Psychology (ABSP), a member Specialty Board of the American Board of Professional Psychology (ABPP), maintains a Board Certification process that recognizes, certifies, and promotes specialty level standing in the field of School Psychology. Specialty level standing is conceptualized as higher than the basic level of competence certified by jurisdictional licensure, but within the reach of most experienced practitioners of professional psychology.

The ABSP is governed by a representative* board of directors holding ABPP certification in school psychology and elected on a three-year-term basis to serve in respective executive positions. The Board functions as a body responsible for (1) assuring the profession and the public that psychologists in the specialty of school psychology who are certified by the ABPP have successfully completed an approved systematic program of education, training, and experience consistent with generic standards of the ABPP and with specialty-specific standards and procedures; (2) designing and administering the development, implementation, and evaluation of a comprehensive examination guided by high standards of professional practice; and (3) ensuring that the examination effectively assesses the knowledge, skills, and competencies required to provide advanced level and high quality school psychology professional services.

This Examination Manual provides the requirements for candidacy and for attaining ABPP certification in school psychology; a conceptual definition of school psychology as a profession and psychology specialty; the ABPP generic and specialty-specific standards and competencies of professional practice; and information on all aspects and stages of the examination process.

*ABSP membership is national in scope and strives to be representative of current practice and diverse in composition.

CERTIFICATION PROCESS: BRIEF OVERVIEW

Following verification by the ABPP Central Office of the doctoral degree, licensure, professional experiences and professional standing (absence of current disciplinary actions), the application is forwarded to the ABSP Credentials Reviewer for specialty review. The Board of Trustees of the ABPP sets and verifies minimum generic standards for candidacy. The Board of Directors of ABSP sets and verifies minimum specialty standards for School Psychology. Once a person's credentials have been approved, the individual becomes a Candidate and begins to prepare for the examination which comprises two phases: a) submission of practice samples; and b) completion of the oral examination. A Mentor is assigned to assist the Candidate's preparation of the practice samples.

An initial review of the practice samples is conducted by the member of ABSP who serves as the Practice Samples Director. When, in the view of the Practice Samples Director, the work samples are ready for review by the Candidate's Examination Committee (i.e., meet all requirements for submission), he or she informs the ABSP member who is the Exam coordinator who designates a three-person committee, including the Chair. Members of the Candidates Examination Committee evaluate the practice samples according to criteria provided in this Manual and determine if the submission is sufficiently substantive to qualify the Candidate to sit for the oral examination. The same three-member Committee that approves the Practice Samples conducts the Oral Examination. The Oral Examination, focusing on the specialty specific domains, emphasizes the competencies highlighted in the Candidate's Practice Sample. The key competency domains considered are: science base and application, assessment, intervention, consultation, and supervision/teaching/management (if applicable), interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification (i.e., professional involvement in the specialty, awareness of current issues).

In sum, Board Certification is achieved by successful completion of an examination, including a) review of the practice samples and other documents and b) an oral portion focusing on discussion of the Candidate's practice samples in the context of the specialty specific competencies. Both aspects of the exam are conducted by three (or more) members of an examination committee comprised of Board Certified School Psychologists. Candidates should expect the examination to cover School Psychology competencies with a focus on their own practice of school psychology.

CANDIDATES WHO OBTAIN BOARD CERTIFICATION WILL RECEIVE 10 CONTINUING EDUCATION CREDITS. THE ABPP IS APPROVED BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION TO SPONSOR CONTINUING EDUCATION FOR PSYCHOLOGISTS. THE ABPP MAINTAINS RESPONSIBILITY FOR THIS PROGRAM AND IT'S CONTENT.

II. ELIGIBILITY FOR CANDIDACY AND SPECIALTY SPECIFIC REQUIREMENTS

(See **Forms A, B, and C**)

Applicants submit the following education and training accomplishments to the ABPP Central Office in order to establish completion of the following professional accomplishments:

GENERIC DEGREE AND PROGRAM REQUIREMENTS

- A doctoral degree from a program in professional psychology which at the time the degree was granted, was accredited by the APA or the Canadian Psychological Association (CPA), OR
- A doctoral degree which at the time the degree was granted was from a program listed in the publication Doctoral Psychology Programs Meeting Designated Criteria
- OR THE DEGREE REQUIREMENT CAN BE MET IF:
 - The applicant is credentialed as a health service provider in the current Directory of the National Register of Health Service Providers in Psychology (NRHSPP), or the current Canadian Register of Health Service Providers in Psychology (CRHSPP), OR
 - The applicant holds a current Certificate of Professional Qualifications in Psychology (CPQ) from the Association of State and Provincial Psychology Boards (ASPPB), OR
 - The applicant holds a doctoral degree in psychology and has subsequently been certified as completing the requirements of a formal, doctoral level, professional program that meets the APA accreditation requirements in clinical, counseling, or school psychology (re-education-often referred to as re-specialization).
 - The applicant qualifies for an individualized exception review. Individualized exception reviews are available for degrees granted outside the U.S. or Canada, doctoral degrees granted prior to 1983, or for applicants claiming equivalent doctoral degree and program requirements. Such exceptions are coordinated through the ABPP Executive Office and the appropriate specialty board.

LICENSURE/CERTIFICATION REQUIREMENTS

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

SPECIALTY SPECIFIC PROGRAM REQUIREMENTS

The School Psychology Specialty requires completion of an approved doctoral program of study that includes comprehensive preparation in the knowledge base, practice skills, and integrated supervised practice experiences. In addition to meeting the above generic professional doctoral level program requirements, it is preferred that the applicant has completed an APA accredited program in school psychology comprising coursework in foundational bases of psychological science and research, and integrative professional competencies that define the specialty of school psychology (i.e., consultation, assessment, intervention, supervision, and ethical professional practice).

Internship Requirements

A one year full-time or (two-half years) of at least 1500 hours doctoral internship in school psychology with a minimum of one hour per week of face-to-face supervision by a doctoral level licensed/certified psychologist. The internship is acceptable if approved by the APA/CPA, is listed in the National Canadian, National Registers, Council of Directors of School Psychology Programs (CDSPP), or has been documented as part of the requirements of an accredited professional psychology training program in School Psychology.

Post Doctoral Practice Experience and Supervision Requirements

The specialty requires advanced levels of practice comprising three or more years of qualifying experience with at least one year of post-doctoral practice in school psychology under supervision of licensed psychologist, including a minimum of one hour per week of face-to-face supervision, or successful completion of a postdoctoral APA accredited or recognized residency program in school psychology.

Professional Identification and Good Standing

Applicant, candidate, and board certified specialist must reflect an active identification with the profession and the specialty of school psychology. This includes involvement and awareness of local, State, and national professional issues and participation in appropriate professional organizations and continuing education. Good standing with the profession and with appropriate statutory bodies governing the practice of psychology is expected.

Advanced Psychologist Option

Psychologists who meet the above degree, internship, and postdoctoral criterion, AND have 15 years or more of postdoctoral experience following licensure are eligible for the Advanced Psychologist option. The aim of this program is to recognize the life long contributions that colleagues have made to the profession of school psychology as documented and reflected in the application materials, work samples, and oral examination process.

III. DEFINITION OF SCHOOL PSYCHOLOGY

School psychology is a general practice and health service provider specialty of professional psychology. School psychologists apply the science of psychology to promote the educational, social-emotional, and physical well being of students of all ages, while attending to their individual differences and distinct learning characteristics and needs. School psychologists are concerned with science based practice, professional and ethical conduct, humane interactions, individual and cultural diversity, advocacy on behalf of children and families, and life-long professional development. School Psychologists will demonstrate sensitivity to and skills in dealing with multicultural/diverse populations, recognizing the broad scope of such factors as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.¹ The practice of school psychology includes a range of indirect and direct services in the areas of consultation, assessment, intervention-prevention, supervision, and program development and evaluation. School psychologists intervene at individual and systemic levels, including collaborating with teachers, school administrators, families, and community agencies. The relevant contexts for the practice of school psychology include public and private schools, clinics and hospitals, forensic settings, universities, and independent practice settings.

¹ American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. American Psychologist, 58 (5) 377-402. <http://www.apa.org/pi/multiculturalguidelines.pdf>

SERVICES

The services provided by School Psychologist typically include:

- Conduct of relevant research (theoretical or applied)
- Assessment (evaluation, diagnosis, formal psychological testing, evaluation of individual educational plan)

¹ American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. American Psychologist, 58 (5) 377-402. <http://www.apa.org/pi/multiculturalguidelines.pdf>

- Intervention (treatment, prevention, early intervention, crisis intervention)
- Consultation with others professionals in diverse settings regarding issues of children's adjustment in the educational system (may include consultation at the individual, family, classroom and system levels).
- Supervision, teaching, and management activities (e.g., program development, program evaluation, and administration)

COMPETENCIES CHARACTERISTIC OF THE SPECIALTY OF SCHOOL PSYCHOLOGY

A successful Candidate demonstrates knowledge, skills, attitudes/values and experience necessary to provide specialty level services in the practice of School Psychology. Specific areas of competency include: science base and application, assessment, intervention, consultation, supervision/management/teaching (if applicable), interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identity.

Science Base and Application

A successful Candidate is aware of and conversant with scientific and scholarly developments in School Psychology and applies them in professional practice. Examiners explore the Candidate's awareness of and ability to discuss critically the implications and applications of contemporary knowledge in the practice of School Psychology. This includes knowledge of the integration of theory, research, and practice concerning interpersonal interactions, issues of individual and cultural diversity (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations¹), ethics and legal foundations, and professional identification. If applicable, attention is paid to the Candidate's own scholarly contributions as they inform the practice of School Psychology.

- **Knowledge and Application of Psychological Science Bases**
Board Certified school psychologists develop breadth of understanding of psychological science; the ability to integrate inter-related psychological theories and systems; and skills in the application of these principles to problem solving processes and applied aspects of practice. They remain current with the evolving body of scientific and professional knowledge.
- **Current Research in Relation to Practice**
Board Certified school psychologists develop knowledge of methodologies and research skills applicable to the development and evaluation of interventions. They keep abreast of current research findings that inform practices
- **Science-Research-and Practice**

Board Certified school psychologists conceptualize problems based on theoretical models, interdisciplinary perspectives, and research findings and adapt their procedures through systematic use of problem-solving models.

Assessment

A successful Candidate conducts assessments that integrate various approaches to obtaining relevant information and conceptualize the data obtained in relation to the science base. The Candidate understands the strengths and limits of various tools and procedures for assessment including standardized tests of cognition and achievement, behavioral observations, performance tests of personality (projective measures), questionnaires and rating scales, and clinical interviews. The successful candidate also demonstrates the ability to translate the synthesis of data into recommendations and intervention strategies that optimize the developmental trajectory of the child. Examiners explore the Candidate's level of sophistication in discussing choice of assessment methods or approaches to address diagnostic issues and/or case formulation consistent with whatever theoretical foundation and evidence base is proposed as guiding assessment work. The examination team also considers the Candidate's interpersonal interactions and application of knowledge of individual and cultural diversity, ethics and legal foundations in the conduct of assessments. Board certified school psychologists are expected to be competent to select appropriate non-biased measures, varied assessment processes, interpretation of test results, integration of data from multiple sources and across settings, meaningful communication of findings, and linking assessment to intervention. Assessment may take many forms (e.g., individual, group, informal, standardized, curriculum based, criterion-referenced) and domains (e.g., cognition, personality, behavior, social-emotional, neuropsychological, academic achievement, and adaptive functioning).

Intervention

Construed broadly, intervention may take many forms, including environmental modification, crisis intervention, and procedures that address mental health as well as social and academic development. Board Certified school psychologists are able to apply theoretical knowledge of counseling theories, understanding of human development and psychopathology, and related biological, cultural, and social influences on human behavior to contribute to the implementation of programs that ameliorate or prevent maladaptive functioning and promote mental health resilience and the physical well being of students

A successful Candidate performs interventions by providing services to children and youth individually or in groups, by providing assistance to school staff or to families or by fostering interactions among parties involved in the child's care and development (such as home-school collaboration). As mental health service providers, school psychologists focus on learning, applying knowledge of learning theories, individual differences in learning and development,

and instructional strategies to foster the socio-emotional competencies and behaviors that enable learning and development. School psychologists are aware of the linkages between student academic progress and social-emotional growth.

Examiners explore the Candidate's level of sophistication in discussing choice of interventions to address individual, family, systemic/organizational or environmental issues consistent with whatever theoretical foundation and evidence base proposed as guiding intervention work. The examiners also consider how the Candidate tracks the impact of the intervention. Finally, the examiners pay attention to the Candidate's interpersonal interactions, application of knowledge about individual and cultural diversity as well as ethics and legal foundations, and professional identification as related to intervention.

Consultation

Successful Candidates have knowledge of consultation models and methods (e.g., behavioral, mental health, multicultural) and demonstrate effective application of their knowledge in consultation with others. On behalf of children's educational and socio-emotional well-being, they collaborate effectively in planning and decision-making processes with teachers, school administrators, and parents, at individual, group, and systems levels of consultation. Board Certified school psychologists have knowledge of family systems and socio-cultural influences on the development of students and work effectively with families, educators, and community to promote and provide comprehensive services to children and families. In addition, school psychologists communicate effectively with other professionals who provide psychological services, health care providers from other disciplines, social service agencies, legal systems, public policy makers, and individuals in other institutions and settings. School psychologists, additionally, consult to inform the school community about advances in research and practice. In conducting their consultative services, school psychologists demonstrate effective interpersonal interactions, application of knowledge about individual and cultural diversity as well as ethics and legal foundations, and professional identification. In the course of their consultation services (and intervention as well), school psychologists apply their knowledge of research, statistics, and evaluation methods to plan and implement program evaluations to assess processes and outcomes of interventions.

Supervision/Management (If Applicable)

This competency domain will only be addressed for those Candidates who engage in supervision/management (not required of all applicants). With regard to Supervision, a successful Candidate demonstrates effective communication and application of his/her knowledge in supervision with others such as psychology trainees in practicum, internship, and postdoctoral settings; other school psychologists under their supervision; and giving oversight to

individuals conducting research. Board Certified school psychologists being examined in this domain have knowledge of supervision theories, models, and processes and are able to effectively supervise others in the development of professional identity, ethics, knowledge-based competencies and functional skills. They also have understanding of pedagogical practices to enable them to develop effective in-service training programs and workshops to facilitate the enhancement of teacher competencies and skills in the education of students. Board Certified school psychologists may pursue academic careers as faculty or adjunct faculty and thus apply competencies that contribute to the preparation of future school psychologists and may demonstrate such contributions by samples of supervision and publications. School psychologists also may serve as supervisors of services in various educational or mental health settings.

If this area is relevant to a given Candidate, the examiners will explore the Candidate's competence to effectively carry out administrative activities and/or program design, implementation, and evaluation. The examiners will also consider the Candidate's interpersonal interactions, application of individual and cultural diversity as well as ethics and legal foundations, and professional identification as related to supervision/teaching/management.

Interpersonal Interactions

Successful candidates develop appropriate professional interactions; relate to children and families in a sensitive manner; and demonstrate skills for interacting in a manner conducive to effective practice. They engage in the process of self awareness in relation to others, and with concern for the welfare, dignity, and rights of those they serve.

Individual and Cultural Diversity

A successful Candidate demonstrates awareness of all aspects of individual and cultural diversity (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations) as these influence their understanding of the science base and its application, assessment, intervention, consultation, supervision/teaching/management, and interpersonal interactions. The Candidate conveys awareness of his/her own individual and cultural diversity characteristics as these influence his or her functioning across competency domains and interpersonal interactions. More specifically, Board Certified school psychologists develop understanding of normative aspects and individual or gender-specific variations in human development, as these relate to the education of students (0-22) and their impact on their physical well being, learning, and social-emotional growth. School psychologists develop awareness and knowledge of socio-cultural and linguistic diversity issues (e.g., migration, acculturation, second language acquisition, poverty) and skills in applying this understanding to practice. In addition, Board Certified School psychologists demonstrate awareness of how multiple aspects of individuality (i.e., temperament, cognition) team up with aspects of cultural diversity in the course of development.

Ethical and Legal Foundations

A successful Candidate demonstrates awareness and appropriate exercise of ethical and legal standards, including APA Ethical Principles, current statutory provisions, and case law precedents applicable to the protection of interests and welfare of individuals, groups, organizations, the profession, and society. Ethical standards corresponding to consultation, assessment, intervention, supervision, and teaching practices are upheld and applied with good intent and judgment.

Professional Identification

A successful Candidate identifies with the profession by appropriate memberships and involvement in international, national, state, or local professional organizations and by awareness of current issues facing the profession. Identification is manifested by service to professional organizations, advocacy efforts, and activities associated with the specialty of school psychology. Professional identification is also demonstrated by placing value on life-long learning to attain expertise and/or broaden or deepen the scope of practice and by seeking consultation and supervision when necessary and engaging in ongoing training and continuing professional education.

IV. APPLICATION PROCESS

DISABILITY ACCOMMODATIONS

The Board encourages qualified individuals with disabilities to apply for Specialty Board Certification. The board recognizes that these individuals may encounter unusual difficulties and will make efforts to provide reasonable accommodations for these applicants. The board will consider individual requests for accommodations by qualified applicants with disabilities. A qualified individual with disabilities can request reasonable accommodation, must formalize the request with the board, and support the request with documentation confirming a need for reasonable accommodation and the basis of the need. At the request of the board, applicants with special needs should be ready to document the need consistent with the applicable guidelines, and assist the board in developing reasonable accommodations, as necessary. In its sole discretion, the board will either grant or deny the request based on applicable guidelines. General procedures and individual case-by-case guidelines will also be developed.

APPLICATION

CREDENTIALS REVIEW

The Applicant submits the Application for Specialty Certification in School Psychology (Form C), fee, and credentials materials to the ABPP Central Office. ABPP verifies the degree, the

license, professional standing (disciplinary status), the internship and the generic post-doctoral requirements. If the applicant meets qualifications at this level, the materials are forwarded for additional review by the ABSP Board members serving as Credentials Reviewer. If credentials are in accord with the ABPP and ABSP specifications, the applicant receives a letter from the ABPP Central Office to indicate that he or she has met the criteria for eligibility and may proceed to the next phase of the Board Certification Process, the submission of Practice Samples. If no decision can be reached by the ABSP, the Applicant may be asked for additional information. Final determination is faxed to ABPP Central Office and the Applicant is advised.

PRACTICE SAMPLES REVIEW

Upon acceptance of the Credentials, the applicant takes on the role of Candidate and begins to work on the Practice Sample Review component of the Examination Process. At this point the Candidate is assigned a Mentor to assist in navigating the procedural aspects of preparing the materials to be submitted. One of the members of the ABSP Board serves as Director of Mentoring and also as liaison to the American Academy of School Psychology (AASP). This Director in collaboration with the AASP contacts the Candidate and assigns a Mentor. (For more detail, see, Operations Manual: Role of the Mentor and Procedures for Assignment).

The completed practice samples are sent to the Practice Sample Reviewer and must be received within 12 months of acceptance into candidacy. The Practice Sample Reviewer, after an initial check to determine completeness, forwards the materials to the Examination Team who may request revisions. If the Practice Sample Reviewer does not receive a complete packet of materials within 12 months of acceptance into candidacy, the applicant is notified by the ABPP Central Office and the applicant must reapply for candidacy. The Practice Sample Review fee is submitted directly to the ABPP Central Office by the Candidate.

Upon confirmation of receipt of the Practice Sample fee, the Practice Samples Reviewer reviews the practice samples for completeness and substance. For instance, if technical inadequacy or deficiency is detected in the videotape, the Candidate will be asked for typed verbatim transcripts or for an entirely new Practice Sample. Another example would be lack of completeness or misunderstanding of the directions for completion of the practice sample. Once the Practice Sample is deemed ready for formal review, the Practice Samples Reviewer informs the Examination Coordinator and asks the Candidate to submit three additional copies to the Examination Coordinator, who, guided by the Candidate's Professional Statement, selects a Chair and two members for the Candidate's Examination Committee. The Chair informs the Candidate of the members of the committee and lets the candidate know that he or she needs to indicate any conflicts of interest with members of the committee within a week. The Practice Samples are then sent to each committee member serving as the Examination Team for review. If additional information is required from the Candidate, the Exam Chair requests such information. The Candidate has 90 days to supply this information. If the Practice Samples are found unacceptable, the Candidate is notified about the reasons and the current examination

process is halted. All committee members are required to return the materials to the Chair, who in turn, must return them to the Candidate. If the Candidate submits a new practice samples fee to ABPP Central Office and new practice samples within six months, the examination process continues.

ORAL EXAMINATION

The three members of the Candidate's Examination Committee review the Practice Samples and determine whether or not the Candidate passes the Practice Sample phase of the examination process and can be scheduled for the Oral Examination. If the Candidate passes this step, the Chair of the exam team notifies ABPP Central Office and the Candidate (as well as the President of ABSP and Practice Samples Coordinator). At the time, the Candidate must send the Oral Examination fee to the ABPP Central Office before an examination date can be finalized.

Candidates are notified of the Oral Examination outcome within one week of taking the examination. If they pass, they can immediately use the title of Board Certified School Psychologist. They are encouraged to participate in activities associated with the ABSP Examination process and American Academy of School Psychology (AASP) projects.

The new *Board Certified School Psychologist* is encouraged to participate in the evolution and administration of the ABSP Examination process and in the various projects of the American Academy of School Psychology (AASP) to which he or she may become a Fellow.

V. PRACTICE SAMPLES

The Curriculum Vitae and Professional Statement provide the Candidate with the opportunity to communicate about him/herself as a School Psychologist and serve as a basis for discussion in the Oral Examination. The Curriculum Vitae and Professional Statement are required for all Candidates. Individuals who do not elect the Advanced Psychologist Option also 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 (i.e., student, parent, or teacher) can not serve as the basis for both 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, is 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 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 the candidate's work? Identify major theorists in the chosen orientation? If eclectic, please discuss two to three major theories.
- D. Describe 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 personally encountered, the aspect of the APA Ethical Principles of Psychologists and Code of Conduct pertinent to the dilemma, and how the dilemma was managed
- J. Verify that no ethical/legal action has been taken against the Candidate since candidacy.

TAPED PRACTICE SAMPLES AND ACCOMPANYING NARRATIVE

NARRATIVE

Written descriptions to accompany both Practice Samples should address 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

ADVANCED CAREER CANDIDATES

Advanced Career candidates who submit published works as their Practice Samples also submit an accompanying narrative that includes the information noted above. In addition,

- 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 practice 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 videotapes or DVDs of professional work (three copies of a **single** video cassette or DVD including both topics) of approximately 50 minutes each. Also, included should be a copy of the signed Informed Consent Form and, if applicable, the 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 select to 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 consultation with staff in the school setting, with families or with others involved in the care and 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 didactic 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** 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.**

ADVANCED CAREER SCHOOL PSYCHOLOGIST OPTION

School 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 Advanced Career Candidate **MUST** include one or more substantial professional publications demonstrating scholarship pertinent to the practice of school psychology (assessment, interventions, consultations, or supervision/teaching/management). In addition to publications with potential to advance the field, Advanced 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 taped assessment, intervention, consultation, or supervision/management practice samples are NOT required but are permitted.

SCORING OF PRACTICE SAMPLES

The Practice Samples Reviewer first receives a copy of the practice samples and makes an initial judgment about completeness and general substance. The Practice Samples Reviewer provides feedback to the Candidate that may entail minor or substantial revisions.

The Practice Sample is considered to be an integral component of the examination process. The initial review given by the Practice Samples Reviewer is followed by an in-depth review by the Candidate's Examination Committee, according to specified criteria (**Form G**). Members of the committee, including the Chair, work independently, following the criteria, and vote on acceptability. Reviews are recorded in the Practice Sample column of **Form G**. The results are faxed by the Chair to the ABPP Central Office using **Form H**, and if necessary, **Form I** (failure). On **Form I**, it is necessary to provide specific details for the failure that can serve as a guide for a revised application. Positive aspects of the practice sample also should be noted if applicable. The feedback, based on the competencies as delineated in this manual, will be sent directly to the Candidate. The intent of the feedback is to be constructive in guiding the Candidate to make modifications and continue to pursue Board Certification. See the Section on process for providing feedback to Candidates who fail. Should the Candidate fail, a new Mentor will be assigned.

In the review of the Practice Samples by the Candidate's Examination Committee, the following outcomes may occur:

1. If the Practice Sample meets the pass criterion (a minimum of two passing votes), the Candidate then proceeds to the oral portion of the examination.
2. If the Practice Sample is judged as meeting the pass criterion with some minor changes, the Candidate is invited to make those changes within a specified time limit.
3. If the Practice Sample does not meet the pass criterion, the Candidate is notified through Central office with a report specifically detailing the reasons for disapproval. The examination process is halted at this point. In such an event, the candidate may submit a new practice sample to the ABSP Practice Sample Coordinator and fee to ABPP Central Office. A new Examination Team, including a new Chair, will be assembled to review this new Practice Sample.

VI. ORAL EXAMINATION

SCHEDULING

ABSP schedules oral examinations as Candidates are ready. The Board typically tries to schedule more than one at a time without inordinately delaying the process for Candidates. When possible, exams are held in conjunction with meetings such as the CDSPP, NASP, or APA or other scheduled governance meetings to minimize travel expenses of examiners.

EXAMINATION SEQUENCE

To assure standardization of the examination process, the ABSP has established an **Oral Examination Sequence (see below)**. The general pace and sequence of topics provide guidelines to minimize the possibility that Candidates might receive differential treatment. The Oral Examination process is designed to be completed between three to four hours. It is a competency-based examination and the Examination Committee is expected to explicitly address each competency domain with the Candidate. 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. It often is useful to utilize hypothetical examples or situations to ascertain if the individual meets the criterion for passing each competency domain. The Oral Examination process should be collegial in nature.

The result is faxed to ABPP Central Office using **Form J**, or, if necessary **Form I** (failure). Again, **Form I** must include the ethics vignette(s) used, specific reasons for the failure, and positive aspects of the oral examination if applicable.

Sequence and Timeline for Oral Examination

Examiners are required to review 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 nature of the exam as collegial and as competency-based is highlighted.	10
Examination on Curriculum Vitae, Professional Statement and Practice Samples is conducted, explicitly covering each of the competency domains: science base and application, assessment, intervention, consultation, and supervision/teaching/management (the latter if applicable)).	90-120
BREAK – THE CANDIDATE SHOULD NOT BE ASKED TO DO ANY WORK DURING THIS TIME	10
Examination explicitly addresses each of the following competency domains: 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 Specific questions (including hypothetical case examples) are posed to address areas of individual and cultural diversity, interpersonal interactions and professional identification.	45-60
Exam Wrap-up and Discussion – Candidate is asked if he or she would like to provide more information about any competency domain(s) and asked for feedback about the examination process. The Candidate is encouraged to complete the feedback form and is informed that notification regarding the outcome of the examination will be given by the CO in a timely fashion. Practice Samples are returned to the Candidate who is then reminded that CE credits will be provided if he or she passes the examination.	5
Team Votes, Completes Forms, and Writes Report if necessary	10-25
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.

ETHICS VIGNETTES

A file of prepared vignettes is maintained for standardization of the Ethics segment of the Oral Examination. Usually two vignettes are selected for the Candidate to discuss. When possible, it is suggested that vignettes be chosen that relate to the Candidate's Professional Practice (based on the Professional Statement, CV, Samples). Otherwise, they may be selected on a random basis. Three copies, with points to be addressed, are sent to the Examination Committee Chair to be distributed to Committee members, and one, without important points, is to be given to the Candidate.

During the Ethics segment of the Oral Examination, the Examining Committee does not necessarily expect a "right" answer, but anticipates that the Candidate will present relevant options and demonstrate the ability to thoughtfully weigh them in the light of the APA ethics principles, professional practice standards, and relevant statutes. The Candidate has also submitted, in the Professional Statement, a non-identifying ethics quandary from his/her own professional experience and will discuss this vignette in the same manner.

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

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

Examiners and Candidates will treat the vignettes as confidential.

VII. ABSP EXAMINATION TEAM

TEAM COMPOSITION

The Examination Committee is a committee of three Board Certified examiners, one of whom serves as Chair. No committee member may have had any significant prior or current personal, professional, or administrative relationship with the Candidate or the clients/patients in the Practice Samples.

The ABSP recognizes that specialists in School Psychology use a variety of approaches and techniques and have differing conceptual frames of reference. ABSP also recognizes that the effectiveness of professional practice is a function of many factors, including personal factors, level of experience and theoretical understanding. The Examination Committee Chair and Member Examiners will be selected with consideration of the theoretical orientation, knowledge base, professional interest and experience expressed in the Candidate's Professional Statement. However, this is not required and is not a basis for appeal. The Chair will inform the Candidate of the choices for the Examination Committee. The Chair will also inform the Candidate that he or she has one week from notification to raise any concerns or objections about the proposed Examination Committee to the Chair. If the Candidate does not contact the Chair within one week, it will be assumed the proposed Examination Committee is acceptable.

ROLE OF EXAMINATION COMMITTEE CHAIR

See **Form K** – Checklist for Examination Chairs

EXAMINERS' RESPONSIBILITIES

Subsequent to reviewing the Practice Samples, the Examiners vote to approve/disapprove, thus completing this component of the examination process.

The oral examinations are to be conducted in a courteous, professional, and collegial manner consistent with the policies and procedures stated in this manual. An examiner serves as a representative of ABSP and accepts responsibility to protect the welfare of the Candidate, the confidentiality of the Practice Samples and the integrity of the examination. The relationship between the Candidate and the examiners should be considered a collegial one in which the Candidate is treated as a mature professional psychologist.

Examiners should recognize that most candidates will experience anxiety in a face-to-face situation in which they are being evaluated by peers. This anxiety will be more apparent in some than in others. Each Examiner should be supportive and create a favorable situation in order that the Candidate may demonstrate his/her competencies.

Prior to the Oral Examination, Examiners should:

- Become familiar with the Curriculum Vitae and Professional Statement
- Study the two taped (video/DVD) Practice Samples (if applicable) and accompanying narratives
- Prepare meaningful questions that relate to each competency domain as related to the Candidate's Curriculum Vitae, Professional Statement, and taped Practice Samples with accompanying narrative (contextualizing the tapes by answering the questions noted earlier)

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

TRAINING OF CHAIRS AND EXAMINERS

The high-quality, collegiality, relevance and standardization of the ABSP Board Certification process are maximized by a clear and explicit manual and the training of Chairs and Examiners. Any Board Certified School Psychologist may have the opportunity to become an Examiner after appropriate training or become a Chair after appropriate experience.

The following is more specific information on training. (1) After being notified of successful completion of the oral examination, the Candidate is asked if he/she would consider participating as an examiner in future examinations. If the individual expresses a willingness to participate in future examinations, he or she will be contacted when opportunities are available to observe an examination through two way mirrors. At this point the individual is an examiner in training; (2) Before observing an examination, all Examiners in training are asked and expected to review the Manual in detail and to review the Practice Sample materials (with permission of the Candidate). Examiners in training rate the practice samples and performance during the examination. They are debriefed after the examining team has come to a decision (so as not to interfere with the process); (3) If the examiner in training is comfortable with the procedures, he or she is designated as a New Examiner. New Examiners are assigned to teams with an experienced Chair who is responsible for orienting the new member to the examination process and educating him/her on the expectations of an examiner. (4) At the conclusion of every examination, the team participates in a debriefing session that is beneficial to all. If it is the new examiner's first examination, the debriefing should be more extensive and should include opportunities for the New Examiner to ask questions and to receive feedback. (5) To qualify as an examination chair, the individual is required to have served on at least three examination teams. The Checklist for Examination Chairs (Form K) serves as a guide for examination Chairs, and as such is another useful training tool for all examiners.

VIII. SCORING CRITERIA FOR PRACTICE SAMPLES

The Practice samples and the accompanying professional statements and narrative descriptions of the Samples are reviewed by the Candidate's Examination Committee according to the competency areas listed below. A passing evaluation is a pre-requisite to scheduling the oral portion of the Exam.

1. SCIENCE BASE AND APPLICATION
2. ASSESSMENT
3. INTERVENTION
4. CONSULTATION
5. SUPERVISION/TEACHING/MANAGEMENT
6. INTERPERSONAL INTERACTIONS
7. INDIVIDUAL AND CULTURAL DIVERSITY
8. ETHICS AND LEGAL FOUNDATIONS
9. PROFESSIONAL IDENTIFICATION

SCORING GUIDANCE

Through the Curriculum Vitae, Professional Statement, and Practice Sample component of the Examination, the Candidate **must be rated as PASSING in all applicable competency domains to advance to the Oral Examination.** A rating of "FAIL" in any competency domain requires a fail decision by that Examiner. Note that a Candidate may fail a specific item within a competency domain and still pass, as long as he/she is rated as passing for the overall domain (See also the Practice Sample **Form G**).

The Candidate **must be rated as PASSING in all applicable competency domains of the Oral Examination before an Examiner may vote to award Board Certification.** Failure in any competency area requires a fail decision by that examiner. Again, note that for the Oral Examination, a Candidate may fail a specific item within a competency domain and still pass, as long as he/she is rated as passing for the overall domain. (Use **Form G**).

NOTE: BEFORE ARRIVING AT A PRACTICE SAMPLE DECISION OR AN ORAL EXAMINATION PASS/FAIL DECISION, THE EXAMINER WILL CAREFULLY CONSIDER ALL OF THE EXAMINATION AREAS TO BE RATED AND THE CRITERION EXAMPLES PROVIDED. EXAMINERS SHOULD WAIT UNTIL THE END OF THE EXAMINATION BEFORE DETERMINING THEIR PASS/FAIL DECISIONS FOR ANY AREA.

SCORING CRITERIA FOR THE COMPETENCIES

Anchored criterion components for each of the competency domains follow for the guidance of Examiners and Candidates. **Candidates need not receive a pass in each component of a competency area, but must be judged as a pass in the overall competency area.** In other words, a Candidate **need not** manifest all of the illustrative “passing” behaviors in each of the competency domains in order to obtain a pass in that competency domain. A Candidate could manifest one of the component “failing” level behaviors, but still be found to pass in the overall domain. The significance and weight of any one “failing” behavior must be determined by each Examiner. **If the Candidate’s functioning is midway between passing and failing and cannot be identified as being either passing or failing, then the Candidate passes that area.**

An examiner may give a pass in a given competency domain for the Practice Sample, but may give a fail for that same competency domain during the Oral Examination as a result of information derived during the oral examination process. These competency areas are rated twice, once as a way to evaluate the practice samples, and again immediately following the oral examination.

CRITERION EXAMPLES OF COMPETENCIES

1. SCIENCE BASE AND APPLICATION

Components:

- a. Use of evidence-base and theory to inform activities as a School Psychologist. This involves having a definable set of constructs and a theoretical orientation of sufficient complexity to allow a rich discussion.
- b. Critical evaluation of research and professional literature and capacity to discuss implications for practice.
- c. Contribution to empirical or theoretical knowledge base (if applicable).
- d. Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice.

Passing Level Examples:

- Demonstrates awareness of research and other publications relevant to his/her practice and presents a coherent and reasonably comprehensive explanation of presenting issues based on research and theory and standards of functioning as a School Psychologist in each competency domain.
- Demonstrates the capacity to thoughtfully evaluate the extant evidence base and to use this assessment to inform one’s practice.
- Shows an ability to contribute to the existing knowledge base (if applicable).

- Demonstrates awareness of interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base.

Failing Level Examples:

- Provides explanations of observed behavior that may be accurate, but without support of theoretical or research constructs or there are significant omissions. .
- Presents as largely unaware of current research or theory or as having an inaccurate understanding of the pertinent literature.
- Does not meaningfully contribute to the existing knowledge base (if applicable).
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethical and legal foundations, and professional identification are pertinent in the application of the existing science base.

2. ASSESSMENT

Components:

- a. Assessment and evaluation procedures selected are appropriate for referral and for client/patient.
- b. Assessments and evaluations are conducted with high level of skill using the extant knowledge base and with the appropriate attitude.
- c. Assessment and evaluation findings are interpreted accurately and used to inform conceptualization.
- d. Assessment and evaluation data are applied to the development of recommendations.
- e. Assessment conclusions are communicated in ways that lead to useful outcomes.
- f. Assessment is conducted with sensitivity to interpersonal interactions and to individual and cultural diversity as well as with consideration to ethics and legal foundations and to professional identity.

Passing Level Examples:

- Chooses assessment and evaluation procedures that could, at least in theory, provide data that could answer the referral questions and that are appropriate for all aspects of the examinee's diversity status.
- Conducts assessments and evaluations in a competent fashion.
- Interprets assessment and evaluation data in a reasonably accurate and complete manner and uses these interpretations to guide case conceptualization.
- Creates recommendations with relevant findings considered.
- Communicates, both orally and in writing, findings from assessments and evaluations to all relevant parties in an understandable and useful fashion.

- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment.

Failing Level Examples:

- Chooses procedures that restrict possibilities to clarify the referral questions, or are inappropriate for the examinee's diversity status.
- Does not conduct assessments and evaluations with adequate skill (such as incorrect scoring) or does not use the extant knowledge base.
- Provides interpretations and/or conceptualizations of assessment and evaluation data that are incomplete, contain errors, or do not guide conceptualization. Offers interpretations and conclusions that fail to take into account some aspect of the examinee's uniqueness (diversity status) and/or fails to take into account pertinent aspects of the context (environment, prior history).
- Does not provide a clear link between assessment and evaluation findings and subsequent recommendations.
- Communicates assessment results in an unclear, disorganized or ambiguous manner; fails to anticipate what should be foreseeable, makes inappropriate interpretations or does not convey findings in a manner associated with useful outcomes.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to assessment.

3. INTERVENTION

Components:

- a. Intervention planning issues with individuals or groups (working alliance or contracting, use of historical and assessment data, clarification of goals, resources, etc.) are managed responsibly.
- b. Intervention procedures chosen are appropriate for the client and circumstance.
- c. Interventions are applied with a high-quality level of skill and knowledge and appropriate attitude.
- d. Attention is given to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention. .

Passing Level Examples:

- Ascertain goals consistent with the best interests of the client; deals with issues regarding resources; defines limits of confidentiality and boundaries of services clearly;

conveys availability; and keeps records consistent with existing standards of care and documentation of effectiveness of services.

- Selects interventions that are appropriate to the selected goals, situation, and resources.
- Implements interventions in a competent fashion—understands alternatives and limits of each, and shows flexibility in shifting approaches.
- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention.

Failing Level Examples:

- Ignores or does not adequately determine the goals; fails to address or clearly define limits of confidentiality and boundaries; does not convey information about availability; and fails to maintain acceptable standards of record-keeping and of tracking data to monitor effectiveness.
- Selects interventions that are not consistent with the goals, situation or resources.
- Fails to consistently provide interventions that are thoughtful and of high quality and does not adequately communicate about interventions being provided.
- Does not show flexibility to consider alternatives and to shift approaches when progress is stymied.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to intervention.

4. CONSULTATION

Components:

- a. Consultation procedures are selected in a fashion that is appropriate for its purpose and for the context.
- b. Background information for the consultation is gathered appropriately and thoughtfully integrated.
- c. Consultations are conducted with high-quality level of skill and knowledge and appropriate attitude.
- d. Consultation activities are conducted with due consideration to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation.

Passing Level Examples:

- Selects consultation procedures appropriate to the purpose and context.
- Collects all information pertinent to the consultation and integrates this information in a thoughtful fashion.
- Conducts consultations in a competent fashion.

- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation.

Failing Level Examples:

- Selects consultation procedures that are not appropriate to the purposes and to the context.
- Fails to collect all information pertinent to the consultation and does not integrate this information in a thoughtful fashion.
- Does not conduct consultations with adequate skill or appropriate attitude or does not incorporate the extant knowledge base.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to consultation.

5. SUPERVISION/TEACHING/MANAGEMENT (IF APPLICABLE, OTHERWISE SKIP THIS SECTION)

Components:

- a. Supervision is conducted using existing theory and research with a high level of skill and appropriate attitude.
- b. Management activities are conducted using theory and research with a high level of skill and appropriate attitude.
- c. Sufficient attention is given to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management.

Passing Level Examples:

- Uses existing theory and research to conduct supervision with high quality skill and appropriate attitude.
- Uses existing theory and research to conduct management activities with high quality skill and appropriate attitude.
- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management.

Failing Level Examples:

- Fails to use existing theory and research to conduct supervision with high quality skill and appropriate attitude.
- Fails to use existing theory and research to conduct management activities with high quality skill and appropriate attitude.

- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to supervision/teaching/management.

6. INTERPERSONAL INTERACTIONS

Components:

- a. A level of self-awareness exists that promotes effective functioning in each competency domain.
- b. An awareness of the needs, feelings, and reactions of others is present and promotes effective functioning in each competency domain.
- c. Sensitivity to the welfare, rights, and dignity of others is a priority.

Passing Level Examples:

- Demonstrates awareness of self that permits effective functioning in each competency domain.
- Demonstrates awareness of others that permits effective functioning in each competency domain.
- Conveys sensitivity to the welfare, rights, and dignity of others.

Failing Level Examples:

- Fails to demonstrate a level of self awareness that permits effective functioning in each competency domain (e.g., inappropriately personalizes, discounts, or misunderstands client's reactions, does not manage his or her biases or emotional reactions).
- Fails to demonstrate a level of awareness of others that permits effective functioning in each competency domain (e.g., ignores the client's feelings).
- Does not convey an adequate level of sensitivity to the welfare, rights, and dignity of others (e.g., is not compassionate and understanding, is disrespectful, acts in ways that are harmful to the client).

7. INDIVIDUAL AND CULTURAL DIVERSITY

Components:

- a. Knowledge about individual and cultural diversity is evident.
- b. Sensitivity and responsiveness to individual and cultural diversity in each competency domain is apparent.
- c. An awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Psychologist is conveyed.

Passing Level Examples:

- Conveys knowledge about individual and cultural diversity.
- Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain.
- Conveys an awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Psychologist.

Failing Level Examples:

- Fails to convey adequate or correct knowledge about individual and cultural diversity.
- Fails to demonstrate sensitivity and responsiveness to individual and cultural diversity in each competency domain (e.g., selects assessment tools or research measures not normed for individuals with demographics similar to client/patient being tested, does not include a cultural formulation in case conceptualization or recommendations).
- Fails to convey an adequate awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a School Psychologist

8. ETHICAL AND LEGAL FOUNDATIONS

Components:

- a. Knowledge about ethical standards is apparent and there is evidence that these standards guide all of their professional functioning.
- b. Knowledge about legal standards is apparent and there is evidence that these standards guide all of their professional functioning.

Passing Level Examples:

- Demonstrates awareness of the ethical implications of various situations and can cite an ethical quandary from own practice and describe appropriate responses.
- Demonstrates awareness of statutory reporting and other legal requirements that practitioners must follow in their jurisdiction, can cite example from own practice when these requirements were relevant, and can describe appropriate behaviors in response.

Failing Level Examples:

- Is unaware of important ethical implications or does not comply with ethical guidelines and principles. Conceptualization and reasoning with regard to ethical guidelines and principles lacks nuance or complexity.
- Is unaware of relevant legal standards or these standards do not enter into his/her practice behavior.
- Lack of clarity as to the difference between ethical and legal issues.

9. PROFESSIONAL IDENTIFICATION

Components:

- a. Active participation in the profession is demonstrated.
- b. Familiarity with current significant issues facing the profession is demonstrated, as is an awareness of the implication of these issues for one's functioning as a School Psychologist.
- c. Consultation and supervision are sought and utilized appropriately.
- d. Pursuit of continuing professional education

Passing Level Examples:

- Demonstrates active participation in the profession (belongs to professional organizations, assumes leadership roles in professional organizations)
- Demonstrates familiarity with current key issues facing the profession and the implication of these issues.
- Seeks consultation and supervision when needed.
- Participates in continuing professional education activities.

Failing Level Examples:

- Does not actively participate in the profession (no active professional involvements outside of specific employment).
- Lacks adequate awareness of significant issues facing the profession or is aware of some significant issues facing the profession, but misunderstands their implications for professional functioning.
- Fails to provide evidence for seeking consultation or supervision when needed or does not appropriately utilize consultative or supervisory input.
- Does not participate in continuing professional education activities

IX. FINAL EXAMINATION PROCEDURES, EVALUATION CRITERIA AND CANDIDATE NOTIFICATION

DECISION GUIDANCE

To make the decision about whether the Candidate has PASSED or FAILED the oral examination, each member of the examining team independently re-considers each of the domains of competency on which the practice samples were rated (**form G**) in light of responses during the examination. In addition, each member of the team independently completes form **GG** summarizing general criteria for a PASS or FAIL decision. In using the general rating guides for form GG below, every rating should reflect an evaluation of the candidate's overall performance based on the work samples, the appropriate sections of the examination, supplemented with the information exchanged during the oral interview. The criteria for ratings for each of the standards reflect a continuum of performance from those acquired during doctoral

education and training to those evidenced in the practice of exemplary school psychologists. Examiners should not expect that every candidate will perform at a similarly high level on all of the standards; practice and academic emphases of each candidate will be reflected in the range of ratings assigned to a candidate.

EVALUATION CRITERIA FOR ORAL EXAM

In general, the ratings 0 through 3 reflect the following levels of performance:

- 0 = Not at a Board Certified level - performs at a level expected of a candidate for, or recent recipient of, a doctoral degree.
- 1 = Performs at a level expected of a recently awarded doctorate, but not at a Board Certified level.
- 2 = Board Certified level - demonstrates academic and professional development subsequent to the doctoral degree.
- 3 = Exemplary Board Certified level - performance exceeds the Board Certified level and there is evidence of distinguished academic and professional performance.

1. Demonstration of comprehensiveness of conceptual framework as evidenced by preparation for a broad range of service activities with due effective interpersonal interactions and sensitivity to individual and cultural diversity.

- 0 = Evidences a narrow and/or restricted range of assessment, intervention, consultation, and supervisory practices without awareness of the need for, or ability to expand, service options.
- 1 = Can provide a range of assessment, intervention, consultation or supervision for a particular type of presenting problem, e.g., learning disabilities, developmental disabilities.
- 2 = Provides a broad range of assessment, intervention, consultation or supervision activities (including occasional consultation and collaboration with service professionals, for several types of presenting problems, or provides consistent supervision of trainees or staff).
- 3 = Demonstrates a comprehensive ability to provide services and offers examples of a broadly conceptualized service delivery approach to a variety of clients that integrates assessment, intervention, consultation and/or collaboration effectively, or that involves supervision of trainees or staff.

2. Has acquired and maintained a theoretical and scientific knowledge base in school psychology

- 0 = Does not provide evidence of a theoretical and/or scientific basis for current practice.

- 1 = Can offer an adequate theoretical or scientific basis for an assessment, intervention, consultation or supervisory strategy, but is generally limited in the range of, or comprehensiveness of, knowledge for the practice of school psychology.
- 2 = Provides evidence in examination materials that professional practice is dependent on theoretical and scientific findings, and can selectively demonstrate their applicability.
- 3 = Has acquired a broad and flexible knowledge base, and provides evidence of the range of active knowledge for practice (reflected in publications, presentations at professional meetings, or school district reports).

3. Demonstrates integration of knowledge base for practice in a wide range of professional activities.

- 0 = Follows manuals or other procedures appropriately for assessment or intervention approaches, but does not cite sources or authorities for the practices used.
- 1 = Can provide general data-based or theoretical arguments, or a systematic set of assertions to support the use of assessments, interventions, consultation, or staff development and supervision, but is not able to extend this analysis.
- 2 = For a wide range of assessment, intervention, consultation or supervision activities can show the theoretical interrelationship between them and can support it with empirical evidence.
- 3 = Can use a comprehensive knowledge base in psychology and education to develop new approaches to assessment, intervention, consultation, supervision, in providing services to enhance the development of children and youth (For instance, indirect services or collaboration with other professionals to enhance the child's adjustment in the school setting).

4. Has continued to extend professional psychology competence in practice since the award of the doctorate.

- 0 = Shows interest in and some activity in extension of competence through attendance at professional meetings, and participation in continuation programs.
- 1 = Attends professional seminars and meetings, and actively pursues professional development through reading, continuing education, and research.
- 2 = Continuously takes advantage of opportunities for academic and professional development as evidenced by notable contributions to school psychology organizations, leadership in the local community with respect to representation of school psychology, by conducting continuing education or staff development programs, or by influencing practice through published research.

- 3 = Is a recognized school psychology leader in the state, region, or at the national level with respect to school psychology as evidenced by holding office in professional organizations, organizing staff development programs for educators, carrying on a major research program relevant to school psychology.

5. Uses interdisciplinary and inter-professional collaboration and consultation in a productive manner.

- 0 = In professional practice works autonomously without evidence of using or seeking inter-professional consultation or collaboration.
- 1 = When required by the employment setting, participates in school study teams, or in conferences with educators and others to provide information about psychological function of children in question.
- 2 = As a usual practice, engages other psychological or professional personnel in collaborating about cases in question, or initiates client-centered consultation relationships with teachers and other educators.
- 3 = Has developed a program of services, evidenced in regular practice, in which inter-professional collaboration and consultation activities play an essential role in furthering the academic, social, and emotional development of learners.

6a. If working in a school setting, utilizes family and community resources in appropriate ways when conducting assessment, intervention, and consultation.

- 0 = Does not utilize parents or community resources in practice, and there is no evidence of interest in doing so.
- 1 = As required in current practice setting conducts parent conferences, or makes contacts with community agency personnel and resources, to enhance knowledge about problem definition or diagnoses, or to facilitate the outcomes of interventions that are undertaken.
- 2 = Shows evidence of plans for, and experience in, productive use of community resources in service delivery and/or has documented evidence of programs and services to facilitate interaction of parents in planning the educational programs of children and youths.
- 3 = Has a wide range of strategies that are regularly used for involving community resources and parents in educational programs, and can document problems and impediments experienced in such programs so as to provide a basis for continual development of community and parent collaboration services.

OR:

6b. If working on behalf of children and youth outside the school setting, utilizes the resources of the school system and community (collaborates appropriately).

- 0 = Does not utilize parents, school or community resources in practice, and there is no evidence of interest in doing so.
- 1 = Makes contacts with the school and with community agency personnel and resources and appropriately involves families to enhance knowledge about problem definition or diagnoses, or to facilitate the outcomes of interventions that are undertaken.
- 2 = Shows evidence of plans for, and experience in, productive use of school and community resources in service delivery and/or has documented evidence of programs and services to facilitate interaction of parents in planning the educational programs of children and youths.
- 3 = Has a wide range of strategies that are regularly used for involving school and community resources and parents in educational programs, and can discuss problems and impediments experienced in such programs so as to provide a basis for continual development of school, community and parent collaboration services.

7. Has developed strategies for assessment of outcomes of interventions and consultation and uses the information to promote professional accountability.

- 0 = Depends on the system, other personnel in the system, or other sources to assess outcomes of service delivery efforts OR does not monitor outcomes of interventions.
- 1 = Can provide examples of ways that accountability for school psychological services might be assessed, ways that accountability can promote service delivery, and can provide examples of standards that may be available for evaluating performance.
- 2 = Has initiated or proposed accountability systems for practice, and provides evidence of attempts to incorporate them, and ways that they benefit students and education professionals in a school psychological service delivery system OR outside of schools, keeps data on process and outcome variables.
- 3 = Presents a composite picture of the ways that a service delivery system functions in the service of the learners (0-22) and shows the relationship between needs and services offered, and has mechanisms for evaluating services.

8. Makes appropriate use of ethical and legal standards in work-related activities.

- 0 = Evidences limited awareness of ethical standards and the law applicable to psychologists' work-related activities.
- 1 = Can provide general examples of how ethical principles and the law are applicable to psychologists' scientific and professional functioning.

- 2= Shows thorough knowledge of, and appropriate application of ethical and legal principles to the varied situations encountered by psychologists.
- 3= Evidences complex and nuanced reasoning about ethical issues and their application with clear distinctions between ethical issues and legal statutes.

9. Application of knowledge with appropriate interpersonal interactions, sensitivity to individual and cultural diversity and consistently with professional identity.

- 0 = Recognizes the importance of sensitivity to interpersonal interactions and to individual and cultural diversity but applies this knowledge narrowly.
- 1 = Recognizes the impact of interpersonal interactions and individual and cultural diversity on a range of professional activities but primarily to a particular type of presenting problem, e.g., learning disabilities, developmental disabilities.
- 2 = Recognizes the impact of interpersonal interactions and individual and cultural diversity on a range of professional activities across a range of presenting problems.
- 3 = Demonstrates a nuanced conceptualization and application of effective interpersonal interactions and sensitivity to individual and cultural diversity across a comprehensive set of professional activities.

The use of these criteria is facilitated by use of Form GG which describes criteria for PASS or FAIL.

Immediately upon the completion of the oral examination, each member of the Examination Team completes and signs the Rating Grid for the Oral Component of the Examination (**Form GG**) and revisits the specific domains of competency (**Form G**). On Forms G and GG, two votes to pass constitute a pass and two votes to fail constitute a failure. The members of the examination committee may discuss their ratings and come to consensus after each individual had an opportunity to complete the forms independently. (If a Candidate receives a PASS on one form and a FAIL on another, it is considered a PASS).

NOTIFICATION OF PASSING THE EXAMINATION

The Central Office is notified within one day of the examination by the Chair of the Examination Committee who faxes **Form J** to the ABPP Central Office. The successful Candidate is sent a congratulatory letter by ABPP and the President of the ABSP within one week of the oral examination. The letter should reinforce competence, and welcome the new Board Certified Psychologist as an active School Psychology Specialist of ABPP. Along with this letter, Candidates who pass will receive notification of receipt of 10 Continuing Education credits from the APA. It is also important to notify the President of the American Academy of School Psychology who will send a letter of welcome and inform the new fellow of the AASP of waiver of first year's dues.

PROCESS FOR PROVIDING FEEDBACK TO CANDIDATES WHO FAIL

The report of the Examination Committee sent to the unsuccessful Candidate is to be written by the Chair of the Examination Committee with consultation from the Committee and shared with the Exam Coordinator before being sent to the Central Office by the Chair of the Examination Committee via fax or email within ten days following completion of the oral exam. Any other issues that the Examination Committee wishes to identify should be stated in a letter to the ABSP President.

1. The report of the Examination Committee to the unsuccessful candidate should reflect the ratings and comments of the Committee as a whole. It should be written with the clear understanding that the report will be sent, after review by the Executive Officer of ABPP, to the Candidate and will become a part of the Candidate's permanent file in the ABPP Central Office. If the Executive Officer has concerns about the report, these will be negotiated with the Specialty Board for possible modification.
2. The report should be written to achieve three essential objectives:
 - a. Documentation of the outcome of the examination and the rationale or support for that outcome. This should include comments of the examiners based on the ratings in the nine areas of competency (Form G) considered in the examination and on ratings of levels of performance related to the competency areas (Form GG).
 - b. Identification of specific competency (or, if applicable, cross cutting) domains in which areas of weakness are manifested in the Candidate's performance, along with suggestions for how the Candidate might address these domains in order to confidently and successfully approach re-examination.
 - c. Identification of specific competency domains in which areas of strength are manifested in the Candidate's performance to emphasize the positive professional attributes of the Candidate and to provide balance in the report.
3. The report should:
 - a. Begin with an opening statement that sets a positive and constructive tone regarding the Candidate's overall professional competence and interaction in the examination.

- b. Address each of the nine competency domains in the Examination Manual. The wording of comments can follow closely the wording of the scoring examples with reference to the Candidate's performance. For each competency domain rated a weakness, a specific suggestion for remediation should be offered.
 - c. If the letter is sufficiently lengthy so that a summary is needed, the summary should address the Candidate's overall performance. It should review competency areas of strength as well as weakness, and suggest remediation to reiterate the collegial and constructive intent of the report.
4. It is important for the Chair to be sensitive, diplomatic, and constructive in writing a report that is certain to be read very carefully by the Candidate. It is important to be objective and descriptive. Suggestions should be realistic and appropriate to the extent that if the Candidate follows the recommendations, he/she would likely be in a position to fare better upon re-examination. Likewise, it is important not to be judgmental, inflammatory, or pejorative in words or tone.
- a. The report from the Chair should focus on the Candidate's performance during the Oral examination, without any assumption that the unsuccessful performance is necessarily characteristic of the Candidate's usual practice.
 - b. The Chair should assume that all unsuccessful Candidates will want to improve their performance and re-take the exam in the near future. If a particular problem in terms of reporting on a Candidate's performance is encountered, the Chair should consult the other members of the Examination Committee.
 - c. Unsuccessful Candidates have a right to know why they failed. The Chair should be clear in giving examples, but should avoid being overly specific. Although examples for each problem identified in the examination need not be reported, the Chair should have such examples available in personal documentation in the event of an appeal or inquiry. The Chair should not report problems that are not related to the required passing criteria associated with specific competencies or cannot be supported by the documentation available. In using examples, the Chair should feel confident that he/she understands exactly what the Candidate did and what the problem was. If this is not accurate, the Candidate may have a legitimate basis for complaint that the Fail judgment was based on inaccurate information.
 - d. Unsuccessful candidates should be reminded that they have a right to appeal the decision of the Examination Committee on procedural grounds and be referred to

Form L-1 in the Examination Manual for details. Additional information on appeals can be found in the appendices in **Forms L-2 and L-3**.

EXAMINATION FEEDBACK

Form M is provided to the Candidate to solicit feedback on the examination process. Candidates are informed that if they successfully pass they may contact the ABPP Central Office for continuing professional education credits.

Form N is provided to committee members to solicit their feedback on the examination.

REIMBURSEMENT

Examination Committee members will fill out a Reimbursement Request Form from Central Office for any transportation, lodging and food expenses necessitated and approved in advance.

X. APPENDICES

Form A	Steps in the ABSP Board-Certification Process
Form B	Specialty-Specific Credential Review Result Form
Form C	School Psychology Application
Form D-1	Practice Sample Checklist
Form D-2	Assessment Practice Sample
Form D-3	Intervention Practice Sample
Form D-4	Consultation Practice Sample
Form D-5	Supervision or Management Practice Sample
Form D-6	Advanced Practice Sample Option
Form E	Professional Statement
Form F	Voluntary Consent Agreement
Form G	Rating Grid for the Practice Sample
Form GG	Rating Grid for the Oral Examination
Form H	Practice Sample Review Result Form
Form I	Candidate Feedback Summary for Examination Failure
Form J	Oral Examination Result Form
Form K	Checklist for Examination Chairs
Form L-1	Candidate Appeal Guide
Form L-2	Examiner General Appeal Review Form
Form L-3	Committee Summary of Appeal
Form M	Candidate's Evaluation of the Process
Form N	Committee Member Evaluation of the Process

FORM A: STEPS IN THE ABSP BOARD CERTIFICATION PROCESS

1.	Applicant consults the Web site (www.abpp.org) or contacts the ABPP Central Office (CO) (919-537-8031, Fax 919-537-8034) to request Candidate Examination Manual and Application Form.
2.	Eligibility: Candidacy Applicant completes Application Form and submits to ABPP the necessary supporting documentation and application fee of \$125.00.
	The generic requirements for the doctoral degree, the internship, licensure, and professional standing (disciplinary status) are verified by CO. If the applicant is from an APA approved program (including a recognized internship) in School Psychology and the required supervised years of postdoctoral experience have been met the application is forwarded by the CO to the Credentials Reviewer of ABSP who also reviews the documents. If approved, the decision is faxed to the CO by the Credentials Reviewer. The CO then notifies the applicant that he or she is now a Candidate for Board Certification.
	If application is not approved or is deemed incomplete, CO informs Applicant of the reasons. If additional information may bring about approval, it is requested and must be re-submitted. The ABSP Credentials Reviewer may also request additional information.
3.	Examination: Practice Sample Review If the application is approved, the Applicant becomes a Candidate and begins preparation of the Practice Sample . Typically, the Director of Mentoring for the American Board of School Psychology who is also a liaison to the Academy of School Psychology will contact the Candidate to assign a mentor. The Candidate submits the Practice Sample to the ABSP Practice Sample Reviewer within 12 months of the candidacy notification. The Practice Sample Fee of \$250.00 is to be forwarded to the ABPP Central Office. The Practice Sample is reviewed by the ABSP Practice Sample Reviewer for completeness only.
	The Practice Samples Reviewer may provide feedback and request changes prior to referring the Samples to the Examination Coordinator who selects two members and a Chair to serve as the Candidates examination committee. As an integral part of the Examination process, the examination committee reviews the practice samples to determine if it is appropriate for the Candidate to sit for the exam. The decision of this review is faxed to CO.
4.	Examination: Oral Examination Upon Practice Sample acceptance by the Examination Committee , the Candidate sends the Oral Examination Fee of \$450.00 to the ABPP CO and works out the details of the Oral Examination with the Exam Coordinator and the Examination Chair. The Oral Examination schedule should not be affirmed until the chair verifies that the Oral Examination Fee has been received by CO.
5.	If Practice Samples are found unacceptable, the Candidate is notified of the reasons and the current examination process is halted. With a new examination fee submitted to CO within 6 months, new Practice Samples may be submitted and the examination process continues.
6.	If the Oral Examination is passed, the Candidate becomes <i>Board-Certified</i> and may begin to use the title immediately. The diploma is mailed within 45 days by the ABPP CO with appropriate signatures. Oral Examination results are faxed to CO immediately following the examination.
7.	Decisions made by the ABSP regarding <u>candidacy</u> , the <u>practice sample</u> , and the <u>oral examination</u> should be <u>faxed</u> on appropriate forms to the ABPP Central Office: Fax # 919-537-8034. The EO/CO forwards decision letters reflecting ABSP actions to candidates within a day-or-two following receipt of the Fax notifications. Copies of these letters are forwarded to the ABSP President, Examination Coordinator and Academy President.
8.	If there is an Oral Examination fail, the feedback of the examination committee should be reviewed by the Examination Coordinator before being faxed to CO.

FORM B: SPECIALTY SPECIFIC CREDENTIAL REVIEW RESULT FORM
AMERICAN BOARD OF
PROFESSIONAL PSYCHOLOGY

CONFIDENTIAL

Upon completion of the specialty specific credential review, please complete and submit this form by **email** (office@abpp.org) by clicking on submit for a quick and confidential email or **Fax** to the ABPP Central Office (**919-537-8034**). Approval moves the applicant to candidate status.

Candidate Name _____

Credential Reviewer _____

Specialty Board _____

Approved _____

Not approved _____

Comments:

Submitted by – Credential Reviewer

Date

FORM C: SCHOOL PSYCHOLOGY APPLICATION

The Application form is the primary information base upon which eligibility for candidacy is determined. In effect, you are establishing the necessary academic, training, supervised experience, and professional standing required by the specialty of school psychology. The Executive Officer (EO) and Central Office (CO) staff shall verify the license to practice psychology, the doctoral degree and program. You must request that a copy of your doctoral transcript be sent to CO directly from the educational institution. The request should be initiated as soon as possible in order to not have any delay in processing your application. Any documentation (endorsements, certification of appropriate institute or continuing education) must be submitted with the application.

The application is a single form with two sections: the first part is essentially related to the generic requirements and the second part is related to the specialty's requirements. The CO shall review the submitted application for completeness. The EO shall review the application for the determination of meeting the ABPP common, generic criteria of doctoral degree and program, licensure, and professional standing. Upon meeting the generic criteria the application materials are sent to the Specialty Board for determination in meeting the specific criteria for eligibility as a candidate.

Following the application review, applicants are quickly notified of the review results. Applicants meeting generic and specialty requirements become candidates, eligible to move on to the specialty examination process.

To better understand the application and candidacy determination perhaps it would be best at this point to review the generic and describe specialty criteria of the specialty of school psychology. The Application Form and fee form will follow and can be reviewed and/or downloaded at the ABPP website at www.abpp.org.

General Eligibility Requirements

To attain board certification in a specialty, an applicant must meet ABPP's common eligibility requirements which include:

- A doctoral degree from a program in professional psychology or postdoctoral re-specialization certificate at which time, the degree that was granted was accredited by the APA, CPA, or was listed in the publication *Doctoral Psychology Programs Meeting Designation Criteria*. Applicants credentialed in the most recent directory of the *National Register of Health Service Providers in Psychology* or the *Canadian Register of Health Service Providers in Psychology* qualify as meeting the doctoral degree as well as those holding the Certificate of Professional Qualification in Psychology (CPQ).
- Licensure or certification at the independent practice level as a psychologist in the State,

Province, or Territory in which the psychologist practices.

Note: Limited exceptions exist for prior to 1983 doctoral preparation, degrees granted outside the U.S. or Canada, formal retraining, substantial equivalents to accreditation requirements, and licensure in jurisdiction of practice for some Federal employees. Exception criteria and procedures are available from Central Office.

Specialty Specific Eligibility Requirements

1. An approved internship is required; and
2. Two years of post-doctoral experience in school psychology, including one year that is supervised, or
3. An approved, one year post-doctoral residency training program in school psychology, and
4. The education and training preparation in school psychology consistent with APA accreditation requirements.

Professional Program (e.g., school psychology)

Reminder: The applicant must arrange that the doctoral transcript be sent directly to the Central Office of ABPP by the institution.

6. Doctoral Degree Program meets ABPP Generic Requirements if at the time the Degree was granted the program was: (check below)

- APA or CPA Accredited
- Listed as a Psychology Program in the ASPPB Doctoral Psychology Programs Meeting Designation Criteria
- Credentialed as a Health Service Provider in current NRHSPP/CRHSPP Directory
- Holds a CPQ: a Certificate of Professional Qualification in Psychology by the ASPPB

Note: If none of the above qualifiers apply and if you wish to qualify through an individualized review against ABPP generic requirements or, if you wish to apply for the advanced procedure option (defined as 15 years or more of appropriate experience beyond following licensure as a psychologist, check below:

- Individualized review
- Optional advanced procedures

7. Internship Program

Program Name _____

Location _____

Date Completed _____

Accredited By: APA NASP Listed in APPIC Directory

8. Ethical and Legal Issues. Have you been:

Convicted of a Felony? Yes No

Sued for malpractice? Yes No

Charged with an ethics or conduct violation that resulted in an adverse decision or action, including censure, probation, suspension or revocation of your license to practice psychology? Yes No

*If yes to any of the above issues, include a complete statement of details on a separate sheet of paper.

SPECIALTY SPECIFIC REQUIREMENTS IN SCHOOL PSYCHOLOGY

9. Describe your internship program and indicate your primary supervisor.

10. Post-doctoral Experience and Supervision

- a. The applicant will have a minimum of two post-doctoral years of experience (one year equals a minimum of 1500 practice hours over 12 consecutive months), one year of which was appropriately supervised. For these two years of practice experience, FULLY DESCRIBE, including inclusive dates, hours, name of agency, your title, the nature of the professional work you did, and the supervisory arrangement (at least one of these years). Please include supervisor names, your title at the time, and the nature of the supervised practice.

OR

- b. One year of post-doctoral supervision in a successfully completed, formal post-doctoral (residency) program. Briefly describe the post-doctoral residency program, including the program's name, program director and supervisors, and the nature of the supervised practice.

Please Describe either the a or b requirement option below:

I, the undersigned, hereby make voluntary application to the American Board of Professional Psychology, Inc., for certification as a specialist and the issuance of a Diploma in a specialty affiliated with the American Board of Professional Psychology. I understand that my application is subject to the rules, bylaws, and other governing provisions of the Board (hereinafter called regulations), and I agree to be bound by the regulations of the Board, either as a candidate for issuance of a Diploma, or upon issuance of a Diploma, as the holder of same. I agree to be bound by the Code of Ethics of the American Psychological Association or the Canadian Psychological Association as applicable. I agree to disqualification from examination, or issuance of a Diploma, or forfeiture of any Diploma issued to me in the event that the Board finds me in violation of its rules and regulations. I recognize that the Board may decide that I am not qualified, and I agree to abide by its decision.

I hereby authorize the American Board of Professional Psychology, Inc., to make inquiries as it deems appropriate in connection with this application for a Diploma, with any of the individuals, state licensing boards, agencies, organizations, or other such reference sources as may develop in the course of the Board's investigation of my qualifications to be certified as a specialist. I agree and invite anyone so contacted by the Board to answer and respond freely, frankly, and without fear of claim of damage by me, and to report to the Board any knowledge which may seem relevant to the inquiry of the Board.

I certify that all the statements made herein are true and accurate to the best of my knowledge and belief. I have enclosed the non-refundable application fee.

If granted the Diploma, I agree ABPP is an active credential that requires annual renewal and associated attestation and fee and to pay all required annual fees assessed by the American Board of Professional Psychology, Inc.

Signature of Applicant

Date

Are you currently Board Certified by ABPP? Yes (Application fee is waived) No

Enclose Application Fee of \$125

NOTE: An additional fee (\$250) is payable for the Practice Sample Review, and a fee of (\$450) is payable for the Oral Examination prior to or upon submitting for these requirements. The Board reserves the right to change its schedule of fees at any time during the course of candidacy. **FEES ARE NOT REFUNDABLE.**

Please return the application and application fee with all requested materials to:

American Board of Professional Psychology

600 Market Street, Suite 300

Chapel Hill, NC 27516

Phone: (919) 537-8031

FORM D-1: PRACTICE SAMPLE CHECKLIST

CANDIDATE	Practice Samples Reviewer	Examination Team	MATERIALS
	One preliminary copy to be reviewed	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 Exam 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
	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
	Three copies of Curriculum Vitae
	Three copies of Professional Statement
	Three copies of Pertinent Materials – publications such as book chapters, journal articles or other major works accompanied by narrative
	Three copies of Optional Practice Sample - reflect distinctive practice patterns and accompanied by a narrative
	\$250 Practice Sample fee submitted to ABPP Central Office

FORM E
PROFESSIONAL STATEMENT

This statement, of about five double spaced type-written pages, should address fully, but not be limited to, the items listed below. Candidates' information regarding theoretical orientation and expertise should be congruent with their actions throughout the examination process.

- A. Describe 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 the candidate's work? Identify major theorists in the chosen orientation? If eclectic, please discuss two to three major theories.
- D. Describe 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?
- K. Why do you want to become Board Certified in School Psychology?
- L. Give one or two examples of handling complex interpersonal interactions that you have encountered.
- M. Describe a meaningful and challenging ethical dilemma personally encountered, the aspect of the APA Ethical Principles of Psychologists and Code of Conduct pertinent to the dilemma, and how the dilemma was managed
- N. Verify that no ethical/legal action has been taken against the Candidate since candidacy.



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 G: RATING GRID FOR THE PRACTICE SAMPLES

CANDIDATE NAME	PRACTICE SAMPLE		ORAL COMPONENT	
	Pass	Fail	Pass	Fail
<i>See the Section IV for Full Explanation of these Standards</i>				
1. SCIENCE BASE AND APPLICATION				
Uses evidence-base and theory to inform activities as a School Psychologist				
Evaluates research critically				
Contributes to empirical or theoretical knowledge base (if applicable, otherwise write N/A)				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base				
2. ASSESSMENT COMPETENCE				
Chooses procedures appropriate for referral and client				
Conducts assessments and evaluations with high level of skill and appropriate attitude using extant knowledge base				
Interprets assessment and evaluations findings accurately and use these to inform conceptualization				
Applies assessment and evaluation data to the development of recommendations				
Communicates results with useful outcomes				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment				
3. INTERVENTION COMPETENCE				
Responsively manages advance planning (goals, contracts)				
Chooses procedures appropriate for client/patient and situation				
Applies interventions with high-quality level of skill and knowledge and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention				

	PRACTICE SAMPLE		ORAL COMPONENT	
	Pass	Fail	Pass	Fail
4. CONSULTATION COMPETENCE				
Chooses consultation procedures appropriate for purpose and context				
Gathers appropriate information as background for the consultation				
Conducts consultations with high-quality level of skill and knowledge and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation				
5. SUPERVISION/MANAGEMENT COMPETENCE (if applicable, otherwise write N/A)				
Supervision – Uses existing theory and research to conduct supervision with high quality skill and appropriate attitude				
Management – Uses existing theory and research to engage in management activities with high quality skill and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management				
6. INTERPERSONAL INTERACTIONS				
Demonstrates awareness of self that permits effective functioning in each competency domain				
Demonstrates awareness of others that permits effective functioning in each competency domain				
Conveys sensitivity to the welfare, rights, and dignity of others				
7. INDIVIDUAL AND CULTURAL DIVERSITY				
Conveys knowledge about individual and cultural diversity.				
Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain				
Conveys an awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Clinical Psychologist				
8. ETHICAL AND LEGAL FOUNDATIONS				
Demonstrates knowledge about ethical standards and applies this knowledge				
Demonstrates knowledge about legal standards and applies this knowledge to perform in a fashion consistent with such standards				

	PRACTICE SAMPLE		ORAL COMPONENT		
	Pass	Fail	Pass	Fail	
9. PROFESSIONAL IDENTIFICATION					
Demonstrates active participation in the profession					
Demonstrates a familiarity with current significant issues facing the profession and the implication of these issues					
Seeks consultation and supervision when needed					
Obtains ongoing training and education					
	Circle One	PASS	FAIL	PASS	FAIL

Examiner's Signature _____ Date _____

FORM GG

ABSP Oral Examination Evaluation Form

*Use ratings 0 through 3, with 3 being exemplary.

<u>AREAS to be RATED</u>	Initial Independent Rating	Final Adjusted Rating
1. Comprehensiveness of Conceptual Framework	_____	_____
2. Theoretical & Scientific Knowledge Base*	_____	_____
3. Integration of Knowledge Base for Practice	_____	_____
4. Extend Professional Psychology Competence in Practice*	_____	_____
5. Interdisciplinary & Interprofessional Collaboration & Consultation	_____	_____
6. Utilizes Resources-Parents, Schools and Community	_____	_____
7. Strategies and Assessments of Outcomes of Practice to Promote Professional Accountability	_____	_____
8. Appropriate Use of Ethical and Legal Standards*	_____	_____
9. Appropriate interpersonal inter- action and sensitivity to individual and cultural diversity	_____	_____
TOTAL:	_____	_____

*Rating must reflect the relevant competency areas in Form G

Overall Scoring Standards:

1. Total score of 15 or above: Pass. (If two or more 0 or 1 scores, the examiner must provide written explanation of each 0 or 1 score, and the justification for ignoring it in accepting the total score of 15 or higher)
2. Total score below 13: Fail.
3. Total score of 13 or 14: Pass or Fail; written justification required.

First Vote Decision: PASS FAIL

Final Vote, if Needed: PASS FAIL

Recommendations for rated areas to be strengthened and developed:

The above rating scale, **Form GG**, is to be used in conjunction with **Form G**. The PASS or FAIL decision is made on the basis of the Candidate's competencies.

Examinee: _____

Date of Exam _____ Location of Exam _____

Examiner: _____

FORM H: PRACTICE SAMPLE REVIEW RESULT FORM

American Board of School Psychology
 AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

CONFIDENTIAL

Upon completion of the Practice Sample Review, please complete and submit this form by **email** (office@abpp.org) by clicking on submit for a quick and confidential email or **Fax** to the ABPP Central Office (919-537-8034).

Candidate _____

Specialty Board _____

Exam Chair _____

Exam Committee Members _____

Approved _____

Not approved _____

Date and Place for Oral Examination _____

Comments:

Submitted by Exam Chair

Date

FORM I: CANDIDATE FEEDBACK SUMMARY FOR EXAMINATION FAILURE

American Board of School Psychology
 American Board of Professional Psychology

Please complete this form and submit it to the ABPP Central Office
 by FAX ONLY (919-537-8034) within seven days of a no pass decision
 for either the practice sample or oral examination component.

Candidate _____ Date of Exam _____

Specialty Board _____ Exam Chair _____

Committee Members

Vignette(s) # _____

(___ Practice Sample Component Failure; ___ Oral Component Failure)

Feedback: Please summarize the specific reasons for a no pass decision and your suggestions for possible re-examination. Also note positive aspects of the practice sample and/or oral components if applicable. This feedback must be based on the competencies as delineated in the manual. See Section IX on Process for Providing Feedback on Candidates who Fail. (Use as many additional sheets of paper as necessary.)

The ABSP should be contacted to arrange for assignment of a new mentor.

 Signature - Exam Chair

 Date

FORM J: ORAL EXAMINATION RESULT FORM

American Board of School Psychology
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

CONFIDENTIAL**Oral Examination Result Form**

Upon completion of the oral examination, please complete and submit this form by **email** (office@abpp.org) by clicking on submit for a quick and confidential email or **Fax** to the ABPP Central Office (919-537-8034).

Candidate _____

Specialty Board _____

Oral Exam Chair _____

Exam Committee Members _____

Date of Exam _____

Approved _____

Not approved _____

Note: If Candidate Did Not Pass: Specialty Board shall forward oral examination commentary following this notification within 10 days (please) for Executive Officer notification to Candidate. This can be sent via email or fax. This requires the completion for Form I: Candidate Feedback Summary for Examination Failure.

Submitted by – Oral Exam Chair

Date

FORM K: CHECKLIST FOR THE EXAM COORDINATOR and EXAMINATION CHAIRS

American Board of School Psychology AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

- The Examination Coordinator recruits the Chair and two other Examiners, with a view towards professional orientation of the candidate, by going to the Operations Manual for the ABSP which lists eligible examiners and chairs or by consulting with members of the ABSP Board. A committee should be formed within 30 days of receiving the Practice Sample by the Exam Coordinator.
- The Exam Chair contacts the Candidate, introducing him or herself, giving the Candidate the name of the other Committee members, and seeking information about any potential conflicts of interest with any of the examiners. The Chair tells the Candidate that any conflicts about members of the examination committee have to be reported within one week.
- The Chair lets the Candidate know that the Practice Samples are being distributed to members of the Examination Committee for their review prior to scheduling the oral phase of the examination. The Chair also lets the Candidate know that he or she will keep the Candidate informed of details as they become available, and indicates availability to answer any questions.
- The Chair downloads copies of the ABSP Examination Manual from the ABPP website – www.abpp.org and asks all of the Examiners to do the same.
- The Chair makes sure copies of the Candidate's practice sample are received by the two Examiners or arranges for this to be done.
- The Chair polls the committee members to ascertain if the Candidate passes the Practice Sample Component of the Examination. Decisions are made independently and documented on Form G. If the committee requires more information from the Candidate to make a decision, they may request this directly from the Candidate, review the additional material, and then make a final determination. This procedure should be discussed with the Exam Coordinator.
- **Complete and fax (919-537-8034) Form H to Central Office and Regional Representative to indicate that the Candidate has passed the Practice Sample Component or Form I if candidate fails the Practice Sample Component. Complete Form I in consultation with the Examination Coordinator.**

If Candidate passes the Practice Sample Component of the Examination (at least 2 members vote for a Pass), the Chair will

- Find potential interview dates with the Examiners for a 5 hour time block.

- Prior to contacting the Candidate, verify with CO that all fees have been paid and that CO has been informed of candidate's status. Let Candidate know he/she passed the Practice Sample Component of the Examination and finalize a date for the oral examination.
- Inform the Exam Coordinator
- Prior to the meeting:
 - review all materials
 - make sure you have copies of Form G: Rating Grid for Practice Samples
 - make sure you have copies of Form GG: Oral examination rating scale
 - have a copy of Forms I and J
- Consider having food and beverages available for the examination.
- Review the evaluation criteria with the Examiners prior to the examination.
- Follow the manual for the examination. Be sure the interview is competency-based.
- Conduct the examination in accord to the Summary Schedule for Examination – Oral Component as outlined in the manual.
- Choose ethics vignettes that are likely to pose specific questions for the Candidate. Make sure all ethics vignettes are returned to you and then shred them.
- Return all materials to the Candidate at the completion of the examination.
- Explain that Examiners will complete the requisite forms, fax them to Central Office, and that Central Office will notify applicant within 15 days (let them know that if they do not hear in 15 days, they should contact you).
- Provide Form M to the Candidate to solicit feedback on the examination process.
- Notify the Candidate that if he/she successfully passes, he/she will receive continuing education credits (10 hours) from the American Psychological Association.
- Provide Form I to committee members to solicit their feedback on the examination.
- Immediately following the examination (must be done on the day of the examination)
 - **if pass (at least 2 members vote to pass), fax (919-537-8034) Form J along with each Examiner's Form G to Central Office and inform the Regional Representative**
 - **if fail, complete Form I, and fax to 919-537-8034 Form I along with each Examiner's Form G. Form I MUST be completed in consultation with the Regional Representative**
 - **Have a debriefing discussion and forward any suggested procedural improvements to the ABSP President**
 - **Allow any new examiners to ask questions and receive feedback**
- Examination committee members will fill out a Travel Reimbursement Request Form for expenses within the travel guidelines. The guidelines and interactive form are available on the ABPP website at www.abpp.org. Once the Travel Reimbursement Request Form is completed, all detailed receipts and the signed form must be sent to the board's treasurer for approval. The treasurer will review, approve, and forward all

reimbursement requests to Central Office, who will process payment and send the check directly to the examination committee member.

If Candidate fails the Examination: Practice Sample Component

- With the committee, write a report regarding the reason for the failure and fax Form I (919-537-8034) it to Central Office, who is responsible for sending the letter to the Candidate. Be sure Form I focuses on the competencies, with attention paid to both the Candidate's strengths and areas in need of improvement.
- Form I should be completed in consultation with the Exam Coordinator and Practice Samples Reviewer.

FORM L-1: CANDIDATE APPEAL GUIDE

American Board of School Psychology
American Board of Professional Psychology

- A. **Specialty Board Appeals Committee:** The president appoints one member of the Board of School Psychology to coordinate appeals. For each appeal an ad hoc committee is appointed to review the merits of the appeal.
- B. **Appealable Decisions:**
The following decision of the Specialty Board may be appealed:
1. Denial of meeting specialty specific qualifications (Candidacy Determination).
 2. Non-approval of practice (work) samples (Examination: Practice Sample Component).
 3. Failure of the oral examination (Examination: Oral Component).

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

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

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

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

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

The Appeals Committee shall implement a process of review primarily based upon information before the specialty board at the time of the decision. The

Appeals Committee may seek further information from the Chair and members of the Examination Committee, the Credentials Review Committee, the candidate, or others as appropriate to the issues raised. The process is not a de novo review, but a review of the challenge to the Specialty Board decision.

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

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

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

The remedy will ordinarily be to void an oral examination, or practice sample review, and offer a new examination, or practice sample review with no additional fee assessed to the Candidate, or to refer the matter back to the Examination Committee. In extraordinary circumstances, another remedy may be provided. The Appeals Committee however, may not "pass" a Candidate or re-grade an examination.

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

FORM L-2: EXAMINER GENERAL APPEAL REVIEW FORM

**BOARD CERTIFICATION EXAMINATION IN SCHOOL PSYCHOLOGY
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY**

Applicant/Candidate name: _____

Appeals refers to allegations regarding (check) Application: Candidacy Determination (),
Examination: Practice Sample Component (), Examination: Oral Component ()

Applicant/Candidate allegations (list):

- 1.
- 2.
- 3.
- 4.

Do you believe there is merit to the above allegations? (Elaborate).

Do you believe this appeal should be upheld? Yes _____ No _____

Evaluator/Reviewer Name _____

Evaluator/Reviewer Signature _____ Date _____

FORM L-3: COMMITTEE SUMMARY OF APPEALBOARD CERTIFICATION EXAMINATION IN SCHOOL PSYCHOLOGY
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

PAGE 1 of 2

Applicant/Candidate Name: _____ Region: _____

Date of Examination: _____ Location of Examination: _____

List of Candidate's Examiners (if applicable):

- 1.
- 2.
- 3.

Appeal refers to allegations regarding: (check) Application: Candidacy Determination (),
Examination: Practice Sample Component (), Examination: Oral Component ()

Relevant grounds for appeal raised by Applicant/Candidate:

- 1.
- 2.
- 3.

Decision and rationale for each allegation:

- 1.
- 2.
- 3.

Final decision and rationale

Sustain Appeal _____ Deny Appeal _____

Reviewer Name _____

Reviewer Signature _____ Date _____

FORM M: CANDIDATE'S EVALUATION OF THE EXAMINATION PROCESS**BOARD CERTIFICATION EXAMINATION IN SCHOOL PSYCHOLOGY
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY**

The personal appraisal of the Candidate can be of great value in ABSP's efforts to improve the examination process. The ABSP invites you to comment about any aspect of the content, format or conduct of the examination. Nothing you write will become part of the official record of your examination.

Your comments may be sent to:
American Board of Professional Psychology, Executive Officer
600 Market Street, Suite 300
Chapel Hill, NC 27516

**FORM N: COMMITTEE MEMBER EVALUATION OF THE EXAMINATION
PROCESS**

**BOARD CERTIFICATION EXAMINATION IN SCHOOL PSYCHOLOGY
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY**

The personal appraisal of an Examination Committee member can be of great value in ABSP's efforts to improve the examination process. The ABSP invites you to comment about any aspect of the content, format or conduct of the examination.

Your comments may be sent to:
American Board of Professional Psychology, Executive Officer
600 Market Street, Suite 300
Chapel Hill, NC 27516