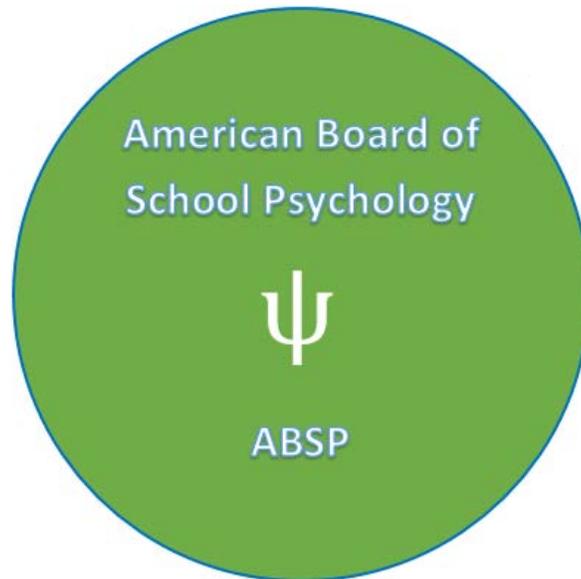

AMERICAN BOARD OF SCHOOL PSYCHOLOGY (ABSP)



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

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ABPP
600 Market Street, Suite 201
Chapel Hill, NC 27516
www.abpp.org

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I. INTRODUCTION

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

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

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

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

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

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

II. DEFINITION OF SCHOOL PSYCHOLOGY

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

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

Certification Process: Brief Overview

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

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

These steps are presented in more depth on page 12 and also summarized in [Appendix A](#) of this Manual.

Competencies Characteristic of the Specialty of School Psychology

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

It is expected that school psychologists will display competence in the core functional competencies (*i.e.*, assessment, intervention, consultation) and any applicable functional competencies (*i.e.*, research, supervision, teaching, management/administration, advocacy) in which they work across the foundational competencies (*i.e.*, scientific knowledge and methods, evidence-based practice, interdisciplinary systems, relationships, individual and cultural diversity, ethical and legal standards/policy, professionalism, and reflective practice/self-care).

Core Functional Competencies

Assessment

This core competency domain will be addressed for all candidates.

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

Intervention

This core competency domain will be addressed for all candidates.

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

Consultation

This core competency domain will be addressed for all candidates.

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

Optional Functional Competencies

Research and/or Evaluation

This core competency domain will be addressed only when applicable.

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

Supervision/Training

This core competency domain will be addressed only when applicable.

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

Teaching

This core competency domain will be addressed only when applicable.

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

Management and Administration

This core competency domain will be addressed only when applicable.

Board Certified School Psychologists engage in effective management and administrative activities related to the field of School Psychology. They use existing theory and research in leadership to conduct administrative and management activities.

Advocacy

This core competency domain will be addressed only when applicable.

Board Certified School Psychologists engage in activities that publicly promote change at the individual (client), institutional, and/or systems level. They develop alliances with relevant individuals and groups (e.g., communities, society) with differing viewpoints to promote change using sound scientific evidence.

Foundational Competencies

Science, Knowledge, and Methods

This core competency domain will be addressed for all candidates.

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

Evidence-Based Practice

This core competency domain will be addressed for all candidates.

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

Interdisciplinary Systems

This core competency domain will be addressed for all candidates.

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

Relationships

This core competency domain will be addressed for all candidates.

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

Individual and Cultural Diversity

This core competency domain will be addressed for all candidates.

Board Certified School Psychologists demonstrate knowledge, sensitivity and skill in working with individuals, groups, and community representative of all aspects of individual and cultural diversity (*e.g.*, class status, ethnicity, race, gender, age, sexual orientation, disability status, and special populations). They are able to articulate how interactions between and among individuals and communities are shaped by diversity variables. *In this manual, we will use the terms multicultural and individual/cultural diversity interchangeably. Individual and cultural diversity recognizes the broad scope of such factors as: race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.*

Ethical and Legal Standards/Policy

This core competency domain will be addressed for all candidates.

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

Professionalism

This core competency domain will be addressed for all candidates.

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

Reflective Practice/Self-Assessment/ Self-Care

This core competency domain will be addressed for all candidates.

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

III. ELIGIBILITY FOR CANDIDACY

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

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

- A doctoral degree from a program in professional psychology which at the time the degree was granted was accredited by the APA, CPA, or was listed in the publication *Doctoral Psychology Programs Meeting Designation Criteria*.
- Applicants who hold the Certificate of Professional Qualification in Psychology (CPQ) from the ASPPB qualify as meeting the doctoral degree and professional program requirements.
- Persons who obtained their doctoral degrees in 2018 or later from an institution in the United States or Canada must have been awarded their doctoral degree from a doctoral program that was accredited by the American Psychological Association, the Canadian Psychological Association, or an accrediting agency recognized by the U.S. Department of Education at the time of their graduation.

- The doctoral degree program is expected to meet the requirements listed in the ABPP Generic Doctoral Program Eligibility Requirements.

Licensure/Certification Requirements

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

Specialty Specific Program Requirements

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

- A doctoral degree with a Major Area of Study in School Psychology from a program accredited by the APA or CPA.
- A doctoral degree program that qualifies as equivalent to an APA or CPA accredited program with a Major Area of Study in School Psychology. This option is particularly applicable to degrees awarded outside of the U.S. or Canada.
- The applicant has completed a re-specialization program or combined program in professional psychology accredited by the APA or CPA with a Major Area of Study or Emphasis in School Psychology.

Internship Requirements

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

Postdoctoral Practice Experience and Supervision Requirements

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

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

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

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

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

Senior Psychologist Option

Psychologists who meet the above degree, internship, and postdoctoral criteria and have 15 years or more of post licensure experience are eligible for the Senior Psychologist option. The aim of this program is to bring senior colleagues who have made a career contribution to the field of School Psychology into the ABSP. Additional information on the [ABPP Senior Option Application](#) process can be found on the ABPP website.

Early Entry Option

For graduate students, trainees, and psychology postdoctoral residents not yet licensed, ABPP has established an early entry program. Prior to graduation, students may initiate an ABPP generic application for a reduced fee of \$25.

ABPP has established a collaborative application process with the Association of State and Provincial Psychology Boards (ASPPB) for Early Entry Option applicants. Once an applicant has completed their initial application through the ABPP Portal, they will be prompted to access the ASPPB PSY/PRO system for uploading their documents (*i.e.*, transcripts etc.) ASPPB stores these safely in their Credentials Bank and will transmit the completed set of credentials to ABPP for review at no charge to the applicant.

Additional information on the [ABPP Early Entry Application](#) process can be found on the ABPP website.

IV. APPLICATION PROCESS

Qualified Individuals with Disabilities

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

Overview of the Three-stage Process

Stage 1: Credentials Review and Eligibility

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

Stage 2: Practice Samples

The Practice Samples material, described below, are to be submitted to the ABSP Director of Examinations. A Practice Samples Fidelity Checklist can be found in [Appendix E](#) of this manual.

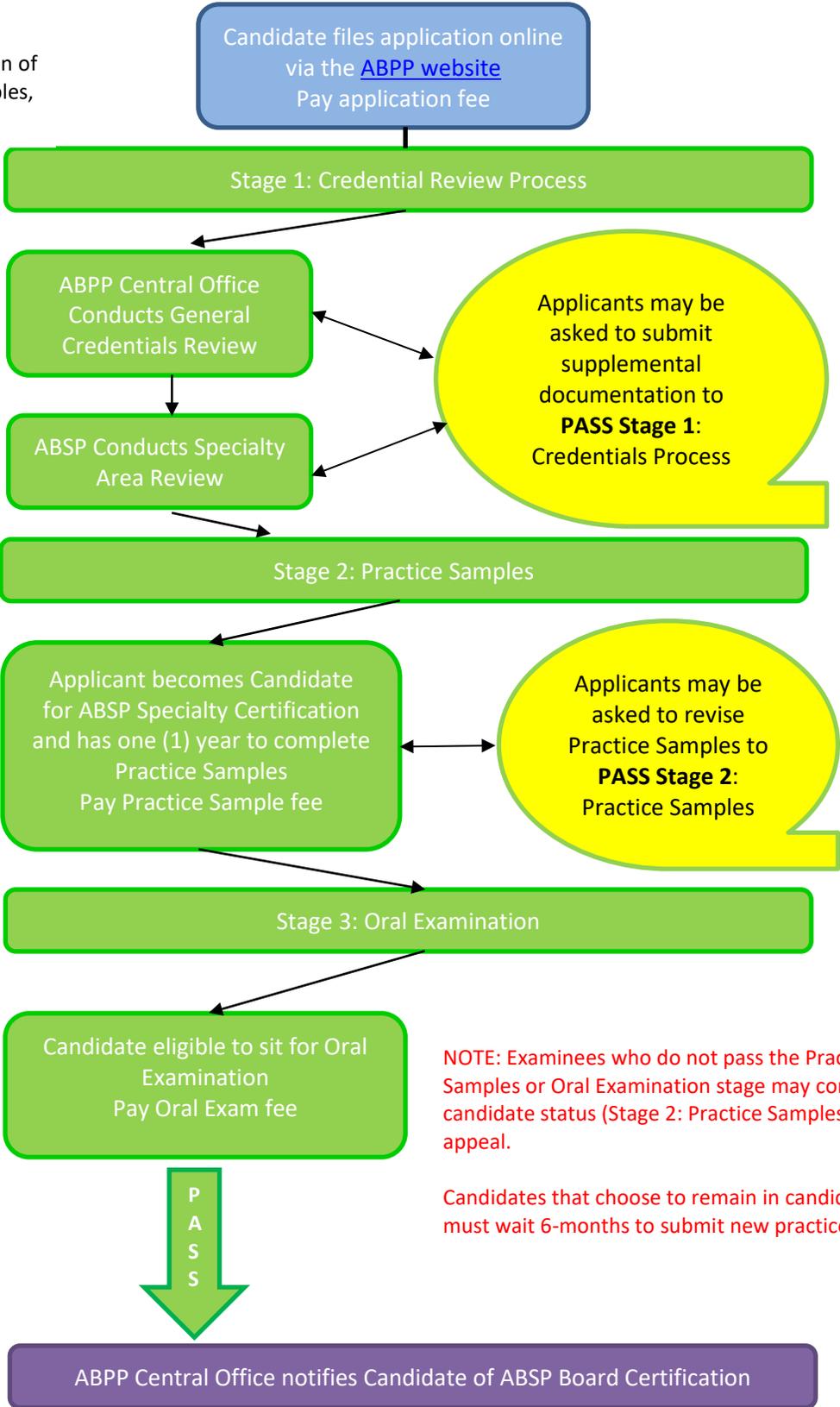
Stage 3: Oral Examination

Following approval of the Practice Samples material, an oral examination is scheduled by the Examination Committee Chair in coordination with the ABSP Director of Examinations.

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

ABSP Board Certification Flow Chart

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



Application

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

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

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

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

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

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

V. PRACTICE SAMPLES

Mentorship

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

Preparing the Practice Samples

The Curriculum Vitae and Professional Self Study provide the Candidate the opportunity to communicate about him/herself as a school psychologist and serve as a basis for discussion in the Oral Examination. The Curriculum Vitae and Professional Self Study are required for all Candidates. Individuals applying under the Regular Option will submit two recorded practice samples with accompanying documentation as described below. Individuals applying under the Senior Option will submit two practice samples but are not required to provide recorded material.

Practice Samples must include two different subjects (student, client, group, system, etc.) as the basis for the Practice Samples. In addition, the two practice samples must demonstrate a minimum of two distinct functional competencies. That is, it is not acceptable to provide two samples of the same competency domain (*e.g.*, two assessment samples). Candidates should take note that a practice sample in an optional competency should demonstrate

some form of the core functional competencies of assessment, intervention, and/or consultation.

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

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

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

Curriculum Vitae

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

Professional Self Study

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

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

- A discussion of a meaningful and challenging ethical dilemma personally encountered in your work as a school psychologist; address relevant ethics codes (i.e., APA, NASP) and how the dilemma was managed
- A description of at least one method you use to engage in reflective practice, self-assessment/self-care; ensure that you address how you have used this method to improve your professional activities
- Verification that no ethical/legal action has been taken against you since acceptance into candidacy

Video Recorded Practice Samples

Regular Option Candidates must include two video recordings of their practice as a school psychologist. Each video recording should be unrehearsed, continuous, unedited, and a minimum 45-minutes in length. Candidates are encouraged to submit practice samples that reflect their competence and expertise (**typical rather than exemplary situations are expected**) and that depict their interactive style in their professional context(s). The practice samples must address at minimum two core functional competencies in addition to any applicable optional competencies. For example, Candidates may choose to submit practice samples in the optional functional competencies, if the practice sample broadly addresses one or more of the core functional competencies (assessment, intervention, or consultation). Candidates may reference [Appendix C](#) for a list of possible exemplars.

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

Participant informed consent/assent forms ([Appendix D](#)) must be obtained from each participant by the Candidate and maintained for his/her case records. **Candidates should include a brief statement in their narrative indicating informed consent/assent was secured. The participant's consent/assent can also be verbally acknowledged at the beginning of the recording.**

This consent/assent should include:

- an explanation of the nature and purpose of the examination
- that those involved in the examination process will review the practice sample
- that copies of the recording will be returned to the Candidate for erasure upon completion of the examination
- a copy will be retained by the ABSP until the examination process is completed, including possible appeal, after which it will be destroyed

- candidates should take great care to remove all identifying information about the client/subject from all materials including test protocols

Senior Option Practice Samples

The Senior Candidate must include two or more supporting documents/artifacts for each practice sample narrative to document competency in the core functional competencies, any applicable optional competencies, and the foundational competencies. Candidates may reference [Appendix C](#) for a list of possible exemplars. Supporting documents/artifacts may include professional publications reflecting a line of research; scholarly presentations to professional audiences; grants or program development; exemplary supervision and/or teaching activities; program/internship/post-doctoral accreditation self-studies; or residency program contributions all related to the practice of School Psychology.

Recorded work samples in the core and any applicable optional functional competencies are not required for the Senior Psychologist Option. However, senior psychologists who engage primarily in applied work may choose to submit video recordings, as in Regular Option submissions.

Narrative for Practice Samples

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

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

- Background information necessary to understand the sample and your practice
- Describe the populations that you serve and their characteristics and how the practice sample is representative of the typical populations you serve
- Context of the practice sample
- Time frame of practice sample in relation to the final outcome
- Description and explanation of presenting problem/referral question
- Description and explanation of data collection used to substantiate problem and/or test hypotheses
- Description and explanation of the functional competency addressed
- Description, explanation, and analysis of outcomes (i.e., intervention data, diagnosis/classification, treatment recommendations)
- Discuss any relevant legal/ethical standards and individual and cultural diversity

- considerations relative to the practice sample
- Discuss how the practice sample incorporated evidence-based practice in School Psychology
- Provide a self-reflection of the process to include a description of what you might have done differently, unintended outcomes, next steps, and generalization and/or maintenance

Submitting the Practice Samples

Candidates will submit all Practice Samples material electronically via email or by providing a link to a secure drive (e.g., Google Drive, Dropbox, etc.) to the ABSP Director of Examinations. The Candidate should include the following in his or her submission: (1) Curriculum Vitae, (2) Professional Self Study, (3) two video recorded practice samples for Regular Option Candidates, and (4) Narrative for each practice sample/supporting documentation. Please note that Senior Option Candidates should include at least two pieces of supporting documents/artifacts (i.e., journal article reprints, internship manuals etc.) to accompany each of their narratives.

All written documents and supporting artifacts should be in PDF file format and be clearly identified by name of document. **The Candidate and the Mentor should ensure that each component of the Practice Samples Fidelity Checklist ([Appendix E](#)) is completed prior to the Candidate submitting his or her Practice Samples material.** The Director of Examinations will maintain a copy of all material until the candidate is no longer being considered for ABSP certification.

Scoring of the Practice Samples

The Practice Samples are an integral component of the examination process. The ABSP Director of Examinations will review the components of the Practice Samples Fidelity Checklist together with the Practice Samples submission. The Director of Examinations then identifies an Examination Committee and forwards the Practice Samples to the committee members for their review. The Director of Examinations will also forward his or her review of the Practice Samples Fidelity Checklist (e.g., complete or missing components) to the Examination Committee Chair. The Director of Examinations can serve as an Examination Committee Chair or member. The Practice Samples scoring criteria appears in ([Appendix F](#)). The scoring criteria is a **Pass/Fail** for each demonstrated competency. At least two committee members must score the competencies as a **Pass** for the Candidate to move on to **Stage 3: Oral Examination**. The majority of demonstrated competencies must be passed for the Candidate to **Pass Stage 2: Practice Samples**.

The examination committee members can initially make one of two decisions: (a) Practice Samples are acceptable for moving to **Stage 3: Oral Examination**, or (b) revisions to the Practice Samples are required and the Candidate has a mutually agreeable time frame for revising the Practice Samples material. For Candidates whose Practice Samples need revisions, they will be provided feedback based on the competency rating grid and the Practice Samples Fidelity Checklist in an effort to strengthen their Practice Samples submission. Depending on the requested revisions, the Candidate will have a maximum of six (6) months to complete the revisions. Candidates will be afforded only one opportunity to revise their Practice Samples material. They may continue to work with the same Mentor or request a new Mentor from the Director of Mentoring.

Once the Candidate's Practice Samples are approved, the Director Examinations will notify the ABPP Central Office of the Candidates status. Central Office will then notify the Candidate that their Practice Samples have been approved and the Candidate is eligible for an oral examination (**Stage 3: Oral Examination**). The Oral Examination fee is required at this time.

Candidates should note that passing **Stage 2: Practice Samples** is a **preliminary Pass** in evaluating the Candidate's proficiency of the core functional competencies, any applicable optional functional competencies, and the foundational competencies. Therefore, the Candidate should expect the breadth and depth of all relevant competencies will be further addressed during **Stage 3: Oral Examination**.

If the revised Practice Samples do not meet the **Pass** criteria or are not revised within the specified timeframe, the Director of Examinations notifies Central Office and then Central Office will inform the Candidate their Practice Samples were not approved. The examination process is suspended at this point. In such an event, after a six (6) month waiting period, the Candidate may resubmit new Practice Samples, including new video recordings, to the ABSP Director of Examinations and the Practice Samples fee to ABPP Central Office.

VI. ORAL EXAMINATION

Scheduling

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

Examination Sequence

To assure standardization of the examination process, the ABSP has established the following Oral Examination Schedule (see table 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 in approximately three hours. It is a competency-based examination and the Examination Committee is expected to explicitly address functional and foundational competencies with the Candidate. The Oral Examination process should be collegial in nature. The results of the Oral Examination are submitted electronically to ABPP Central Office.

Examiners are required to review the recorded practice samples and all the written materials in advance .	Approximate Time allotted (min.)
Team meets and organizes	10
Team greets candidate – Each team members introduces himself/herself, time frame is explained, and the nature of the examination as collegial and as competency-based is highlighted	10
The examination on Curriculum Vitae, Professional Self Study and Practice Samples is conducted explicitly covering each of the core functional competencies (assessment, intervention, consultation), optional functional competencies if applicable, and foundational competencies .	60 - 90
Break – The Candidate Should Not Be Asked To Do Any Work	10
Examination of Ethics and Legal Foundations: This must include: <ul style="list-style-type: none"> a) 10 minutes for the Candidate to review the selected ethical vignette b) discussion of the Candidate’s responses to this ethical vignette c) discussion of the ethical vignette provided by the Candidate in the Professional Self Study d) confirmation that no ethical or legal action has been taken against the Candidate since submission of Practice Samples <p>A second vignette may be given if needed to assess ethical competence. Additional time can be spent to further clarify competence in any of the functional and/or foundational competencies.</p>	45
Examination wrap-up and discussion – Additional information the Candidate would like to provide about any competency domain(s) can be offered. Chair will inform the Candidate that 40 CE credits will be provided upon successful passing of the exam and that he/she will be notified by the ABPP Central Office in a timely fashion regarding the outcome. Candidates will be made aware of the Candidate Evaluation Feedback form .	5-15
Team Members Individually Rate Each Competency Domain, Committee Determines Overall Pass/Fail , Examination Committee Chair electronically submits results (with feedback if necessary) to the ABPP Central Office.	10-25
Total Time 3 – 3.5 hours	
<p>Note: <i>Time allotments are guidelines to be followed reasonably closely. Significant variations from the examination format or schedule must be by mutual agreement between Candidate and Examination Committee Chair and documented in a written statement describing the variations and stipulating that they shall NOT serve as grounds for the appeal of a failed examination. Both the Candidate and the Examination Committee Chair will sign the statement.</i></p>	

Ethics Vignettes

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

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

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

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

Examiners and Candidates will treat the vignettes as confidential.

VII. ABSP EXAMINATION TEAM

Team Composition

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

Examiners' Responsibilities

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

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

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

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

Training of Chairs and Examiners

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

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

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

VIII. SCORING CRITERIA

The following competency areas of professional functioning constitute the examination. The core functional competencies and all foundational competencies must be addressed by everyone. If applicable, selected optional functional competencies will also be addressed for Candidates who engage in those professional activities and submit a practice sample in one those areas.

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

Scoring Guidance

During the **Stage 2: Practice Samples** component of the Examination, the Candidate must be rated as **passing** in the majority of the demonstrated competency domains (i.e., core functional competencies, any applicable optional functional, foundational competencies) to advance to the Oral Examination. A **Pass** rating may occur after revisions are completed if needed. A rating of **Fail** in any competency domain requires a fail decision by two of three Examination Committee members. If an overall competency domain is failed, there needs to be a rating of each subcomponent as **Pass** or **Fail** within the competency domain to explain the failure rating (see [Appendix F](#)).

The Candidate must be rated as **passing** in the core functional competencies, any applicable optional functional competencies and all foundational competencies in **Stage 3: Oral Examination** for an Examination Committee to award Board Certification. Failure in any competency area requires a fail decision by two of the three examination committee members. Again, for the Oral Examination, subcomponents should only be rated **Pass** or **Fail** if an overall competency domain is failed, to explain the failure rating (see the Oral Exam column of [Appendix F](#)).

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

Scoring Criteria for the Competencies

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

A Candidate could manifest one or more of the components by demonstrating **failing** level behaviors at **Stage 2: Practice Samples** and **Stage 3: Oral Examination**, but still be found to pass in the competency overall. **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 competency.** For each individual examiner, the final determination of a failure in any given

competency domain is defined by: (a) failure in two or more subcomponents within the domain, or (b) serious failure in one subcomponent.

The table below provides criterion examples of competencies.

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

	<p>to various types of academic, behavioral, social/emotional, and systems interventions, such as limits of confidentiality, boundaries of services and other such issues.</p> <p>Demonstrates awareness and/or chooses procedures appropriate for student and situation.</p> <p>Demonstrates knowledge of the value of evidence-based practice and the scientific and theoretical basis of /the approach/ intervention.</p> <p>Demonstrates awareness and/or applies interventions with skill and knowledge.</p> <p>Demonstrates evaluation of progress monitoring interventions and outcomes.</p>	<p>Selects academic, behavioral, social/emotional, and systems interventions that are not evidence-based and/or are not appropriate to the student or system, or situation; cannot articulate rationale for selection.</p> <p>Does not demonstrate knowledge of or application of skillful interventions.</p> <p>Does not engage in evaluation and progress monitoring of intervention effectiveness or outcome.</p>
<p>Consultation (required)</p>	<p>Selects consultation procedures appropriate to the context, informed by research and theory.</p> <p>Demonstrates awareness and/or gathers appropriate information as background for consultation.</p> <p>Demonstrates awareness and/or conducts consultations with skill and knowledge.</p> <p>Communicates clearly findings and recommendations that meet consultee's goals and bases consultation on evidence- based research.</p>	<p>Selects consultation procedures that are not appropriate to the context.</p> <p>Fails to collect and integrate necessary information pertinent to the consultation.</p> <p>Consultations are not conducted with adequate knowledge and/or skill.</p> <p>Findings are not useful to the consultee, do not meet his/her goals, and/or are not based on evidenced-based research.</p>
<p>Research and/or Evaluation (optional)</p>	<p>Engages in scholarly research using appropriate methods and is aware of importance of using appropriate statistical procedures.</p>	<p>Does not use appropriate methodology and/or unaware of appropriate statistical procedures in research activities.</p> <p>Unaware of essential components of the scientific method.</p>

	<p>Demonstrates essential knowledge of the components of the scientific method.</p> <p>Demonstrates an ability to evaluate the effectiveness of programs and activities.</p> <p>Demonstrates participation in the provision and/or receipt of external peer review (e.g., publications, poster sessions, oral presentations, grants, dissertation committees, etc.).</p>	<p>Utilizes program evaluation techniques that are not appropriate to the activity and/or not evidence-based.</p> <p>Does not engage in and therefore profit from activities which provide external peer review.</p>
<p>Supervision (optional)</p>	<p>Uses existing theory and research to conduct supervision with skill and professionalism.</p> <p>Considers professional developmental stage of supervisee when providing supervision.</p> <p>Uses existing theory and research specific to subject matter to teach effectively.</p>	<p>Fails to use existing theory and research to conduct supervision with skill and professionalism.</p> <p>Applies the same supervisory approach across supervisees regardless of professional developmental stage.</p> <p>Does not assess supervision effectiveness to profit from such feedback.</p>
<p>Teaching (optional)</p>	<p>Considers professional development stage of students when engaging in teaching activities.</p> <p>Regularly assesses effectiveness of teaching and/or supervision and incorporates feedback.</p> <p>Uses existing theory and research specific to subject matter to teach effectively.</p> <p>Maintains knowledge of and implements current teaching approaches.</p>	<p>Fails to consider professional development stage of students when engaging in teaching activities.</p> <p>Does not assess teaching effectiveness to profit from such feedback.</p> <p>Fails to use existing theory and research as related to subject matter and current strategies to teach effectively.</p>

<p>Management/ Administration (optional)</p>	<p>Uses existing theory and research to conduct administrative and management activities.</p> <p>Conducts management activity by understanding systems and taking context into account.</p> <p>Understands administrative needs and responds appropriately.</p> <p>Appropriately manages power differential in unequal/subordinate relationships.</p>	<p>Does not use existing theory and research to conduct administrative and management activities.</p> <p>Does not complete an appropriate organization assessment that takes context into account when providing management and administration.</p> <p>Does not understand and respond appropriately to administrative and management needs.</p> <p>Unaware of or inappropriately manages power differential in unequal/subordinate relationships.</p>
<p>Advocacy (optional)</p>	<p>Engages in activities that publicly promote positive change based on sound scientific evidence.</p> <p>Demonstrates the ability to engage in strategic alliance for a common cause.</p>	<p>Engages in activities that promote self-interest for the purpose of self-gain.</p> <p>Inappropriately utilizes the profession of psychology to publicly advance a cause.</p>

<p>Foundational Competencies</p>		
<p>Competency</p>	<p>Passing Level Example</p>	<p>Failing Level Example</p>
<p>Science, Knowledge & Methods (required)</p>	<p>Demonstrates ability to critically discuss research relevant to his/her practice and theoretical orientation.</p> <p>Provides a coherent and comprehensive explanation of practice-related activities, utilizing research and theory.</p> <p>Consistently and effectively applies the scientific method to solve problems in their practice.</p>	<p>Provides explanations of student/client behavior that may be accurate, but lack support and/or omit obviously useful theoretical and research constructs.</p> <p>Presents as largely unaware of current research or theory or has an inaccurate reading of the pertinent literature.</p> <p>Does not apply the scientific method to generate and test hypotheses to solve problems in their practice.</p>
<p>Evidence-Based Practice (required)</p>	<p>Articulates how the published evidence-based literature informs academic and behavioral</p>	<p>Does not use evidence-based practice or cannot provide explanation for assessment or</p>

	<p>interventions at the individual and systems level.</p> <p>Effectively applies empirically supported principles of assessment and intervention germane to the field of School Psychology.</p> <p>Demonstrates integration of current empirically supported principles of practice with student’s values, assessment and intervention data, culture, and setting demands.</p>	<p>intervention selection and/or application.</p> <p>Does not understand the empirical basis for their assessment and intervention activities in relation to healthy development and learning.</p> <p>Does not appropriately integrate current empirically supported principles of practice with student’s values, assessment and intervention data, culture, and setting demands.</p>
Interdisciplinary Systems (required)	<p>Effectively communicates with multidisciplinary and/or interdisciplinary teams; in these contexts, represents School Psychology competently.</p> <p>Demonstrates respectful appreciation and integration of contributions and perspectives of other professions.</p>	<p>Inadequately communicates to or is disrespectful of team members, whether multidisciplinary or interdisciplinary.</p> <p>Unaware of impact as representative of the discipline of School Psychology in these forums.</p>
Relationships (required)	<p>Demonstrates sensitivity to the welfare, rights, and dignity of others in a manner that enhances the service provided.</p> <p>Develops and maintains productive and collaborative relationships with a broad array of individuals including students, parents or caregivers, school personnel, colleagues, supervisees, and the public etc.</p> <p>Effectively negotiates conflictual relationships.</p> <p>Demonstrates understanding of diverse views in complicated interactions.</p>	<p>Fails to demonstrate a level of self-awareness that permits ineffective functioning in each competency domain (<i>e.g.</i>, inappropriately personalizes, discounts, or misunderstands others).</p> <p>Unable to engage in productive relationships with a broad array of students, parents or caregivers, school personnel, colleagues, supervisees, and the public.</p> <p>Does not convey an adequate level of sensitivity to the welfare, rights, and dignity of others (<i>e.g.</i>, is not compassionate, acts in ways that are harmful to the student/client).</p>
Individual & Cultural Diversity (required)	<p>Conveys knowledge about individual and cultural diversity.</p>	<p>Fails to convey adequate or correct knowledge about individual and cultural diversity.</p>

	<p>Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain.</p> <p>Conveys an awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a School Psychologist.</p>	<p>Fails to demonstrate sensitivity and responsiveness to individual and cultural diversity in each competency domain (<i>e.g.</i>, selects assessment tools or research measures not normed for individual’s demographics, does not include a cultural formulation in case conceptualization or recommendations).</p> <p>Fails to convey an adequate awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a School Psychologist.</p>
<p>Ethical & Legal Standards/Policy (required)</p>	<p>Demonstrates awareness of the ethical implications of various situations and can cite an ethical quandary from own practice and describe appropriate responses.</p> <p>Demonstrates awareness of statutory reporting and other legal requirements that practitioners must follow and current legal standards (<i>i.e.</i>, IDEIA, ESEA <i>etc.</i>); can cite example from own practice when these requirements were relevant and can describe appropriate behaviors in response.</p>	<p>Is unaware of important ethical implications or does not comply with ethical guidelines and principles.</p> <p>Is unaware of relevant legal standards or these standards do not match his/her practice behavior.</p>
<p>Professionalism (required)</p>	<p>Demonstrates active participation in the profession (belongs to professional organizations, assumes leadership roles in professional organizations).</p> <p>Demonstrates familiarity with current key issues facing the profession and the implication of these issues.</p> <p>Seeks consultation and supervision when needed.</p>	<p>Does not actively participate in the profession (does not belong to professional organizations, no active professional involvements outside of specific employment).</p> <p>Lacks adequate awareness of significant issues facing the profession or is aware of some significant issues facing the profession but misunderstands their implications for professional functioning.</p>

	<p>Participates in continuing professional education activities.</p> <p>Provides a written submission that demonstrates professionalism and meets professional standards.</p>	<p>Fails to provide evidence for seeking consultation or supervision when needed or does not appropriately utilize consultative or supervisory input.</p> <p>Does not participate in continuing professional education activities.</p> <p>Submits written materials that do not meet professional standards (e.g., do not follow APA format, require editing, are written poorly with regard to sentence structure and/or grammar, etc.).</p>
<p>Reflective Practice/Self-Assessment, Self-Care (required)</p>	<p>Practices with personal and professional self-awareness.</p> <p>Engages in routine measurement of practice outcomes.</p> <p>Practices within boundaries of competence and is aware of when new training is required to update/maintain skills.</p> <p>Demonstrates awareness of personal limitations regarding health, including mental health issues and takes action early.</p>	<p>Does not engage in self-reflection or self-care.</p> <p>Does not assess effectiveness or measure outcomes in practice.</p> <p>Practices outside of competence and is unaware of need or does not acquire new training to maintain competence.</p> <p>Unaware of the possible effect of health, including impaired mental health, on ability to deliver assessments or interventions.</p>

*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.*

Final Examination Procedures

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

Notification and Award of the Diploma

Each candidate will receive formal notification via electronic correspondence by the ABPP Central Office about the examining committee's judgment typically within one week of the examination. Candidates who pass the Oral Examination are awarded ABPP certification in School Psychology and become American Academy of School Psychology (AASP) members. Additionally, Candidates who pass will receive 40 Continuing Education credits from the APA through ABPP. A diploma will be mailed to the Candidate within 45 days.

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

IX. APPEAL PROCEDURE

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

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

X. MAINTENANCE OF CERTIFICATION

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

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

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

Specialists completing the MOC process will be provided summary feedback on their MOC effort. Their feedback may be brief for pass decisions and more extensive for non-pass decisions; feedback, in this event, will be specific, concise, and relative to MOC criteria. If Reviewers are unable to determine whether Specialists meet the standards for MOC, the Specialists may be asked to engage in a conversation with the reviewer about the activities documented in the Grid and Narrative.

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

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

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

All documents relating to MOC are available through the ABPP website at www.abpp.org.

Appendix A
Steps in the ABSP Board Certification Process

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

**Appendix B
ABSP Credential Reviewer Checklist**

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

Appendix C Practice Sample Exemplars

The following are exemplars for each of the eight functional competencies. While they are not meant to be exhaustive, they depict how school psychologists might engage in each of the functional competencies. Each exemplar illustrates a complete cycle to include **data collection, application of a functional competency, and an outcome**. For a description of the functional competencies, please refer to [Competencies](#).



Following is a list of possible documents/artifacts that Early Entry/Regular Option and Senior Option Candidates might include to support the Practice Sample Narrative and Video Recording.

Assessment

Examples of assessments could be an in-depth psycho-educational assessment; conducting a brief experimental analysis or functional assessment/analysis with individuals; a systems level assessment (i.e., Tier 1 Universal Screening). Video recording should include discourse and discussion (e.g., rapport building, interviews, data analysis, designing data collection plans, feedback sessions) with student, parent/caregiver and/or school personnel for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: psycho-educational reports, functional assessment reports, peer reviewed publications (e.g., articles, book chapters, etc.) depicting a line of research in assessment related to the practice of School Psychology.

Intervention

Examples of interventions could be school-based counseling session or development of interventions (i.e., academic, social emotional) at the individual or systems level. Video recording should include discourse and discussion (e.g., availability of resources, collaborating on intervention design, ongoing counseling session, providing technical assistance on intervention implementation) with student, parent/caregiver, school personnel for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: intervention plan, treatment implementation protocols, progress monitoring reports with graphs, peer reviewed publications (e.g., articles, book chapters, etc.) depicting a line of research in intervention related to the practice of School Psychology.

Consultation

Examples of consultation could be a consultation cycle with parents/caregivers, school personnel, agency or key stakeholders. Video recording should include discourse and discussion (e.g., collaboration, problem identification, problem analysis, intervention development, evaluation/feedback) with parent/caregiver, school personnel, or other consultees for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: consultation report with graphed outcome data, treatment implementation protocols, treatment fidelity checklists, peer reviewed publications (*e.g.*, articles, book chapters, etc.) depicting a line of research in consultation related to the practice of School Psychology.

Research and/or Evaluation

Examples of Research and/or Evaluation could be a research project within the Candidate's research agenda, evaluation of a program, funded grants demonstrating knowledge of the professional literature associated with one of the functional competencies (*i.e.*, consultation etc.) related to the practice of School Psychology. Video recording should include discourse and discussion during a research team meeting or client feedback session (*e.g.*, generating research questions, methodology, findings) for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: technical reports, peer reviewed publications (*e.g.*, articles, book chapters, etc.) depicting a line of research in one of the functional competencies related to the practice of school psychology, substantive materials developed by candidate demonstrating scholarship in School Psychology (*e.g.*, psychological testing manual, psychotherapy treatment manual), grant narrative including aims and hypothesis.

Supervision/Training

Examples of Supervision/Training could be a supervision session with an intern, post-doctoral resident or other supervisee or scholarly presentations to professional audiences. Video recording should include discourse and discussion during a supervision session or training (*e.g.*, rapport building, discussion during didactics, coaching supervisee on an intervention) for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: related supervision documentation (*e.g.*, supervision contract), internship manuals developed by the Candidate, presentation agenda including scholarly references/citations, publications (*e.g.*, articles, book chapters, etc.) depicting a line of research in supervision related to the field of School Psychology,

Teaching

Examples of Teaching could be teaching of a course or workshop (*e.g.*, CE events or interdisciplinary grand rounds, professional conferences). Video recording should include discourse and discussion (*e.g.*, Socratic seminars, in-depth discussions) with students or workshop attendees for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: Syllabi, PPT presentations, workshop outlines, and teaching/workshop evaluations with scholarly references/citations, textbooks written by the applicant in one of the functional competencies (*i.e.*, assessment, intervention etc.) related to the practice of school psychology.

Management and Administration

Examples of Management and Administration could be management of a school-district psychological services department or administration of a School Psychology graduate program. Video recording should include discourse and discussion (*e.g.*, fact finding, reviewing program curriculum or procedures, reviewing outcome data) with faculty, administrator or other key personnel for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: program manuals, program or client service evaluation outcomes reports related to the practice of School Psychology.

Advocacy

Examples of Advocacy could be advocating for an individual student or at the systems level (*i.e.*, school-wide, district, state). Video recording should include discourse and discussion (*e.g.*, problem identification, plan implementation steps, addressing student specific needs) with stakeholders for the Candidate to demonstrate foundational competencies as well as this functional competency.

Supporting Documents: research or policy development proposals, technical papers, action plans, outcome reports related to the practice of School Psychology



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

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

Name **Relationship**

Name **Relationship**

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

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

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

Date: _____ Participant: _____

Date: _____ Parent/Guardian: _____

Date: _____ Psychologist: _____

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

Appendix E Practice Samples Fidelity Checklist

*The following checklist is intended to be used by Mentors and Candidates during **Stage 2: Practice Samples**. It is organized into four major components: Curriculum Vitae, Professional Self Study, Practice Sample #1, and Practice Sample #2, and includes multiple subcomponents. Candidates should address all the major components and subcomponents of the Practice Samples Submission Fidelity Checklist when developing their practice samples. Once the checklist is completed, the Candidate is ready to submit their Practice Samples to the Director of Examinations.*

Curriculum Vitae

Candidate includes all of the points below in their CV:

Yes No

- Educational Training and Background
 - Predoctoral/Post-doctoral training and experiences Licensure(s)
- Professional Roles and Responsibilities
 - Experience working as a School Psychologist/Professional identification in School Psychology
 - Other relevant experience (i.e., teaching, administration etc.)
- Professional Contributions
 - Service activities Publications/Presentations/Grants

Professional Self Study

Candidate addresses all the points below in the Professional Self Study: **Yes** **No**

- A description of current professional work and its place within the Specialty of School Psychology, future goals, and why you want to become Board Certified in School Psychology
- A discussion of your theoretical orientation and how it guides your practice
- A discussion of training or post-doctoral experiences that have been most helpful to you in your practice as a school psychologist
- A discussion of continuing education activities and/or current research, taken in the last two years, that have enriched your practice
- An example of interdisciplinary/multidisciplinary collaboration that included effective communication across professionals and/or other service providers
- An example of a difficult or complex relationship/interaction encountered in your practice that required effective negotiation or conflict resolution with an individual or group whose viewpoint differed significantly from your own
- A specific example of awareness of individual and cultural diversity as pertinent to assessment, intervention, consultation, and, if applicable, research, supervision, teaching, administration/management or advocacy
- A discussion of a meaningful and challenging ethical dilemma personally encountered in your work as a school psychologist. Address relevant ethics codes (i.e., APA, NASP) and how the dilemma was managed
- A description of at least one method you use to engage in reflective practice, self-assessment/self-care. Ensure that you address how you have used this method to improve your professional activities
- Verification that no ethical/legal action has been taken against you since acceptance into candidacy

Practice Sample #1

Candidate identifies of 1 of the 8 functional competencies in professional psychology **Yes** **No**

- Assessment Intervention Consultation Research/Evaluation
 Supervision Teaching Management/Administration Advocacy

Practice Sample #1 Narrative addresses each of the following points:

- Background information necessary to understand the sample and your practice
- Describe the populations that you serve and their characteristics and how the practice sample is representative of the typical populations you serve
- Context of the practice sample
- Time frame of practice sample in relation to the final outcome
- Description and explanation of presenting problem/referral question
- Description and explanation of data collection used to substantiate problem and/or test hypotheses
- Description and explanation of the functional competency addressed
- Description, explanation, and analysis of outcomes (i.e., intervention data, diagnosis/classification, treatment recommendations)
- Discuss any relevant legal/ethical standards and individual and cultural diversity considerations relative to the practice sample
- Discuss how the practice sample incorporated evidence-based practice in School Psychology
- Provide a self-reflection of the process to include a description of what you might do differently, unintended outcomes, next steps, and generalization and/or maintenance
- Practice sample includes 45-minute minimum video recording depicting a component of the practice sample (Required for Early Entry and Regular Candidates, Optional for Senior Candidates)
 - Video is clearly visible Audio is clearly audible
- Includes supporting documentation (*e.g.*, reports, intervention notes, publications etc.)
- Practice sample Narrative and supporting documentation redacted and free from typographical errors

Practice Sample #2

Candidate identifies of 1 of the 8 functional competencies in professional psychology **Yes** **No**

- Assessment Intervention Consultation Research/Evaluation
 Supervision Teaching Management/Administration Advocacy

Practice Sample # Narrative addresses each of the following points:

- Background information necessary to understand the sample and your practice
- Describe the populations that you serve and their characteristics and how the practice sample is representative of the typical populations you serve
- Context of the practice sample
- Time frame of practice sample in relation to the final outcome
- Description and explanation of presenting problem/referral question
- Description and explanation of data collection used to substantiate problem and/or test hypotheses
- Description and explanation of the functional competency addressed
- Description, explanation, and analysis of outcomes (i.e., intervention data, diagnosis/classification, treatment recommendations)
- Discuss any relevant legal/ethical standards and individual and cultural diversity considerations relative to the practice sample
- Discuss how the practice sample incorporated evidence-based practice in School Psychology
- Provide a self-reflection of the process to include a description of what you might do differently, unintended outcomes, next steps, and generalization and/or maintenance
- Practice sample includes 45-minute minimum video recording depicting a component of the practice sample (Required for Early Entry and Regular Candidates, Optional for Senior Candidates)
 - Video is clear Visible Audio is clearly audible
- Includes supporting documentation (*e.g.*, reports, intervention notes, publications etc.)
- Practice sample Narrative and supporting documentation redacted and free from typographical errors

Appendix F ABSP Examiner Rating Grid and Worksheet

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

Candidate Name: _____

Date Practice Samples Review: _____

Date Oral Exam: _____

Functional Competency	Practice Samples		Oral Examination	
	Pass	Fail	Pass	Fail
Assessment (core required)				
Demonstrates awareness of procedures appropriate within the context of schooling for students, families, and systems				
Conducts assessments and evaluations with skill and in accordance with standardized and/or appropriate measurement procedures				
Demonstrates awareness and/or interprets assessment and evaluation findings accurately to inform conceptualization				
Demonstrates the ability to integrate multiple data sources to inform a working hypothesis for students, families, and systems				
Demonstrates awareness and/or applies assessment and evaluation data to the development of recommendations that link assessment to intervention				
Communicates both orally and in writing findings from assessments and evaluations to parents, caregiver, school personnel, and other relevant parties in an understandable and useful fashion				

Functional Competency	Practice Samples		Oral Examination	
	Pass	Fail	Pass	Fail
Intervention (core required)				
Demonstrates awareness and/or manages issues responsibly related to various types of academic, behavioral, social/emotional, and systems interventions, such as limits of confidentiality, boundaries of services and other such issues				
Demonstrates awareness and/or chooses intervention procedures appropriate for the students, systems, and/or situation				
Demonstrates knowledge of the value of evidence-based practice and the scientific and theoretical basis of the approach and/or intervention				
Demonstrates awareness and/or applies interventions with skill and knowledge (i.e., treatment integrity)				
Demonstrates evaluation of progress monitoring interventions and outcomes				

Functional Competency	Practice Samples		Oral Examination	
	Pass	Fail	Pass	Fail
Consultation (core required)				
Demonstrates awareness and/or uses consultation procedures appropriate for the context, informed by research and theory				
Demonstrates awareness and/or gathers appropriate information as background for the consultation				
Demonstrates awareness and/or conducts consultations with skill and knowledge (i.e., problem solving process)				
Clearly communicates findings and recommendations that meet the consultee's goals				

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

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

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

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

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

Foundational Competency	Practice Samples		Oral Examination	
	Pass	Fail	Pass	Fail
Scientific Knowledge & Methods				
Uses evidence base and theory to inform practice as a School Psychologist				
Demonstrates ongoing critical evaluation of research relevant to his or her practice and theoretical orientation				
Applies scientific methodology to solve problems in their practice				

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

Foundational Competency	Practice Samples		Oral Examination	
	Pass	Fail	Pass	Fail
Interdisciplinary Systems				
Effectively communicates across professions and/or organizations				
Demonstrates respectful appreciation and integration of contributions and perspectives of other professions				
Demonstrates the ability to share unique contributions that School Psychology can make to the issue at hand				

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

Foundational Competency	Practice Samples		Oral Examination	
	Pass	Fail	Pass	Fail
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 school psychologist				

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

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

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

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

Score the core functional competencies, any applicable functional competencies and the foundational competencies for all Candidates.

Examiner's Signature _____ Date _____

Please be reminded that the level of competence expected to pass each competency domain (for both Standard Option and Senior Option) is that expected of individuals with one (1) or more years of professional experience within the specialty (post-licensure).

This Worksheet is intended to be used by Examination Committee members only when needed. It includes the functional and foundational competencies with each of their respective anchors as listed in the Examiner Rating Grid. Examination Committee members should use the Worksheet as a supplemental tool in documenting evidence of the functional and foundational competencies while reviewing the Practice Samples or during the Oral Examination.

Assessment:

Demonstrates awareness of procedures appropriate within the context of schooling for students, families, and systems

Conducts assessments and evaluations with skill and in accordance with standardized and/or appropriate measurement procedures.

Demonstrates awareness and/or interprets assessment and evaluation findings accurately to inform conceptualization

Demonstrates the ability to integrate multiple data sources to inform a working hypothesis for students, families, and systems

Demonstrates awareness and/or applies assessment and evaluation data to the development of recommendations that link assessment to intervention

Communicates both orally and in writing findings from assessments and evaluations to parents, caregiver, school personnel, and other relevant parties in an understandable and useful fashion

Evidence:

Empty space for recording evidence.

Intervention:

Demonstrates awareness and/or manages issues responsibly related to various types of academic, behavioral, social/emotional, and systems interventions, such as limits of confidentiality, boundaries of services and other such issues

Demonstrates awareness and/or chooses intervention procedures appropriate for the students, systems, and/or situation

Demonstrates knowledge of the value of evidence-based practice and the scientific and theoretical basis of the approach and/or intervention

Demonstrates awareness and/or applies interventions with skill and knowledge (i.e., treatment integrity)

Demonstrates evaluation of progress monitoring interventions and outcomes

Evidence:

Consultation:

Demonstrates awareness and/or uses consultation procedures appropriate for the context, informed by research and theory

Demonstrates awareness and/or gathers appropriate information as background for the consultation

Demonstrates awareness and/or conducts consultations with skill and knowledge (i.e., problem solving process)

Clearly communicates findings and recommendations that meet the consultee's goals

Evidence:

Research/Evaluation:

Engages in scholarly research using appropriate methods and is aware of the importance of using appropriate statistical measurement procedures

Demonstrates essential knowledge of components of the scientific method

Demonstrates the ability to evaluate the effectiveness of programs and activities

Demonstrates participation in the provision and/or receipt of external peer review (publications, poster sessions, oral presentations, grant reviewer, dissertation committees, etc.)

Evidence:

Supervision:

Uses existing theory and research to conduct supervision with skill and professionalism

Considers professional developmental stage of student or supervisee when providing supervision

Regularly assesses effectiveness of supervision and incorporates feedback

Maintains knowledge and implementation of current supervision approaches

Evidence:

Teaching:

Uses existing theory and research to teach effectively

Considers professional developmental stage of students when engaging in teaching activities

Regularly assesses effectiveness of teaching and incorporates feedback

Maintains knowledge and implementation of current teaching approaches

Evidence:

Management/Administration:

Uses existing theory and research in leadership to conduct administrative and management activities

Conducts administrative and management activity taking context into account

Understands administrative and systems needs and responds appropriately

Appropriately manages power differential in subordinate relationships

Evidence:

Advocacy:

Engages in activities that publicly promote positive change based on sound scientific evidence

Demonstrates the ability to engage in strategic alliances for a common cause

Evidence:

Science, Knowledge, and Methods

Uses evidence base and theory to inform practice as a School Psychologist

Demonstrates ongoing critical evaluation of research relevant to his or her practice and theoretical orientation

Applies scientific methodology to solve problems in their practice

Evidence:

Evidence-Based Practice:

Able to articulate a cogent rationale for any functional competency strategies utilized

Demonstrates the ability to integrate relevant research and stated theoretical orientation in a meaningful way that justifies why the strategies used should attain outcome desired

Provides empirically based functional competency strategies and engages in practice activities with demonstrated treatment efficacy (systematic and scientific evidence that the treatment works)

Engages in practice activities with established clinical utility (e.g., feasibility, consequential validity, ecological validity)

Demonstrates ability to recognize strengths and limitations of evidence obtained from various data sources/types of research

Evidence:

Interdisciplinary Practice:

Effectively communicates across professions and/or organizations

Demonstrates respectful appreciation and integration of contributions and perspectives of other professions

Demonstrates the ability to share unique contributions that School Psychology can make to the issue at hand

Evidence:

Relationships:

Demonstrates sensitivity to the welfare, rights, and dignity of others

Develops and maintains productive and collaborative relationships with a broad array of individuals including students, parents or caregivers, school personnel, colleagues, supervisees, and the public etc.

Effectively negotiates conflictual relationships

Demonstrates awareness of one's own impact on others and maintains a non-defensive posture in the receipt and implementation of feedback

Demonstrates understanding of diverse views in complicated interactions

Evidence:

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 school psychologist

Evidence:

Ethical and Legal Standards/Policy:

Demonstrates knowledge about ethical standards and applies this knowledge to perform in an ethical fashion

Demonstrates knowledge about legal standards and applies this knowledge to perform in a fashion consistent with such standards

Evidence:

Professionalism:

Demonstrates active participation in the profession

Demonstrates a familiarity with current significant issues facing the profession and the implication of these issues

Seeks consultation and supervision when needed

Obtains ongoing training and education

Demonstrates professionalism and awareness of professional standards in presentation of the written submission (e.g., use of APA format in references, attention to editing demands, etc.)

Evidence:

Reflective Practice/Self-Assessment, Self-Care:

Practices with personal and professional self-awareness

Practices within boundaries of professional competence

Routinely assesses strengths, weaknesses, and competency in practice

Recognizes new competencies and engages in improving personal competencies as appropriate

Engages in appropriate self-care

Evidence:

Appendix G

Checklist for Directors of Examinations and Examination Committee Chairs

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

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

- Explore potential oral examination dates with committee members
- Verify with ABPP CO that all fees have been paid
- Prior to Oral Examination review all materials again (i.e., ABSP Exam Manual)
 - Make sure each examiner uses copies of [Appendix F](#) Competency Rating Grid and Worksheet used for Practice Samples review
- Review the evaluation criteria with the Examiners prior to the examination
- Conduct the examination in accord to the [Oral Examination table](#)
- Choose ethics vignettes in consultation with examination committee members to be used during this oral examination and record the number of the vignette selected. Following the examination, make sure all ethics vignettes are returned to you and then shredded

- Notify the Candidate at the end of the Examination, that if he/she successfully passes, all electronically submitted material will be destroyed; in the event of a **Fail**, the Director of Examinations will keep a copy of all electronically submitted material for 6 months or until new Practice Samples are submitted
- Explain to Candidate that results will only be communicated to them by ABPP CO and communication regarding the exam process and/or results with exam committee members is not appropriate
- Notify the Candidate that if he/she successfully passes, he/she will receive **40 continuing education credits**
- Provide the Candidate with the Candidate Evaluation Form
- Immediately following the examination (**must be done on the day of the examination**) submit results via the [ABPP website Reviewer Portal](#)
- A **Pass**, requires the approval/agreement of at least two (2) committee members
- A **Fail**, the Examination Committee Chair and members provide feedback based on the ABSP Examiner Rating Grid in consultation with the ABSP Director of Examinations
- Have a debriefing discussion about the process with Examiners and Examiner in-training (if applicable); encourage dialogue and feedback
- Examination committee members will fill out a Travel Reimbursement Request Form for expenses within the travel guidelines. The guidelines and interactive form are available on the [ABPP website](#). Once the Travel Reimbursement Request Form is completed, all detailed receipts and the signed form must be sent to the board's treasurer for approval. The treasurer will review, approve, and forward all reimbursement requests to ABPP CO, who will process payment and send the check directly to the examination committee member.

Appendix H
ABSP Candidate Evaluation Feedback Form

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

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

A. Specialty Board Appeals Team

The ABSP President appoints one member of the Board of School Psychology to coordinate appeals. For each appeal a three-member *ad hoc* Appeals 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 Samples by Examination Committee
3. Failure of the Oral Examination
4. Failure of Maintenance of Certification (MOC)

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

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

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

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

C. Score and Conduct of Appeal

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

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

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

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

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

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

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

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

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

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

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

Appendix J **ABSP Mentor Process and Guidelines**

Introduction

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

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

The Board Certification Process for ABSP: Brief Overview

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

Overview of the Three-stage Process

Stage 1: Credentials Review and Eligibility

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

Stage 2: Practice Samples

The Practice Samples material are to be submitted to the ABSP Director of Examinations. A Practice Samples Fidelity Checklist can be found in [Appendix E](#) of this manual.

Stage 3: Oral Examination

Following approval of the Practice Samples, an oral examination is scheduled by the Examination Committee Chair in coordination with the ABSP Director of Examinations.

Please refer to the [Board Certification Flow Chart](#) and the ABSP Board Certification process table located in [Appendix A](#).

Mentor Eligibility and Their Functions

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

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

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

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

- Mentors **cannot indicate to the Candidate that their Practice Samples will be favorably reviewed** by an Examination Committee or that a Candidate's Oral Examination will be successful
- The Mentor is not responsible for any of the materials submitted by the candidate, but may review and comment on the materials
- **The Candidate is responsible for his/her work product**
- Mentors provide general support and encouragement to complete the application process and Practice Sample in an efficient and timely manner
- Mentors provide explanation and expectations of the application process, Practice Samples Review, and the Oral Examination
- Mentors guide Candidates in completing the Practice Samples Fidelity Checklist and ensure Candidates understand that all components of the Fidelity Checklist are required prior to submission of the Practice Samples to the Director of Examinations

Appendix K ABSP MOC Directions and Grid

Instructions for documenting ABSP Continuing Professional Development

Specialists will record their involvement in the designated categories: collaborative consultation, teaching & training, ongoing education, development and application of research and innovative methodologies/programs, and professional leadership. A total of 40 hours/credits of continuing development are required.

Specialists are expected to complete the ABSP continuing professional development grid by indicating the number of continuing professional development credits in the above-referenced categories for the previous two-year period. In all categories, a maximum number of allowable credits are designated. To avoid receiving dual or multiple credits for the same activity, the specialist should document an activity only once and only in one category even though it may fit under several categories.

The total number of credits recorded on the grid must be equal to or greater than 40 across all categories for the two-year time period. While specialists may apply the maximum number of continuing professional development credits in each category to reach the 40 hours of required continuing professional development, they are also encouraged to include all their activities on the Grid to convey a better understanding of their professional activities as they relate to the functional and foundational competencies. Specialists must demonstrate evidence of continued competence in each of the eight foundational competencies, as well as in the core functional competencies and any applicable optional competencies to be successful in the MOC process.

Enter sum total of credits earned for each activity type in the “Overall Credits” box.

Determine the number of credits per activity that are specific to maintaining competence in functional and foundational competencies specific to the Specialty in the “Specialty Specific” box.

For each activity indicate with a checkmark all the functional and foundational competencies that were maintained through the activity for which credits were claimed.

If the total “Overall Credits” in a given Category domain is less than 20, the exact number will show into the “Credits towards MOC total” field. If the total “Overall Credits” in a given Category domain equals or exceeds 20, automatically “20” will show into the “Credits towards MOC total” field.

Specialists should use the space at the bottom of each Activity to describe the nature of the activities in which credits were claimed. Descriptions should be descriptive but concise (e.g., context for consultations claimed, names of workshops/classes taken or taught, representative publications, names of programs developed, etc.). Further elaboration on claimed activities can be deferred to the narrative statement.

Summary of ABSP Continuing Professional Development Grid Criteria

The number of “Credits towards MOC total” summed across the 5 categories must be equal to or greater than 40 for the two years prior to submission of MOC documents.

Specialists must demonstrate evidence of continued competence in the core functional competencies of assessment, intervention, consultation, as well as in each of the eight foundational competencies in order to be successful in the MOC process (see, [Competencies](#)). Specialists may also submit documentation for the optional functional competencies.

The Specialist is to respond in narrative form to five practice-area focused questions that allow the Specialist to further elaborate on the foundational and functional competencies in claimed activities on the Grid. Each question is limited to the indicated number of words, with a total for the Narrative not to exceed 750 words.

Specialists are advised to maintain their own files, as documentation is not required for submission with this form. However, a peer review of this information may be conducted by the specialty board, which may require you to provide additional documentation.

MOC Continuing Professional Development Grid Values

Collaborative Consultation			
	Description	Values	Credit
Case Consultation	Consulting or being consulted by a colleague to review case materials to obtain/offer an opinion	5 consultations	1
Multidisciplinary Consultation	Cross-consultation as a part of multidisciplinary clinical or research teams providing collaborative patient care/research	5 team meetings	1
Journal Club	Participation or presentation.	5 journal clubs	1
Research Group Meeting	Participation or presentation	5 group meetings	1
Mentorship	Providing or receiving formal mentorship in clinical, research, or professional development of a colleague. Mentorship of students or board candidates should be claimed under the “Teaching & Training” domain	5 hours of mentoring	1

Teaching and Training			
	Description	Values	Credit
Teaching/supervising students/trainees	Includes specific assessment, intervention, as well as professional program development and evaluation	1 hour 1 semester/quarter course	1 20
Thesis/dissertation	Committee Participation	Chair Member	15 10
Board Preparation Mentorship	Participating as an ABPP mentor, practice sample reviewer, oral examiner, or MOC Reviewer	Each item	10
Training, in service, or presentation	To other professionals or staff	1 hour	1
Workshop presentations	To professional or consumer audiences	1 hour Full day workshop	1 10
Instructing in an educational training program series		1 presentation hour 1 course	1 20
Professional training program development		1 preparation hour 1 program	1 20

Ongoing Education			
	Description	Values	Credit
Attending conference presentations or programs	CE is not offered	1 attendance day	1
Completion of continuing education provided by a recognized and approved sponsor	Preference given to active learning where participant is required to participate such as in AGPA workshops/institutes	1 CE hour	1
Completion of a graduate-level academic course	Related to psychology from a regionally accredited academic institution	1 course	20
Completion of ABPP board certification	In another specialty	Each additional certification	20
Reading, hearing, or viewing professional materials		1 hour	1
Self-Directed Learning	Participating in other self-directed professional activities (e.g., reading professional literature, journal-based CE programs, online professional tutorials, etc.)	1 hour of self-directed learning	1
		1 journal article	1

Research and Methodologies			
	Description	Values	Credit
Publishing peer-reviewed articles		1 publication	10
Publishing book chapters		1 chapter	5
Publishing book	Reputable publisher, relevant to specialty	1 book	15
Other engagement	Development and/or application of research and innovative programs (i.e., development and implementation of grant proposals)	1 hour	1
Practice outcome monitoring	(e.g., strategies for assessing client outcomes or involvement in institutional quality assurance monitoring)	1 hour of outcome assessment activity	1
		1 QA monitor	1
Editorial Responsibilities	Serving as editor, co-editor or reviewer of books or peer-reviewed journals	10 hours	10

Professional Leadership			
	Description	Values	Credit
Management and/or administration	Services related to specialty	Each year of service	10
Activities directed toward the promotion or adoption of evidence-based practice and assurance of quality care		1 hour	1
Leadership	Holding an office or other recognized leadership position within professional psychology	Each year of service	10
Leadership in professional organizations, boards, etc.	(e.g., Executive Officers, Board Members, Committee Chairs)	Per year of office	10
Grant Review	Participation in grant	1 grant	5
Membership on regulatory or institutional review boards		1 term	10

**If you taught/led the workshop/course/institute, this should be reflected in your vita, which will be taken into account on the narrative form.*