

Kansas Licensure Standards for School Psychologist Birth to Grade 3; PreK-12

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multi-tiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Professional practices associated with data-based decision making include the following:

- 1.1 School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- 1.2 School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, and systems) to understand student needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- 1.3 School psychologists incorporate various techniques for collection, measurement, and analysis of data, accountability, and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- 1.4 School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response, to evaluate the effectiveness of interventions, and to determine when to modify or change an intervention.
- 1.5 School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social-emotional needs of students.
- 1.6 School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.

- 1.7 School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.
- 1.8 School psychologists use information and technology resources to enhance data collection and decision making.

Standard 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Professional practices associated with consultation and collaboration include the following:

- 2.1 School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- 2.2 School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- 2.3 School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- 2.4 School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- 2.5 School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and/or school systems.
- 2.6 School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- 2.7 School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and/or national levels.
- 2.8 School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

Standard 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment

and data collection methods to implement and evaluate services that support academic skill development in children.

Professional practices associated with academic interventions and instructional supports include the following:

- 3.1 School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- 3.2 School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- 3.3 School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
- 3.4 School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
- 3.5 School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
- 3.6 School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
- 3.7 School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- 3.8 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- 3.9 School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and/or the community to promote improvement in instruction and student achievement.
- 3.10 School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and managing academic demands.
- 3.11 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

Standard 4 Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Professional practices associated with mental and behavioral health services and interventions include the following:

- 4.1 School psychologists recognize risk and protective factors and utilize data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision-making.
- 4.2 School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and/or school-wide social-emotional learning programs, positive behavior supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- 4.3 School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- 4.4 School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. School psychologists use assessment data to select and implement evidence based mental and behavioral health interventions.
- 4.5 School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- 4.6 School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- 4.7 School psychologists develop and implement positive behavior supports at the individual, group, classroom, school, and district levels that demonstrate the use of evidence-based ecological and behavioral approaches to promote effective student discipline practices and classroom management strategies.

- 4.8 School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- 4.9 School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

Standard 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Professional and leadership practices associated with school-wide promotion of learning include the following:

- 5.1 School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in such areas as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- 5.2 School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- 5.3 School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- 5.4 School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
- 5.5 School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- 5.6 School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.

- 5.7 School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- 5.8 School psychologists work collaboratively with other school personnel to create and maintain a multi-tiered system of services to support each student's attainment of academic, social-emotional, and behavioral goals.
- 5.9 School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

Standard 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Services to promote safe and supportive schools include the following:

- 6.1 School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- 6.2 School psychologists promote wellness and resilience by: (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- 6.3 School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- 6.4 School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing such systemic problems as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- 6.5 School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.

- 6.6 School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- 6.7 School psychologists participate in school crisis response teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- 6.8 School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- 6.9 School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
- 6.10 School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- 6.11 School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

Standard 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Professional practices associated with family, school, and community collaboration include the following:

- 7.1 School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family-school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- 7.2 School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.

- 7.3 School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.
- 7.4 School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- 7.5 School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- 7.6 School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- 7.7 School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

Standard 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Professional practices that respect diversity and promote equity include:

- 8.1 School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- 8.2 School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation

of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.

- 8.3 School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- 8.4 School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- 8.5 School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- 8.6 School psychologists employ a strengths-based approach to address the learning needs of English language learners.
- 8.7 School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities.
- 8.8 School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities, and, thus, they collaborate with education professionals to promote respect for diversity for an inclusive, supportive school setting.
- 8.9 School psychologists recognize both within- and between-group differences when working with diverse student populations.
- 8.10 School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

Standard 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Professional practices associated with research and evidence-based practice include the following:

- 9.1 School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.

- 9.2 School psychologists advocate for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavior supports at the individual, group, school, and district levels.
- 9.3 School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
- 9.4 School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
- 9.5 School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
- 9.6 School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision-making.
- 9.7 School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

Standard 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Legal, ethical, and professional practice include the following:

- 10.1 School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- 10.2 School psychologists engage in effective, collaborative, and ethical professional relationships.
- 10.3 School psychologists seek and utilize professional supervision, peer consultation, and mentoring for effective practice.
- 10.4 School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- 10.5 School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.

- 10.6 School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- 10.7 School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- 10.8 School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- 10.9 School psychologists collect data to evaluate and document the effectiveness of their own services.
- 10.10 School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- 10.11 School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- 10.12 School psychologists participate in continuing professional development activities at a level consistent with Kansas School Psychologist license renewal expectations.
- 10.13 As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

Standard 11: The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.

- 11.1 The candidate must enroll in supervised internship program credit hours, with a minimum of 1,200 clock hours, including a minimum of 600 hours in a school setting, and completed across one academic year on a full-time basis or two consecutive academic years on a half-time basis under the initial license. For candidates completing a doctoral degree program in school psychology, the candidate must complete a specialist-level internship in a school setting, or 600-hour advanced practicum experience in a school setting prior to internship that provided a comparable experience to a formal specialist-level internship in addition to a doctoral level internship. The program works with the employing district to ensure that the candidate has a mentor with at least 3 years of post-internship experience as a credentialed school psychologist. The university must assign a supervisor during the internship period. The university-assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.