

APPLICATION THROUGH EXAMINATION PROCESS

Application forms can be obtained from the ABPP Central Office or the ABPP web site at www.abpp.org.

The completed application is reviewed by the ABPP Executive Officer for compliance with general doctoral degree and licensure/certification requirements, and the School Psychology Specialty Board for specific requirements of the specialty. Following favorable review and verification of credentials, the applicant becomes a Candidate for certification and moves to Stage II, or the practice sample stage of the process.

In Stage II, two practice samples and a professional statement are completed, in consultation with a mentor assigned by the American Academy of School Psychology. Practice samples are reviewed for appropriateness by the Specialty Board, and upon approval, the candidate moves to the oral examination stage. Candidates provide two practice samples that represent the nature and scope of their stated professional practice. Both samples must be a videotape of good quality in which elements of problem solving are applied with an individual, group or system through assessment; intervention; consultation; applied research; or management and supervision where there is evidence of integration of science and practice including individual differences, cultural diversity, and ethical/legal matters. In addition, consideration is given to interpersonal sensitivity and professional development. Linkages among these elements should be evident. The second sample should illustrate dimensions of practice that differ from the first sample, in terms of competencies, procedures, problems and/or populations. Practice involving assessment, intervention, consultation, or supervision may serve as practice samples, providing they offer sufficient information to the examining committee. Advance Career (or Senior) candidates (15 or more years of practice post-licensure) have the option to substitute the videotape case oriented practice samples for publications such as a book, a chapter, or journal article that has made a contribution to the field. A sample giving an in-depth description of a program development project may be acceptable if it represents a solid contribution to the practice of School Psychology.

At Stage III, the Examination Coordinator of the Specialty Board forms an examination committee of three Board Certified Specialists in School Psychology and schedules the date and time of the

oral examination. The oral examination explores the Professional Statement for evidence of the nature and scope of the candidate's pattern of practice, including the theoretical and empirical bases of that practice. The examining committee explores the description provided by the Candidate of ways in which the practice samples illustrate approaches, rationales, methods and issues. Candidates are expected to be familiar with professional issues currently impacting the profession and give evidence of involvement with continuing development and professional activities which maintain and enhance professional growth. Candidates are provided with a written manual describing the Practice Samples and Oral Examination.

FEES

The application fee to establish candidacy is \$125. The fee for Stage II is \$250 and for Stage III \$450. Upon granting Board certification a yearly fee of \$165 is assessed to support the many services of the ABPP and the representation of the organization to the public and the profession. The ABPP is approved by the American Psychological Association to sponsor continuing education for psychologists. Upon becoming Board Certified, the individual is eligible to receive 10 Continuing Education credits. The ABPP maintains responsibility for its Continuing Education program and its content. Certified Specialists receive the ABPP publication *The ABPP Specialist*, are part of the on-line Directory of Specialists in Psychology representing ABPP specialists and the availability of specialty services to the public, qualify for reduced professional liability protection, and a number of other benefits (see the ABPP Specialty Certification in Professional Psychology general brochure).

ADVANCED SCHOOL PSYCHOLOGISTS

Additional information on the ADVANCED Option and ABSP may be found at the ABSP Web site: TheABSP.org or the ABPP Web site at www.abpp.org

ABPP Central Office

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SPECIALTY CERTIFICATION IN SCHOOL PSYCHOLOGY



An invitation to apply for board certification
in a specialty affiliated with the

**American Board of Professional
Psychology ABPP**

THE AMERICAN BOARD OF SCHOOL PSYCHOLOGY

The American Board of School Psychology (ABSP) is a member board of the American Board of Professional Psychology (ABPP). The ABPP oversees and authorizes the credentialing activities of thirteen specialty boards. The ABSP is responsible for establishing criteria related to the definition and requirements for education, training, competencies, and the examination, which leads to Board Certification in School Psychology. The ABSP is governed by a Board of six Directors who are certified in School Psychology and are representative of the specialty on a national basis.

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 youth, families, learners of all ages, and the schooling process. School psychology practice promotes the protection and fosters the promotion of the educational and personal development of students. The practice of school psychology includes psychological and psycho-educational evaluation, individual/group/family intervention with students and parents, health promotion, consultation with educators and parents, program development and evaluation, and research. School psychologists intervene at the individual and system levels to develop, implement, and evaluate preventive programs. School psychologists practice in public and private schools, clinics and hospitals, forensic settings, universities and in independent practice.

CERTIFICATION IN SCHOOL PSYCHOLOGY

Board certification assures the public and the profession that the School Psychology Specialist has successfully completed the education, training, and experience requirements of the specialty, and through an examination has provided evidence of the competencies required to provide quality services in School Psychology. Specialties, by definition, are advanced levels of practice including doctoral and/or post-doctoral preparation with three or more years of qualifying experience.

ELIGIBILITY FOR SPECIALTY CERTIFICATION IN SCHOOL PSYCHOLOGY

General Eligibility Requirements

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

- 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 credentialed in the most recent directory of the *National Register of Health Service Providers in Psychology* or the *Canadian Register of Health Service Providers in Psychology* qualify as meeting the doctoral degree requirements, as well as those holding the Certificate of Professional Qualification in Psychology (CPQ).
- Licensure or certification at the independent practice level as a psychologist in the State, Province, or Territory in which the psychologist practices.

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

Specialty Specific Eligibility Requirements

The applicant must have completed a one-year (or two half-years) internship of at least 1500 hours. The internship is acceptable if approved by the APA/CPA, is listed in the National or Canadian NRs, CDSPP or has been a documented part of an accredited professional psychology training program in School Psychology.

The specialty requires at least one year of supervised experience as a licensed/certified psychologist, preferably supervised by a school psychologist. In addition to the generic professional doctoral level curriculum criteria met by the above generic requirements, it is preferred that the applicant has completed an APA/CPA accredited program in school psychology with preparation in the following: (or child) psychopathology, effective instructional practice, psycho-educational assessment, and school related consultation and program development.

Two letters of endorsement must be sent with the application from psychologists attesting to the applicant's practice as a School Psychologist. Endorsements from an ABPP Diplomate or APA Fellow are welcomed.

STANDARDS FOR BOARD CERTIFICATION

Board certification assures the public and the profession that the specialist in school psychology has met the education, training and experience requirements, as well as demonstrating the advanced competencies through an individualized, peer reviewed examination. The examination encompasses the following interrelated domains of professional competency.

Assessment and Intervention

The assessment and intervention competencies related to the practice of school psychology specialty are fundamental competencies and must reflect a base in the discipline of psychology and the practice of those competencies as a School Psychologist.

Science Base and Application

The science or discipline base of the specialty is the appropriate application of the most current knowledge to the practice of school psychology, including the applicant's awareness of theory and research pertaining to issues of diversity e.g. ethnicity, gender, sexual orientation, family cultural issues, and family population.

Ethics and Legal Foundations

The awareness and appropriate exercise of ethical and legal standards include the APA Ethical Principles, current statutory provisions, and case law precedents applicable for the protection of the interests of individuals, groups, organizations, the profession, and society.

Professional Identification

Meaningful involvement with the profession in general and the specialty in particular as evidenced through participation in professional organizations and activities associated with the specialty.

Consultation and Supervision

These competency areas have emerged as significant areas of practice that may (or may not) be salient for an individual practitioner.