

## **National Association of School Psychologists**

### ***Guidelines for the Provision of School Psychological Services***

#### **INTRODUCTION**

The *Guidelines for the Provision of School Psychological Services* represent the position of the National Association of School Psychologists (NASP) regarding the delivery of appropriate and comprehensive school psychological services. First written in 1978, revised in 1984, 1992, 1997, and 2000, the *Guidelines* serve as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The *Guidelines* provide direction to school psychologists, students, and trainers in school psychology, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. They also delineate what services might reasonably be expected to be available from most school psychologists and, thus, should help to further define the field. In addition, they are intended to educate the profession and the public regarding appropriate professional practices and, hopefully, will stimulate the continued development of the profession.

A principal objective of the *Guidelines* is to inform policy and decision-makers of the major characteristics of comprehensive school psychological services. The first section presents

the responsibilities of the individual school psychologist. The second section outlines responsibilities that should be assumed by the unit responsible for providing psychological services within an organization (e.g., school district, community agency) that employs school psychologists. The “unit” is defined as the entity (e.g., the single school psychologist in a small district, a psychological services unit in a large district, a district that contracts with an agency for psychological services) that is responsible for ensuring that schools, students, and families receive comprehensive psychological services.

Not all school psychologists or school psychological service units will be able to meet every standard contained within this document. Nevertheless, it is anticipated that these guidelines will serve as a model of “good practice” for program development and professional practice on a federal, state, and local level.

School psychologists will perceive that it is in their own best interest—and that of the agencies, parents, and children they serve—to adhere to and support these *Guidelines*. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within these *Guidelines*.

NASP acknowledges that the *Guidelines* set requirements for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the suggestions contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates.

Nothing in these *Guidelines* should be construed as superseding such relevant rules and regulations.

The *Guidelines* provide flexibility, permitting agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the *Guidelines* have sufficient specificity to insure that services will be provided appropriately and adequately.

## PRACTICE GUIDELINES

### Practice Guideline 1

**School psychologists use a decision-making process in collaboration with other team members to (a) identify academic and behavior problems, (b) collect and analyze information to understand the problems, (c) make decisions about service delivery, and (d) evaluate the outcomes of the service delivery.**

**School psychologists must (a) utilize current professional literature on various aspects of education and child development, (b) translate research into practice through the problem-solving process, and (c) use research design and statistics skills to conduct investigations to develop and facilitate effective services.**

- 1.1 School psychologists define problems in ways that
  - (a) identify desired goals (e.g., academic/behavioral),
  - (b) are measurable, (c) are agreed upon by those involved, and (d) are linked appropriately to assessment strategies.

- 1.2 School psychologists select assessment method(s) that are validated for the problem area under consideration including formal and informal assessment procedures, as appropriate, and include data collected from all settings and persons necessary and appropriate to complete the problem-solving process.
- 1.3 School psychologists develop and implement effective interventions that are based upon the data collected and related directly to the desired outcomes of those interventions.
- 1.4 School psychologists use appropriate assessment information to evaluate interventions to determine their effectiveness, their need for modification, or their need for redevelopment. Effectiveness is determined by the relationship between the actual outcome of the intervention and the desired goal articulated in the problem solving process.
- 1.5 School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

### **Practice Guideline 2**

**School psychologists must have the ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. School psychologists must understand the degree to**

**which policy influences systems, systems influence programs, programs and interventions impact consumers, and the methods to facilitate organizational development through strategic change.**

- 2.1 School psychologists use decision-making skills and are proficient in systems consultation to facilitate communication and collaboration with students and school personnel, community professionals, agencies, and families/schools.
- 2.2 School psychologists participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, school psychologists facilitate organization development and change.
- 2.3 School psychologists must be able to present and disseminate information to diverse communities, such as parents, teachers, school boards, policy makers, business leaders, and fellow school psychologists in a variety of contexts, in an organized and meaningful manner.
- 2.4 School psychologists facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution and negotiation skills.
- 2.5 School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district local, state, and federal levels.

### **Practice Guideline 3**

**School psychologists (in collaboration with others) develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress towards these goals.**

- 3.1 School psychologists apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.
- 3.2 School psychologists incorporate assessment information to the development of instructional strategies to meet the individual learning needs of children.
- 3.3 School psychologists use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
- 3.4 School psychologists assist in facilitating and implementing a variety of research-based instructional methods (e.g., cooperative learning, class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
- 3.5 School psychologists assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.

- 3.6 School psychologists promote the principles of student-centered learning to help students develop (when appropriate) their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- 3.7 School psychologists are informed about advances in curriculum and instruction and share this knowledge with educators, parents, and the community at large to promote improvement in instruction, student achievement, and healthy lifestyles.

#### **Practice Guideline 4**

**School psychologists make decisions based on multiple theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.**

- 4.1 School psychologists use decision-making models (e.g., functional behavioral assessment) that consider the antecedents, consequences, functions, and potential causes of behavioral problems experienced by students with disabilities, which may impair learning or socialization.
- 4.2 School psychologists identify factors that facilitate the development of optimal learning environments. Optimal learning environments are characterized as settings where all members of the school or agency community treat one another with respect and dignity. Optimal

learning environments are characterized as settings where students' basic needs are assured so that learning can occur and health and mental health are systematically evaluated.

- 4.3 School psychologists facilitate the development and implementation of strategies that result in instructional environments which foster learning and high rates of academic engaged time and reduce the presence of factors that promote alienation and impact learning and behavioral progress.
- 4.4 School psychologists demonstrate appropriate knowledge of treatment acceptability and treatment integrity by including these principles in the development, implementation, and evaluation of interventions.
- 4.5 School psychologists apply the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings—school, home, and community.
- 4.6 School psychologists develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of alternative, appropriate approaches (e.g., positive reinforcement, social skills training, academic interventions) to student discipline, ecological and behavioral approaches to classroom management, and awareness of classroom climate.
- 4.7 School psychologists assist parents and other adult caregivers in the development, implementation, and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of their child.

- 4.8 School psychologists incorporate appropriate strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment. These programs include program to program, early childhood to school, school to school, and school to work transitions.
- 4.9 School psychologists evaluate interventions (learning/behavioral) for individuals and groups. These include the skills necessary both to evaluate the extent to which the intervention contributed to the outcome and to identify what constitutes a “successful” outcome.

#### **Practice Guideline 5**

**School psychologists have the sensitivity, knowledge, and skills to work with individuals and groups with a diverse range of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.**

- 5.1 School psychologists develop academic and behavioral interventions. They recognize that interventions most likely to succeed are those which are adapted to the individual needs and characteristics of the student(s) for whom they are being designed.
- 5.2 School psychologists recognize (in themselves and others and in the techniques and instruments that they use for assessment and intervention) the subtle racial, class, gender, and cultural biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students. School psychologists work to reduce and eliminate these biases where they occur.

- 5.3 School psychologists promote practices that help children of all backgrounds feel welcome and appreciated in the school and community.
- 5.4 School psychologists incorporate their understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions to achieve learning and behavioral outcomes.

### **Practice Guideline 6**

**School psychologists demonstrate their knowledge of schools (or other institutional settings) as systems when they work with individuals and groups to facilitate structure and public policies that create and maintain schools and other systems as safe, caring, and inviting places for all persons in that system.**

- 6.1 School psychologists use their knowledge of development, learning, family, and school systems to assist schools and communities to develop policies and practices related to discipline, decision-making, instructional support, staff training, school improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
- 6.2 School psychologists use their knowledge of organizational development and systems theory to assist in creating climates that result in mutual respect and caring for all individuals in the system, an atmosphere of decision-making and collaboration, and a commitment to quality services.
- 6.3 School psychologists regularly participate in the development of policies and procedures that advocate for effective programs and services.

- 6.4 School psychologists are actively involved in the development of systems change plans (such as school improvement plans) that directly impact the programs and services available to children, youth, and their families and that directly impact the ways in which school psychologists deliver their services.
- 6.5 School psychologists assist in the development of policies and procedures to ensure that schools are safe and violence free. School psychologists participate in the implementation and evaluation of programs that result in safe and violence free schools and communities.
- 6.6 School psychologists are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
- 6.7 School psychologists are aware of funding mechanisms that are available to school and communities that support health and mental health services. School psychologists participate in the development of funding strategies to assure that needed services are available to students and their families.

### **Practice Guideline 7**

**School psychologists shall appropriately utilize prevention, health promotion, and crisis intervention methods based on knowledge of child development, psychopathology, diversity, social stressors, change, and systems.**

- 7.1 School psychologists shall apply knowledge of child development, psychopathology, diversity, social stressors, change, and systems to the identification and recognition of behaviors that are precursors to school dropouts or the

development of mental health disorders such as conduct disorders or internalizing disorders.

7.2 School psychologists shall provide direct counseling and indirect interventions through consultation for students with disabilities and suspected disabilities who experience mental health problems that impair learning and/or socialization.

7.3 School psychologists shall develop, implement, and evaluate prevention and intervention programs based on recognized factors that are precursors to development of severe learning and behavioral problems.

7.4 School psychologists shall collaborate with school personnel, parents, students, and the community to provide competent mental health support during and after crises (for example, suicide, death, natural disasters, murder, bombs or bomb threats, extraordinary violence, and sexual harassment).

7.5 School psychologists promote wellness by (a) collaborating with other health care professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.

### **Practice Guideline 8**

**School psychologists have knowledge of family influences that affect students' wellness, learning, and achievement and are involved in public policy that promotes partnerships between parents, educators, and the community.**

- 8.1 School psychologists design and implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.
- 8.2 School psychologists help parents feel comfortable participating in school functions or activities. These might include providing support for them when participating on special education and I.E.P. teams, encouraging parental involvement in school-wide committees such as school improvement teams, *and* facilitating home-school communication when problems arise and includes assisting parents in accessing community-based services for their family.
- 8.3 School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- 8.4 School psychologists help create linkages between schools, families, and community agencies and help coordinate services when programming for children involves multiple agencies.
- 8.5 School psychologists are knowledgeable about the local system of care and related community services available to support students and their families.

8.6 School psychologists work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.

8.7 School psychologists are active participants in public policy by serving on committees, participating in work groups and task forces, and in responding to proposed legislation and rules.

## **GUIDELINES FOR THE ORGANIZATION AND OPERATION OF THE UNIT**

### **Unit Guideline 1: Organization of Service Delivery**

**School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services. Services are delivered following the completion of a strategic planning process based on the needs of the consumers and an empirically supported program evaluation model.**

1.1 School psychological services are available and accessible to all students and clients served by the agency and are in proportion to the needs of the client.

1.2 School psychological services are available to all students on an equal basis and are not determined by a specific funding source. Services are provided to students based on their need, not based on their eligibility to generate specific funding.

1.3 School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of

these services based on funding, setting, or program location. Therefore, school psychological and mental health services are provided through a “seamless” system of care.

- 1.4 School psychological services units ensure that the services delivered by the unit and provided directly by the school psychologist to consumers are based on a strategic plan. The plan is developed based on the collective needs of the district and community with the primary focus being the specific needs of the population served by individual practitioners.
- 1.5 School psychological services units conduct regular evaluations of the collective services provided by the unit as well as those services provided by individual practitioners. The evaluation process focuses on both the nature and extent of the services provided (process) and the student/family focused outcomes of those services (product).
- 1.6 The school psychological services unit provides a range of services to their clients. These consist of direct and indirect services that require involvement with the entire educational system as well as other services systems in the community. The consumers of and participants in these services include: students, teachers, administrators, other school personnel, families, caretakers, other community and regional agencies, and resources that support the educational process.

#### **Unit Guideline 2: Climate**

**It is the responsibility of the unit to create a climate in which school psychological services can be delivered with**

**mutual respect for all parties. Employees of the unit have the freedom to advocate for the services that are necessary to meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.**

- 2.1 Providers of school psychological services maintain a cooperative relationship with colleagues and co-workers in the best mutual interests of clients. Conflicts are resolved in a professional manner.
- 2.2 The potential negative impact of administrative constraints on effective services is kept to a minimum. The school psychologist will advocate for administrative policies that support the school psychologist in seeking the needed services and will provide mechanisms for referral and consultation regarding unmet health and mental health needs.
- 2.3 Members of the unit advocate in a professional manner for the most appropriate services for their clients without fear of reprisal from supervisors or administrators.
- 2.4 School psychological service units are aware of the impact of work environment on the job satisfaction of unit employees and on the quality of services provided to consumers. Measures of work climate are included when the unit conducts self-evaluations.
- 2.5 School psychological service units promote and advocate for balance between professional and personal lives of unit employees. Unit supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to problem solve

when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

### **Unit Guideline 3: Physical, Personnel, and Fiscal Support Systems**

**School psychological services units ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, clerical services, and a physical work environment; and (d) employees have adequate personnel benefits necessary to support the work of the unit including continuing educational professional development.**

- 3.1 School psychological services units assume the professional responsibility and accountability for services provided through the recruitment of qualified and diverse staff and the assurance that staff members function only in their areas of competency.
- 3.2 School psychological services units support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychology services staff to students. The ratio of staff to students should not exceed one staff person for every 1000 students.
- 3.3 School psychological services units utilize advanced technologies (e.g., computer-assisted) in time management, communication systems, data management systems, and service delivery.

- 3.4 School psychological services unit have access to adequate clerical assistance, appropriate professional work materials, sufficient office and work space, adequate technology support (e.g., e-mail, computer) and general working conditions that enhance the delivery of effective services. Included are test materials, access to private telephone and office, secretarial services, therapeutic aids, and professional literature.

#### **Unit Guideline 4: Communication and Technology**

**The school psychological services unit ensures that policies and practices exist which result in positive, proactive communication and technology systems both within the unit, its central organizational structure, and those organizational structures with which the unit interacts.**

- 4.1 School psychological service units provide opportunities for members of the unit to communicate with each other about issues of mutual professional interest on a regular basis.
- 4.2 School psychological services units maintain a formal system of communication channels with other units within the parent organization and between the unit and other agencies with whom it interacts on behalf of clients. The unit engages in decision-making and strategic planning with other units and agencies in order to ensure optimal services are provided to mutual clients.
- 4.3 School psychological services units ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain communication with service providers and clients within and outside the unit. The requirement for confidentiality

is respected, with adequate resources available to service providers to ensure confidential communication.

- 4.4 School psychological services units' policy on student records is consistent with state and federal rules and laws and ensures the protection of the confidentiality of the student and his or her family. The policy specifies the types of data developed by the school psychologist that are classified as school or pupil records. The policy gives clear guidance regarding which documents belong (consistent with FERPA or similar state/court regulations) to the school and the student/guardian and which documents (such as clinical notes) are the personal property of the school psychologist.
- 4.5 Parents may inspect and review any personally identifiable data relating to their children that were collected, maintained, or used in his/her evaluation. Although test protocols are part of the student's record, school psychologists protect test security and observe copyright restrictions. Release of records and protocols is done consistent with state/federal regulations.

#### **Unit Guideline 5: Supervision**

**The school psychological services unit ensures that all personnel have levels and types of supervision adequate to ensure the provision of effective and accountable services. Supervision is provided through an ongoing, positive, systematic, collaborative process between the school psychologist and the school psychology supervisor. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned including the school psychologist, supervisor, students, and the entire school community.**

- 5.1 A supervisor of a school psychological services unit holds or meets the criteria for the Nationally Certified School Psychologist (NCSP) credential and has been identified by an employing agency and/or school psychological service unit as a supervisor responsible for school psychology services in the agency or unit. Supervisors hold a state school psychologist credential and have a minimum of three years of experience as a practicing school psychologist. Training and/or experience in the supervision of school personnel are desirable.
- 5.2 When supervision is required for interns, beginning school psychologists, or others for whom supervision is necessary, such supervision will be provided at least 2 hours per week for persons employed full-time.
- 5.3 Supervisors lead school psychological services units in developing, implementing, and evaluating a coordinated plan for accountability and evaluation of all services provided in order to maintain the highest level of effectiveness. Such plans include specific, measurable objectives pertaining to the planned effects of services. Evaluation is both formative and summative. Supervisors provide leadership by promotion of innovative service delivery systems that reflect best practices in the field of school psychology.
- 5.4 Supervisors lead school psychological services units in developing, implementing, and evaluating a coordinated plan for accountability and evaluation of all services provided by individual staff members and by the unit as a whole in order to maintain the highest level of services. Such plans include specific, measurable objectives pertaining to the planned effects of services on all relevant elements of the system and the students it serves. Evaluation is both formative and summative.

- 5.5 The school psychological services unit continues to provide supervision or peer review for its school psychologists after their first year of employment to ensure continued professional growth and development and support for complex or difficult cases.
- 5.6 Supervisors coordinate the activities of the school psychological services unit with other professional services units through review and discussion of 1) intervention planning and outcomes; 2) comprehensive, systemic procedures and special concerns; and 3) discrepancies among views of various professional service providers or employing agencies.
- 5.7 Supervisors ensure that practica and internship experiences occur under conditions of appropriate supervision including 1) access to professional school psychologists who will serve as appropriate role models, 2) provision of supervision by an appropriately credentialed school psychologist, and 3) provision of supervision within the guidelines of the training institution and *NASP Standards for Training and Field Placement Programs in School Psychology*.
- 5.8 Supervisors provide professional leadership through participation in school psychology professional organizations and active involvement in local, state and federal public policy development.

**Unit Guideline 6: Professional Development and Recognition Systems**

**Individual school psychologists and the school psychological services unit develop professional development plans annually. The school psychological services unit ensures**

**that continuing professional development of its personnel is both adequate for and relevant to the service delivery priorities of the unit and that recognition systems exist to reflect the continuum of professional development activities embraced by its personnel.**

- 6.1 All school psychologists within the unit actively participate in activities designed to continue, enhance, and upgrade their professional training and skills to help ensure quality service provision.
- 6.2 The school psychological services unit provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development and supervision activities at a minimal level necessary to maintain the NCSP.
- 6.3 School psychologists develop a formal professional development plan and update this plan annually. The goals, objectives, and activities of the plan are influenced by the following factors in order of priority: (1) the most pressing needs of the population and community served; (2) the knowledge, skills, and abilities required to implement initiatives sponsored by the unit; and (3) the individual interest areas of the school psychologists employed by the unit.
- 6.4 School psychologists seek and use appropriate types and levels of supervision as they acquire new knowledge, skills, and abilities through the professional development process.
- 6.5 School psychologists document the type, level, and intensity of their professional development activities. The school psychological services unit provides technology and personnel resources to assist in these activities.

- 6.6 School psychologists individually seek appropriate levels of advanced recognition (e.g., advanced degrees, levels established by district, state, or national recognition bodies) to reflect on-going professional development.
- 6.7 School psychological services units provide levels of recognition (e.g., salary, opportunity to use new skills) within the unit that reflect the professional development of the school psychologists in the unit.

#### **Unit Guideline 7: Contracted/Independent Provider Services**

**The school psychological services unit is responsible for providing psychological services. These services can come from district employed school psychologists, from psychologists employed in independent practice, or through other agencies. Regardless of whether personnel are employed or contracted, it is the responsibility of the unit to ensure the same level and quality of services as those provided by personnel from within the unit.**

- 7.1 Contractual school psychological services encompass the same comprehensive continuum of services as is provided by regularly employed school psychologists. These services include opportunities for follow-up and continuing consultation appropriate to the needs of the student. Individual contracts for services may be limited as long as the school psychological services unit ensures comprehensive services overall.
- 7.2 Contractual school psychological services are not used as a means to decrease the amount and quality of school psychological services provided by an employing agency. They may be used to augment and enhance programs, as

in the case of retaining needed expertise, to coordinate with other community health services, and to assure that services are available to students and their families.

- 7.4 Contracted services may be used as a mechanism to maximize available resources. However, any such models of service must provide comprehensive psychological services and must assure quality services of equal or greater value when compared to services provided by school-based personnel.
- 7.5 Contractual school psychological services are provided in a manner that protects the due process rights of students and their parents as defined by state and federal laws and regulations.
- 7.6 Psychologists providing contractual school psychological services provide those services in a manner consistent with these *Guidelines*, *NASP Principles for Professional Ethics*, and other relevant professional guidelines and standards.
- 7.7 Persons providing contractual psychological services are fully credentialed school psychologists as defined by these or other (e.g., state certification boards) recognized standards. In specific instances, however, services by credentialed psychologists in other specialty areas (e.g., clinical, industrial/organizational, neuropsychology) might be used to supplement school psychological services and should be coordinated with school psychological services.
- 7.8 Psychologists providing contractual school psychological services will require regular evaluation of the quality of services provided as well as the continued need for contracted services.

- 7.9 A credentialed school psychologist who has completed a school psychology training program that meets the criteria specified in the *NASP Standards for Training and Field Placement Programs in School Psychology* and two full-time years (one of which may be internship) of satisfactory, properly supervised experience is considered qualified for personally supervised, independent practice with peer review, regardless of work setting. (NOTE: “Independent practice” as used in this paragraph refers to autonomous functioning within the employing school or agency. Contrast this with the licensure rules of various states for “private practice.”)
- 7.10 A credentialed school psychologist or an organized group of credentialed school psychologists may engage in independent practice outside of a school agency or unit pursuant to existing rules regarding the independent practice of psychology within a given state. Units will support public policy that will provide for the independent practice of school psychology.