

Department of Defense Education Activity

SCHOOL PSYCHOLOGICAL SERVICES

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FOREWORD

The primary function of Department of Defense Education Activity (DoDEA) is to provide a quality education for dependents of Department of Defense (DoD) military and civilian employees stationed on or near military bases/posts overseas and in various states and/or territories. The families and children served are characterized by frequent reassignments, extended deployments, demanding work hours, prolonged periods in the field, and other unique demands that tax the cohesiveness and well-being of military families. Therefore, pupils attending DoD schools may have additional needs for psychological and mental health services. As a result, pupils attending DoDEA schools may have needs for services that exceed those available in a typical public school.

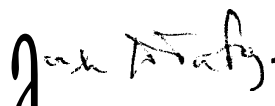
The psychological services program manual for PreKindergarten through Grade 12 (PK-12) serves as administrative guidance and has been developed to provide a framework for the provision of a high-quality psychological services program for DoDEA students. The manual provides direction for a consistent program and allows for flexibility of the program based upon local needs. It is recognized that there must be adequate staffing to provide the full continuum of services described in this manual.

It is our belief that the DoDEA psychological services program must be viewed within the context of the DoDEA Strategic Plan. School psychologists are in a strong position to help support the attainment of the goals outlined in the Strategic Plan. Ultimately, the overarching goal of the psychological services program is to increase student capacity to overcome academic, personal, and social problems that hinder their attainment of educational success and a satisfying and productive life.

The program described in this manual is to be available to all students, parents, and teachers as needed. DoDEA school psychologists play a critical role in supporting the attainment of the goals of DoDEA and help to ensure that all students in PK-12 possess the capacity to become well adjusted contributing members of society. The psychological services program described in this manual recognizes the importance of diversity as reflected in DoDEA schools, and acknowledges that individual differences strengthen both school operations and society in general.

The foundation for this manual can be found in DoDDS Europe School Psychology Handbook, DoDDS Pacific School Psychology Manual, DoDEA Pupil Personnel Services Reference Manual, the National Association of School Psychologists (NASP) Professional Conduct Manual, and from the experiences of a representative group of Department of Defense Dependents Schools (DoDDS) and Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) practicing school psychologists.

The DoDEA School Counseling Services Manual is a guide intended to provide assistance to DoDEA personnel and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable by law.



Joseph D. Tafoya
Director

SCHOOL PSYCHOLOGICAL SERVICES

I n t r o d u c t i o n

To respond to the challenges of the Department of Defense Education Activity (DoDEA) Strategic Plan, DoDEA is implementing a comprehensive plan for the delivery of PK-12 psychological services. The program is consistent with the standards recently developed by the National Association of School Psychologists (NASP), the experiences of Department of Defense Dependents Schools (DoDDS) and Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) psychologists, as well as several District Superintendents' Office pupil personnel services liaisons. The program manual provides direction for the implementation of a full continuum of school psychological services.

This manual defines the core services of the practice of school psychology in DoDEA schools. It is the intent that school psychologists, administrators, teachers, and other stakeholders will find this manual helpful as a resource for determining the delivery of psychological services at each school. In addition to the core services, this manual addresses the following current issues in school psychology:

- The school psychologist and regular education
- Individual and group counseling procedures
- Assessment issues
- Report writing
- Early intervention
- Identification of at-risk students
- Crisis intervention in the schools
- Position descriptions
- Supervision of school psychologists
- Professional standards and ethics

Not all school psychologists will be able to provide all of the services contained in this manual, for in some instances resources are not available for full implementation. Nevertheless, it is expected that these guidelines will serve as a model of best practice for program delivery and management to benefit students, parents, and the total school community.

SCHOOL PSYCHOLOGICAL SERVICES

Core Services of the School Psychologist

School psychologists provide a range of services for the benefit of students. These consist of direct and indirect services that require involvement with the entire educational system, including the students, teachers, counselors, administrators, other school personnel, families, community agencies, and a variety of others that may be important on an individual basis. School psychologists are unique in the educational setting, because their training equips them to provide psychological evaluation and facilitate mental health service delivery in the schools, while at the same time supporting the learning process, child development and the understanding of educational systems. School psychologists serve as a vital part of the pupil personnel services team and work closely in conjunction with school counselors, nurses, and administrators in the delivery of services to address the educational, emotional, and social needs of students.

The primary intent of the provision of school psychological services is to promote mental and physical wellness and facilitate learning of students. School psychologists should collaborate with administrators and other school personnel in designing and providing services to address the academic, career, and social/personal development of students. Comprehensive school psychological services are comprised of diverse activities in concert with counselor standards as described in the Competency-Based Counseling Program (CBCP), DoDEA Manual 2946.2. These activities (core services) complement one another and therefore are most accurately viewed as being integrated and coordinated rather than discrete services. However, for descriptive purposes, core services are listed and described separately.

Consultation. Consultation is a meeting with concerned staff members and/or parents to discuss primary prevention, to identify reasons for the presenting problem(s), and/or to develop interventions. Consultation is often part of pre-referral activities, resulting in successful remediation without the need for further assessment. In providing the core service of consultation, the school psychologist will, as appropriate:

- Provide consultation to staff regarding student needs
- Assist staff in the development and implementation of interventions
- Assist parents to understand their child's needs and/or to develop interventions
- Assist staff and parents to design a coordinated intervention plan between home and school
- Assist in providing an easy transition from one school to another for students receiving psychological services
- Work with community agencies and private practitioners
- Assist with the identification of appropriate modifications and accommodations in classroom settings

Student Assistance Teams. The school psychologist serves on or as a consultant to Student Assistance Teams or school committees established to identify at-risk students. In providing the core service as a Student Assistance Team member or consultant, the school psychologist will, as appropriate:

- Attend student review meetings
- Consult with school personnel and parents
- Assist with the development of accommodation or modification plans
- Assist with design of behavior intervention plans
- Provide appropriate intervention strategies and recommendations
- Refer to the Case Study Committee if needed

Individual Psychological Counseling. The school psychologist conducts a personal and private interaction with a student in which they work together on issues. In providing the core service of individual psychological counseling, the school psychologist will, as appropriate:

- Maintain confidentiality
- Inform principal on a need-to-know basis
- Inform parents, obtain parent consent
- Refer to outside agencies

Group Psychological Counseling. In group psychological counseling, the school psychologist works with two or more students together in a private setting to pursue solutions to issues. In providing the core service of group psychological counseling, the school psychologist will, as appropriate:

- Maintain confidentiality
- Inform principal, obtain consent
- Inform parents, obtain written parental consent
- Refer to outside agencies

Psycho educational Assessment. Psychoeducational assessment is the process of obtaining data about the functioning of a student in accordance with current acceptable practices for the purpose of identifying factors that may impact on a child's progress and instructional programming. This information is used to answer referral questions. In providing the core service of psychoeducational assessment, the school psychologist will, as appropriate:

- Review relevant background information
- Observe the student in the educational environment
- Conduct functional behavior assessments
- Administer, score, and summarize individual assessment instruments
- Interpret assessment results and establish relationships to educational performance
- Make appropriate recommendations

Special Education. The school psychologist serves on the Case Study Committee (CSC), as needed. In providing the core service as a CSC team member, the school psychologist will, as appropriate:

- Assist in the development of pre-referral activities
- Attend assessment planning meetings as needed
- Administer assessments
- Interpret assessment results
- Make appropriate recommendations
- Assist in determining student eligibility
- Provide written assessment reports
- Assist in the development of an Individual Educational Program
- Provide intervention services as determined by the CSC

In-service Activities. The school psychologist provides staff development activities for the school staff and parents to enhance their capacity to create a learning environment for students/children that is conducive to good mental health. In providing the core service of in-service activities, the school psychologist will, as appropriate:

- Plan, provide, and/or coordinate learning activities on mental health topics
- Provide the school community with information on appropriate mental health topics
 - Inform the school staff of available school psychological services

Program Development (Research and Evaluation). The school psychologist has professional responsibility for determining the nature, scope, and extent of specific services within the general parameters of this manual. Each school psychologist must develop and implement a research-based plan for delivery of services based upon collaboration with principal and others. In providing the core service of program development, the school psychologist will, as appropriate:

- Consider the results of school-wide/district-wide assessment data
- Consider the formal evaluation of the delivery of psychological services
- Seek guidance and approval from the school psychologist's supervisor
- Incorporate comments from various advisory or consultative groups, such as advisory committees, parents, etc

Professional Development. The practice of school psychology has and will continue to undergo significant changes as new knowledge and technical advances are introduced. The development of new intervention techniques, assessment procedures, computerized assistance, and so forth, will require DoDEA practitioners to keep abreast of these innovations. All DoDEA school psychologists are encouraged to actively participate in activities designed to enhance and upgrade their professional training and skills to help ensure that the highest quality services are

available for DoDEA students. In providing the core service of professional development, the school psychologist may as appropriate:

- Attend professional organization meetings and conferences
- Review current literature
- Participate in continuing education activities
- Attend area/district/DoDEA sponsored in-service training
- Network with other school psychologists

This manual places equal emphasis on each of the core services described above and promotes the provision of services to all students who have identified needs. In order to provide a full continuum of services to all students, the school psychologist must prioritize service delivery with an emphasis on the needs of the population in which he/she services.

SCHOOL PSYCHOLOGICAL SERVICES

The School Psychologist and Student Services

In the United States and within DoDEA, there has been an increasing focus on the provisions of school psychological services for regular education students. Within DoDEA, school psychologists are concerned with the ever increasing needs of regular education students and their families. The following are areas in which the school psychologist may have expertise:

- Consultation for parents and school staff on referrals. These referrals may include, but are not limited to, behavior problems, emotional concerns, child/adolescent adjustment issues, at-risk assessments, underachievement, retention, truancy, child abuse/neglect, family problem and Attention Deficit/Hyperactivity Disorder (AD/HD). The school psychologist should be involved with administrators and other school personnel in designing and providing services to address the educational, emotional or social needs of students as addressed in the Competency Based Counseling Program plan.
- Psychological counseling that supplements and extends the services offered by school counselors.
- Collaboration with regular education teachers to plan objectives for a targeted student that also benefits regular students in the classroom.
- Crisis intervention services, to include working with Crisis Management Teams to provide assistance to students, staff, and parents who are experiencing distress related to events such as deployment, trauma, divorce, disaster, violence or death.
- Coordination of school and community resources regarding mental health issues and services for all students.
- Coordination of school and community resources to establish a community crisis plan in the case of a violent incident in the schools.
- Assessment services for regular student population with special considerations, e.g. gifted/talented, acceleration, grade retention, suspected AD/HD, English as a Second Language (ESL), Advancement Via Individual Determination (AVID), and special education.
- In-service presentations regarding issues such as stress management, child abuse, inclusion, self-esteem, behavior management, suicide prevention, crisis management, grade retention, school mental health issues, study skills, disabilities, and death.
- School-wide initiatives, such as School-Home Partnership, Student/Teacher Assistance Teams, and School Improvement Plans.

Consistent with practices recommended by NASP and current trends throughout the United States, the following recommendations are made to facilitate increased services to regular education students.

- School psychologists should be involved with administrators and other school personnel in designing and providing services to address the educational, emotional or social needs of students. This should include enrichment and preventive programs in a variety of settings, to include school improvement programs, compensatory education, motivational programs, school climate programs, and affective education.
- School psychologists and other school staff, e.g., classroom teachers, school counselors, school nurses, compensatory education teachers, and gifted education resource teachers may participate on student assistance teams to plan and coordinate services for all students. The concept of educational teams to address the needs of regular education students is strongly supported.
- School psychologists should provide an avenue for the referral of students to school psychologists. A sample "Request for Psychological Services" form is included in Enclosure 1 to facilitate psychological services for regular education students and staff.

INDIVIDUAL AND GROUP COUNSELING PROCEDURES

Individual Counseling

The school psychologist conducts a personal and private interaction with a student in which they work together on a problem or topic of interest. A one-on-one meeting with a school psychologist provides maximum privacy in which to freely explore ideas, feelings, and behaviors. Generally, the school psychologist treats information received from a client as private and confidential. The school psychologist has a professional responsibility to report and to refer a case when the student or some other individual's welfare is in jeopardy. If questions arise regarding confidentiality, consult with the school principal.

Individual counseling is an important and effective technique that has been recognized by school psychologists for many years. While both school counselors and school psychologists facilitate human growth and development, a school counselor primarily works with the normal developmental stages in children and adolescents. School psychologists are involved when abnormal patterns of behaviors are exhibited. A school psychologist's training in psychopathology allows for a more intense level of involvement.

School psychologists have been trained in individual counseling techniques and in many instances individual counseling is the intervention of choice. School psychologists 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. When the school psychologist determines that:

- Ongoing individual counseling requires more than a few sessions, parent awareness and permission is required. It is always best practice to include parent involvement as soon as possible. The school psychologist must also consider the welfare of the child in providing emergency mental health services.

- A referral to an appropriate community health service is warranted, parent involvement is required, with the exception of referrals to Adolescent Substance Abuse Counseling Services or teen clinic (ages vary according to service policy).

Group Counseling

In group counseling, a school psychologist works together with two or more students. Group size generally ranges from five to eight members. In a group setting, group members have the opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Generally, information received from students is private and confidential. The school psychologist has a responsibility to report and to refer a case when the student or some other individual's welfare is in jeopardy. If questions arise regarding confidentiality, consult with the school principal. The group counseling procedures listed below must be followed.

Group counseling is an important and effective intervention technique that has been recognized by the profession for many years. School psychologists have been trained on group counseling techniques and many find it to be more effective and efficient than individual counseling for selected students.

When the school psychologist concludes that the formation of a counseling group is the intervention of choice:

- The principal must be informed in writing prior to the formation of a counseling group of the general purpose of the group in terms of the specific goals to be addressed. The principal must approve the group's formation.
- Parents must be made aware of the purpose of the group and give written permission for their child to participate. In the case of middle school and high school students, parents must be made aware of which classes may be missed and how frequently.
- The school psychologist must emphasize to group members the meaning of confidentiality and its importance for the functioning of the group. This should be done at the first session and reinforced as needed.
- The school psychologist should establish and maintain group rules.
- The group leader should facilitate a purposeful goal-oriented discussion, with each session focusing on specific goals.

SCHOOL PSYCHOLOGICAL SERVICES

Issues in Assessment

The school psychologist has extensive training in the comprehensive psychoeducational evaluation of students. Psychoeducational assessment services cover a broad range of activities, including indirect methods as a records review and interviews with knowledgeable observers, as well as more direct observation and administration of individualized tests. In order to ensure effective delivery of assessment services, the following suggestions for the school psychologist are made.

Assessment Planning

The school psychologist is encouraged to be a part of the assessment planning process when he/she is to complete any portion of the assessment. The psychologist can help summarize and interpret previous assessments, test data, interventions, and other psychoeducational issues in the record. Such a review can have a strong formative influence on the development of an assessment plan. In addition, the school psychologist might alert the planning committee/team to areas needing assessment that might otherwise go unnoticed. Finally, consultation at this point may generate possible intervention strategies that result in successful remediation without the need for further assessment.

When a special education referral is involved, the Case Study Committee (CSC) chairperson and the members of the CSC must be a part of the development of the assessment plan. Often the school psychologist is an important member of the CSC assessment planning. The school psychologist should follow the procedures as outlined in the DoDEA Manual 2500.13, "Procedural Guide" (August 1994), and "Procedural Guide For Special Education" revised September 11, 1997, for guidance on assessment planning and special education eligibility.

Maintenance of Psychological Tests and Protocols

According to NASP and the American Psychological Association (APA) Division 16, school psychologists have an ethical obligation to maintain security of any psychological test they use, within limits of legal mandates and/or court decisions. The obligation to safeguard psychological tests and test protocols is the responsibility of the school psychologist. Test protocols must therefore be personally maintained and secured by the examiner, until destroyed. Test protocols should be maintained for 5 years after the transfer, withdrawal, death, or graduation of a student (DoDEA Administration Instruction #15, Administrative Procedure and Records Disposition Schedule). Protocols should be filed in folders that do not identify a particular student by name, since the identification by name would make the protocol a part of the student record. The student and his/her parents have the right to access student records upon request. It is strongly suggested that protocols not be taken to a CSC meeting or other group

meeting as others could construe them as public documents or part of the student records. Finally, as school psychologists are responsible for the security requirements specific to each instrument used, specific test items should not be quoted or used as examples in psychological reports or verbal explanations.

Group Assessments

The school psychologist may serve as a consultant or trainer in the use of tests measuring academic achievement and processing. This may involve recommendations for more comprehensive evaluation of an affected academic or processing area. As a consultant, the school psychologist may help the CSC or other educational staff review incoming information, including pre-referral activities, to determine how to assess particular academic and processing areas.

As a trainer, the school psychologist may develop a training module for establishing or increasing the assessment expertise of other school personnel. In training others, the school psychologist must adhere to the guidelines set forth by the test publisher and the ethical standards of NASP and the APA Division 16.

Using Up-to-Date Assessment Techniques

School psychologists should be available to meet as a group to review tests and assessment software. This group will provide guidance to the system regarding test reliability, validity, and appropriateness. Appropriateness of assessment instruments should include such factors as language dominance, physical impairments, testing environment, and cultural factors. This group may recommend new assessment instruments to be ordered and obsolete instruments to be destroyed. Finally, this group can identify inservice needs and provide the necessary training. It is management's responsibility to provide current appropriate assessment instruments and training for the psychologist on the use of these instruments.

Explaining Assessment Results

The school psychologist has the responsibility to provide teachers, parents, and students with a clear understanding of the pupil's strengths and limitations, linking assessment results with interventions and recommendations. Parents must have an opportunity to discuss psychological reports with the examiner. Informed consent concerning educational planning requires parental understanding of assessment information. This clarification can be done in a group meeting or individually. The parent and other interested parties benefit from the opportunity to hear the school psychologist share his/her impressions of the student's behavior during the testing session that may have affected the test performance. Assessment results should always be placed within the context of the testing environment and the student's reaction to that environment.

The school psychologist should not present test results as cut-off scores, but should utilize the concept of standard error of measurement (SEM) and levels of confidence. The interpretation of test data should always be presented within the context of other available data regarding the student's performance and/or behavior. Multiple assessment methods, such as observations, background information, and information from other professionals, are used to reach comprehensive conclusions.

Range of Assessments

The school psychologist can administer assessments that provide information that goes beyond academic performance and learning aptitude. Some of the other areas where assessments may be offered are listed below:

- Developmental
- Intellectual ability
- Adaptive behavior
- Diagnostic testing
- Processing
- Functional behavior/task analysis
- Social/emotional
- Information processing
- Perceptual/motor
- Assistive technology
- Self-concept/self-perception
- Vocational/career

SCHOOL PSYCHOLOGICAL SERVICES

Report Writing

The psychological report is an integral part of the assessment procedures that provide written documentation about the student. The NASP Principles for Professional Ethics, revised in July 2000, delineates guidelines for psychological report writing. In accordance with these guidelines, with the support of management the school psychologist:

- Will maintain the highest standards for educational and psychological report writing. Reports will respect differences in age, gender, sexual orientation, socioeconomic factors, cultural factors, language dominance, and ethnic background.
- Will ensure that student or family information reaches only authorized individuals.
- Will protect the student's privacy and only include relevant information in the written report.
- Will assist recipient agencies to establish procedures to properly safeguard confidential information/materials.
- Will communicate findings and recommendations in language readily understood by the intended recipient. When interpretation into a language other than English is required, a qualified interpreter will be secured through the school principal.
- Will prepare written reports in such a form and style that the recipient of the report will be able to assist the student.
- Will report recommendations and interpretations in the examiner's own words. Unedited computer-generated reports, pre-printed check-list or fill-in-the-blank reports, and reports that present only test scores or global statements regarding eligibility for special education without specific educational recommendations for intervention are seldom useful. (Placement recommendations can only be made by the Case Study Committee).
- Will report an appraisal of the degree of confidence that can be assigned to the data/information.
- Will report observations, background information, assessment results, and other pertinent information prior to making recommendations and conclusions.
- Will review all written documents for accuracy prior to signing the report. Interns who issue reports must be clearly identified as such, and the supervising school psychologist must co-sign the report.
- Will comply with all laws, regulations, and policies pertaining to the appropriate storage and disposal of records and protocols to maintain appropriate confidentiality.
- Will analyze information, and produce quality written reports. A sample template for reporting the results of psychoeducational assessments can be found in Enclosure 2.

SCHOOL PSYCHOLOGICAL SERVICES

Early Intervention Services

Research has shown that early intervention for preschool-age children is effective in terms of benefits to children and families and long-term cost savings to school systems and society. Intervention at an early age often reduces the need for special education services later. School psychologists are in a unique position to serve the mental health and educational needs of the early childhood population (ages 3-8).

Goal 1 of the DoDEA Strategic Plan expects that all students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship. DoDEA is committed to the provision of preschool services, including special education and related services, to identified students and their families. DoDEA school psychologists support the expansion and improvement of service to students with disabilities and those who are at-risk.

The school psychologist is a specialist interested in prevention and solving problems in an appropriate and least restrictive environment. School psychologists believe in the interdisciplinary approach to early childhood intervention, recognizing the valuable knowledge and experience that each stakeholder brings to the improvement of early childhood education.

Many DoDEA schools are now involved in providing and expanding programs for the early childhood population, such as special education preschool, Sure Start, English as a Second Language, Reading Recovery, remedial programs in reading, and language immersion. School psychologists are available as consultants to these programs. Furthermore, school psychologists can provide parent education services in the form of newsletter articles, inservice workshops, consultation to child development centers, and parenting courses. The school psychologist, as appropriate, provides early childhood assessments in areas such as adaptive behavior, cognitive development, and information processing and social/emotional development.

DoDEA school psychologists provide quality services to preschool children while promoting and participating in programs and activities:

- That support young children and build on their unique needs and developmental characteristics.
- That attend to all-important aspects of the development of young children, including cognitive, social/emotional, motor, adaptive behavior, and communication development.
- That provide reliable and valid means of screening young children for possible developmental disabilities and at-risk conditions as early as possible.
- That include team assessment approaches that take into account the unique attributes and variability of young children and the influence of home and family factors on development.

- Which provide a broad spectrum of options for interventions, opportunities for parents to receive support and assistance, and inclusive practices whenever possible.
- That advocate networks of communication and collaboration among agencies that provides services to young children.

SCHOOL PSYCHOLOGICAL SERVICES

Identification of At-Risk Students

DoDEA school psychologists are committed to enhancing educational opportunities for all students through the organized delivery of comprehensive school-based psychological services. One of the services school psychologists provide is the identification of students who are perceived to be at-risk for social/emotional and/or educational difficulties. Once identified, school psychologists provide appropriate interventions either through direct services, such as Individual or group counseling, psychological assessments, consultation, or by making referrals to programs/agencies within the school or community.

Students considered to be at-risk typically demonstrate behaviors such as: poor academic achievement, isolation from peers, aggressive behavior, truancy, verbally disruptive behavior, sexual acting out, defiant behavior, destructiveness, running away, and/or engaging in risk-taking activities. These behaviors often are precursors or warning signs of more significant emotional events such as suicide ideation/attempts, acts of violence, threats, intimidation/harassment, anger management, gang involvement, drug and alcohol abuse, eating disorders, pregnancy, school drop out, criminal behavior, or psychiatric conditions. Correlates of at-risk behaviors tend to include the following: emotional problems (acts of violence, intimidation/harassment, self-disruptive behaviors); learning problems; medical conditions; familial Factors (such as substance abuse, domestic violence, child abuse, neglect, and poverty); community influences such as gangs; lack of community resources; and racial and ethnic tensions. In addition, influences from a national level, including the media, budget cuts in government programs and changing societal values and family structure, influence child and adolescent development.

The school psychologist, in collaboration with other staff (e.g., counselors, nurses, teachers, and administrators), seeks to identify at-risk students utilizing informal meetings or formal procedures (e.g., student assistance teams). Identification procedures may include:

- Review of educational records
- Review of medical records to include vision and hearing screening
- Collection of work samples
- Request of information from all staff working with the student
- Contact with the family to state concerns and/or solicit additional information
- Administration of a task analysis
- Discussion with community agencies and/or private professionals involved
- Direct observation of the student in school or school activity
- Interview of the student

Based on the information gathered through the assessment process, the school psychologist is instrumental in making recommendations. The following are possible interventions:

- Peer counseling or tutoring
- Behavioral intervention plan
- School counseling
- Medical intervention
- Classroom modifications (e.g., environmental, instructional)
- Parent consultation and/or counseling
- Referral to remediation program
- Referral to special education
- Referral to community agencies and/or private practitioners

When the school psychologist is involved, he/she maintains documentation throughout all phases of the identification process. The selected intervention(s) should be monitored on a regular basis through scheduled meetings with input from the stakeholders.

SCHOOL PSYCHOLOGICAL SERVICES

Crisis Intervention

There is an increasing need for effective crisis intervention services in schools. The DoDEA school psychologist may be one of the primary contact persons to whom administrators, teachers or parents can bring their concerns regarding students in crisis. The school psychologist plays an integral role in crisis management and in some cases may coordinate crisis intervention teams. Each school should have a written crisis intervention plan.

The purpose of crisis intervention is to help students, staff, and parents effectively cope with various types of crises such as self-destructive behavior of students, sudden death, violence incidences, community mass deployment, war, or natural disasters. The objectives of the crisis intervention team, as outlined in DoDEA Manual 2943.0 "School Action Plan for Crisis Intervention and Response to Death," February 1, 1990, will include activities such as:

- Identify school contact person
- Identify local resources
- Establish crisis intervention team
- Establish intervention procedures
- Provide awareness and education for staff, students, and parents regarding suicide prevention, violence prevention and coping with crisis situations
- Establish a referral plan
- Establish an intervention plan
- Establish a post-intervention/follow-up plan

SCHOOL PSYCHOLOGICAL SERVICES

School Psychologist Position Description

School Psychologist, TP-1701-0403

I. INTRODUCTION

This position description addresses a professional who works with students, parents, teachers, and administrators on problems of a psychoeducational nature that impact students' learning in the Department of Defense Educational Activity (DoDEA) schools.

II. SUPERVISORY CONTROLS

Receives general supervision from the principal of the school to which assigned with technical guidance provided by the district and area offices. Latitude is given at local levels to work as a member of a coordinated team of classroom teachers, counselors, special educators and other specialists to provide individual psychoeducational assessment, consultation, and counseling. These services are in compliance with public law, NASP standards, and DoDEA policy and guidelines.

III. PRIMARY RESPONSIBILITIES

Provides services to a school or school complex where such services are required.

1. Assessment Responsibilities: Assesses students. Obtains histories from available rccot-ds, interviews students, teachers, and parents. Administers, evaluates, summarizes, and interprets results of appropriate individual assessments. Recommends educational modifications based upon observations, assessments, and other information. Provides requested services to CSC(s) in compliance with special education guidelines.
2. Counseling Responsibilities: Counsels students, parents, and teachers. Works closely with counselors, parents, and teachers to generate student referrals. Provides short-term counseling to students and parents, including crisis intervention. Discusses with parents child development issues that are related to student needs and concerns. Serves on crisis intervention team(s).
3. Consultation Responsibilities: Consults with teachers, administrators, parents, and community agencies. Evaluates students and recommends environmental changes in the classroom or at home to teachers and parents. Assists teachers in the development or enhancement of classroom management techniques. Consults with CSC and other appropriate committees regarding educational programming and the needs of individual students. Facilitates individual or group collaborative problem solving meetings with teachers. Assists Pupil Personnel Services (PPS) staff to implement social and personal

growth programs for students. Consults with community agencies and refers students and parents as appropriate.

4. School-Wide Program Responsibilities: Establishes, implements, and maintains school psychological programs. Develops plans for improvement of the school psychological program, incorporating individual school priorities. Discusses an overview of services, which will be provided throughout the school year with each school principal, and incorporates administrative priorities. Develops and presents inservice programs when appropriate. Supports DoDEA programs in the school, community, and home. Coordinates with community agencies for referral of students and parents.
5. Professional Responsibilities: Establishes a system of accountability for school property in compliance with applicable laws/regulations. Participates in professional activities. Meets established suspense dates. Maintains an effective working relationship with students, parents, colleagues, and administration and ensures confidentiality. Develops and implements a professional growth plan. Attends professional organization meetings. Reviews current professional literature. Participates in continuing education. Attends area/district in-service training and participates in Special Education/ PPS networking. Participates in peer consultation.

IV. OTHER CONSIDERATIONS: School psychologists are usually required to travel. This typically means driving one's own automobile but may also require overnight travel by commercial/military air, land, or sea transportation. In certain locations, extended travel may become a significant demand upon the school psychologist's duty time. When there is not a permanent office assigned to the psychologist, it is necessary to ensure that the space provided affords privacy and confidentiality.

SCHOOL PSYCHOLOGICAL SERVICES

Appraisal of the School Psychologist

The position description listed on pages 18 and 19 is to be utilized for the performance appraisal of individual school psychologists by their supervisor. All DoDEA school psychologists are to be evaluated on primary responsibilities or Job Elements (Critical Elements) as well as Non-Critical areas as listed on the appraisal form. In addition, there is an optional Non-Critical area for those who have complex and demanding travel obligations. The sample performance appraisal form that follows may be used as a model for the evaluation of school psychologists. The primary purpose of the appraisal of individual school psychologists is to enhance the delivery of psychological services for the benefit of students. A secondary purpose of the appraisal of individual school psychologists is to require discussions regarding the delivery of psychological services between the school psychologist and school administration.

SAMPLE**SCHOOL, PSYCHOLOGIST PERFORMANCE APPRAISAL, FORM**

EMPLOYEE NAME:	POSITION TITLE, SERIES GRADE: School Psychologist, TP 1701
SCHOOL NAME:	RATING PERIOD (From - To):

**ELEMENT I: COUNSELING/COLLABORATION RESPONSIBILITIES
CRITICAL**

Provides counseling/collaboration of students and parents in accordance with DoDEA policy when needed.

METHODS OF MEASUREMENT: Review of documents, observation, and conferences

ACTIVITIES	SATISFACTORY PERFORMANCE STANDARDS
1.0. Counsels/ Collaborates with school staff, parents and community agencies.	1.0.1. Consults/collaborates with school staff to develop intervention strategies to meet the needs of students. 1.0.2. Consults/collaborates with the Case Study Committee Regarding special education programming and the needs of individual students. 1.0.3. Consults/collaborates with community agencies and refers students and parents as appropriate.
Exceeds Satisfies Does Not Satisfy	Comments:

ELEMENT II: PSYCHEDUCATIONAL ASSESSMENT CRITICAL,

Evaluates students in accordance with public law as well as DoDEA policies and guidelines.

METHODS OF MEASUREMENT: Review of documents, observation, and conferences.

ACTIVITIES	SATISFACTORY PERFORMANCE STANDARDS
2.0. Assesses students.	2.0.1. Conducts record review and interview students, teachers, and parents as appropriate. 2.0.2. Administers, summarizes, and interprets individual psychoeducational assessment results. 2.0.3. Recommends educational modifications based upon observations, assessments, and other information. 2.0.4. Provides psychological assessment services to the compliance with special education guidelines.
Exceeds Satisfies Does Not Satisfy	Comments

ELEMENT III: MENTAL HEALTH SERVICES CRITICAL,

Provides mental health services to students, parents, and staff in accordance with DoDEA policy.

METHODS OF MEASUREMENT: Review of documents, observation, and conferences.

ACTIVITIES	SATISFACTORY PERFORMANCE STANDARDS
3.0. Provides psychological counseling and support to students, parents, and staff.	3.0.1. Works closely with counselors, teachers, and parents in understanding the services provided by the school psychologist. 3.0.2. Provides psychological counseling to students and parents, including crisis intervention, when needed. 3.0.3. Consults with parents regarding student needs and concerns. 3.0.4. Serves on crisis intervention team(s). 3.0.5. Coordinates with community agencies providing services to students, parents, and staff. 3.0.6. Provide support to staff as appropriate.
Exceeds Satisfies Does not satisfy	Comments:

ELEMENT IV: SCHOOL-WIDE PROGRAM RESPONSIBILITIES CRITICAL

Manages a comprehensive school psychological program.

METHODS OF MEASUREMENT: Review of documents, observation, and conferences.

ACTIVITIES	SATISFACTORY PERFORMANCE STANDARDS
4.0. Establishes, implements, and maintains school psychological program.	4.0.1. Develops and implements plan for school psychological services, incorporating individual and administrative priorities, and shares with the principal. 4.0.2. Develops and presents in-services, on topics such as child abuse, crisis management, warning signs of at-risk students, ADHD, etc. as appropriate. 4.0.3. Affiliates with school program, parents and community agencies in providing the best possible services to children, family and community. 4.0.4. Supports DoDEA programs and Strategic Plan in the school, community, and home.

ELEMENT V: PROFESSIONAL RESPONSIBILITIES**NON-CRITICAL**

Fulfills professional responsibilities.

METHODS OF MEASUREMENT: Review of documents, observation, conferences.

ACTIVITIES	SATISFACTORY PERFORMANCE STANDARDS
5.0. Participates in professional development.	5.0.1. Participates in school, district, and system-wide professional development activities. 5.0.2. Demonstrates use of training and professional growth activities in preparation and practice.
5.1. Shows respect and works collaboratively with colleagues, parents, and community.	5.1.1. Shares ideas, techniques and strategies with colleagues through collaborative planning, peer observations, etc. 5.1.2. Works within the context of Pupil Personnel Services Department, sharing information, resources and expertise with peers to ensure that every student receives a fair opportunity to succeed. 5.1.3. Welcomes and acknowledges contributions of parents. 5.1.4. Informs and communicates with parents regarding student progress and the instructional program. 5.1.5. Maintains, supports, and promotes school partnerships and positive communication with parent and community organizations.
5.2. Maintains collegial and respectful interpersonal relationships and contributes to a positive school climate.	5.2.1. Participates in school district and system-wide initiatives and activities. 5.2.2. Supports and implements school, district and system-wide programs, policies and school improvement initiatives 5.2.3. Submits complete, accurate, and timely reports and maintains information on non-instructional activities.
5.3. Develops and Implements a professional growth plan	5.3.1. Targets an area for professional growth. 5.3.2. Collaborates with other school psychologists
Exceeds Satisfies Does not satisfy	Comments:

SCHOOL PSYCHOLOGICAL SERVICES

Professional Standards and Ethics

The DoDEA school psychologists are guided by the professional standards and ethical principles established by the National Association of School Psychologists, Department of Defense guidance, and this manual. These standards and principles are specifically directed to the practice of school psychology and are useful guidance that may be consulted about proper conduct by a school psychologist in delivering services. The full text of the standards and ethical principles are contained in Enclosure 3.

E1. ENCLOSURE 1
REQUEST FOR SERVICES FROM THE SCHOOL PSYCHOLOGIST
(PLEASE RETURN THE COMPLETED FORM TO THE SCHOOL PSYCHOLOGIST)

PRIVACY ACT NOTICE: Authority to Collect Information: 20 U.S.C. 921-932 and 10 U.S.C. 2164, as amended; E.O. 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a. **Principal Purpose:** The information will be used within the DoD to determine what psychological services are required for the student identified on this form ensure the child receives a free public education.
Disclosure: Disclosure to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student services.
Routine Uses: Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

REQUEST DATE: _____

FROM: _____ **TITLE** _____

STUDENT'S NAME : _____ **BIRTHDATE :** _____

TEACHER: _____ **GRADE:** _____

SPONSOR: _____ **E-MAIL:** _____

WORK PHONE: _____ **HOME PHONE:** _____

1. Reason for request:

2. How has the student's parent(s) or guardian(s) been involved/informed:

3. Approximately how long has the student been experiencing this problem and in what setting?

4. What, if any, recent stressors (e.g., deployment, move, and loss) have the student experienced?

5. What agencies and/or school staff, if any, have been involved with this student since the problem developed?

6. How does this student's problem affect their ability to.

(On the continuum provided below, check how the problem affects each area of behavior)

	Very Little	Moderately	Quite Seriously
(a) make progress on academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) make/maintain peer/adult relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) self-regulate their behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

By signing this form below...(sign only ONE of the following statements)

The school psychologist HAS my permission to conduct a behavioral observation/intervention, student interview and/or counseling services with my child at school.

Sponsor's signature: _____ Date: _____

The school psychologist DOES NOT HAVE my permission to conduct a behavioral observation/intervention, student interview and/or counseling services with my child at school

Sponsor's signature: _____ Date: _____

E2. ENCLOSURE 2

REPORT OF CONFIDENTIAL PSYCHOEDUCATIONAL ASSESSMENT

I. DESCRIPTIVE DATA

Name:	School:
Date of Birth:	Date of Assessment
Chronological Age:	Date of Report:
Grade:	Examiner:

II. REASON FOR REFERRAL,

- A. Who made the referral?
- B. Why was the referral made'!
- C. What category/categories of education impairment are suspected'!

III. BACKGROUND INFORMATION

- A. Developmental History
- B. School History
- C. School/Family History (include primary language)
- D. Assessment History

IV. LIST OF ASSESSMENT TECHNIQUES

V. OBSERVATIONS/INTERVIEW

VI. TEST RESULTS AND INTERPRETATION

(Including a statement regarding validity of test results)

VII. RELATIONSHIP OF FINDINGS TO EDUCATIONAL FUNCTIONING

- A. Summary and relationship of findings to education performance
- B. Recommendations for consideration
(Please remember that eligibility and special education resources are determined by the Case Study Committee)

Reminder: Past assessment results which have not been received through regular channels are often easily received through use of telephones and FAX machines.

E3. ENCLOSURE 3

National Association of School Psychologists, Professional Conduct Manual.

Completed by NASP Delegate Assembly on July 15, 2000. It can be located under “News & Information.” -- “Standards and Ethics.”

<http://www.naspweb.org/information/index.html>