ILLINOIS LICENSURE TESTING SYSTEM

FIELD 237: SCHOOL PSYCHOLOGIST

TEST FRAMEWORK

January 2017

Effective beginning January 22, 2018

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Subarea	Range of Objectives
I. Human Development, Diversity, and Learning	0001–0003
II. Data-Based Decision Making to Address Individual, Group, and Schoolwide Needs	0004–0009
III. The Practice of School Psychology	0010–0012

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TEST FRAMEWORK

Human Development, Diversity, and Learning
Data-Based Decision Making to Address Individual, Group, and Schoolwide Needs
The Practice of School Psychology

SUBAREA I—HUMAN DEVELOPMENT, DIVERSITY, AND LEARNING

0001   Understand child and adolescent development and behavior.

For example:

- Apply knowledge of theories and processes of cognitive, social/emotional, physical, and moral development from early childhood through adolescence and strategies for promoting development across domains.

- Apply knowledge of the interrelationship between students' skills across developmental domains (e.g., cognitive, social/emotional, physical, moral) and how characteristics or changes in any one domain may affect performance in other domains.

- Apply knowledge of human exceptionalities (e.g., giftedness and/or disability) and how exceptionalities affect development across domains, including similarities and differences between students with exceptionalities and students without exceptionalities of the same age.

- Analyze variables that affect students' development and behavior (e.g., prenatal and early environment, family issues, socioeconomic status, cultural or ethnic background, experiential background, trauma, linguistic background, family and teacher expectations).

- Apply knowledge of health factors influencing children and adolescents (e.g., diet, eating disorders, substance abuse, disease, stress, prenatal and environmental exposures) and medical and pharmacological influences on development and behavior.

0002   Understand learning processes and learning environments that are responsive to students' diverse characteristics and needs.

For example:

- Apply knowledge of learning theories and processes and their application in the educational setting.

- Analyze factors that affect students' learning (e.g., experiential background, linguistic variables, gender identity, psychopathology, individual differences in approaches to learning, motivation).

- Apply knowledge of how students acquire knowledge and skills; how students' conceptual frameworks can influence learning; and how students' cognitive, physical, social/emotional, and moral development as well as other characteristics (e.g., cultural environment, home language, multi-lingual environment) influence learning.

- Apply knowledge of language development, communication styles, and the ways in which language and communication affect learning and socialization, including the process of second-language acquisition and its effect on students' learning and academic performance.

- Analyze the advantages and limitations of different types of learning environments for students with specified strengths and strategies for working within the school and community to create supportive learning environments.

- Apply knowledge of research- and evidence-based strategies for creating and modifying learning environments to meet the needs (e.g., physical, behavioral, social/emotional) of students with specified characteristics and/or diverse backgrounds.

- Apply knowledge of the principles of generalization and transfer for promoting student learning and facilitating successful transitions from one environment to another (e.g., special education to general education, early childhood to school, school to work, school to adult support services).

0003   Understand issues of diversity in the school setting.

For example:

- Apply knowledge of diversity (e.g., culture, race, ethnicity, gender, age, sexual orientation, gender identity, language, religion, socioeconomic status, family systems) and how diversity influences students' learning.

- Demonstrate knowledge of diverse family systems; how family systems affect students' learning, communication, and development; and the effects of sociocultural contexts on interpersonal relationships.

- Apply knowledge of exceptionalities and the unique characteristics and educational needs of students with exceptionalities.

- Apply knowledge of strategies for promoting understanding of and sensitivity to students' diverse characteristics, demonstrating respect for cultural diversity, and promoting gender equity.

- Apply knowledge of strategies for helping all students feel welcome and appreciated and for using students' diverse characteristics and backgrounds to enrich educational experiences and facilitate learning communities in which individual differences are respected.

- Apply knowledge of the characteristics and effects of culture and environment on students and families and strategies for addressing diversity factors in the design, implementation, and evaluation of school psychology services.

- Demonstrate knowledge of the effects of bias and stereotyping in the educational environment and how school psychologists' own cultural perspectives and biases affect their interactions with others.

- Demonstrate knowledge of the importance of participating in professional continuing education related to issues of diversity in the school setting.

SUBAREA II—DATA-BASED DECISION MAKING TO ADDRESS INDIVIDUAL, GROUP, AND SCHOOLWIDE NEEDS

0004   Understand curricula and instruction that promote learning, achievement, and competence in students with diverse strengths and needs.

For example:

- Apply knowledge of the K−12 curriculum as it relates to student development and learning and the importance of aligning instruction with the Illinois Learning Standards and related objectives.

- Apply knowledge of the process of differentiated instruction and intervention within a multi-tiered system of supports (MTSS) to enhance academic, social/emotional, communicative, and functional living skills for students with diverse strengths and needs.

- Demonstrate knowledge of the importance of considering first- and second-language learning when designing instruction and assessments and planning interventions.

- Apply knowledge of learning opportunities that build on students' strengths, facilitate learning and achievement, enhance transition readiness, and promote effective functioning in school and nonschool settings.

- Analyze the appropriateness of various instructional approaches and resources, including assistive and other technological resources, for meeting identified student needs.

- Apply knowledge of ways to collaborate with school personnel to develop appropriate academic goals and interventions for all students who do not meet the Illinois Learning Standards or locally developed objectives.

0005   Understand the principles and practices of assessment and data-based decision making.

For example:

- Apply knowledge of effective, data-based decision-making and problem-solving processes.

- Apply knowledge of processes of linking assessment results with the development of interventions and linking system-wide assessment data with curricular decisions.

- Demonstrate knowledge of psychometric theory, test development, and research as applied to data-based decision making, assessment tools and techniques, curricula, and instructional materials.

- Apply knowledge of test measurement concepts (e.g., mean, standard deviation), types of scoring (e.g., percentiles, standard scores, z-scores), and how to interpret assessment results.

- Apply knowledge of the processes, characteristics, strengths, and limitations of formal and informal methods of assessment (e.g., norm-referenced cognitive and achievement tests, interviewing techniques, behavioral assessments) for various purposes (e.g., screening, diagnosing, planning, evaluating).

- Apply knowledge of how to select, adapt, develop, and administer various types of assessments in accordance with the principles of nondiscriminatory assessment practices.

- Demonstrate knowledge of the importance of collecting data across environments (e.g., home, school, community) and considering cultural, linguistic, and other experiential factors when using data.

- Demonstrate knowledge of methods for assisting school personnel and other agency administrators with the interpretation of data to evaluate classroom- and building-level programs.

- Apply knowledge of the uses of data in designing intervention strategies within a multi-tiered system (e.g., Response to Intervention [RtI]), evaluating the integrity of interventions, and modifying intervention plans.

- Analyze key issues in assessment (e.g., legal and ethical guidelines, bias, generalizability, overidentification of students for special education services, cultural and language differences).

- Analyze various formal and informal assessment data to identify and draw reasoned conclusions about student strengths and needs across domains.

0006 Understand how to use assessment information within the multidisciplinary team process to make recommendations that are appropriate for students' identified needs and enhance students' educational functioning.

For example:

- Apply knowledge of the uses of data in the comprehensive evaluation process to identify students with disabilities, giftedness, and other special learning needs, including students from culturally and linguistically diverse backgrounds.

- Apply knowledge of how to use assessment data and knowledge of the full range of educational placement, service, and programming options (e.g., general education classroom, Individualized Education Program [IEP], Section 504 Plan, gifted education, special education resource to more restrictive learning environments) to make recommendations for addressing students' identified educational and mental health needs.

- Apply knowledge of methods for preparing clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions, as well as methods for communicating assessment findings to individuals and groups in a clear and comprehensible manner.

- Apply knowledge of general procedures and legal requirements for developing various service plans for individuals with disabilities and other special learning needs, including IEPs, Functional Behavioral Assessments/Behavior Intervention Plans (FBAs/BIPs), Individualized Family Service Plans (IFSPs), Individualized Health Care Plans (IHCPs), and Section 504 Plans.

- Apply knowledge of the processes and legal requirements associated with transition planning at key points in a student's educational program.

- Demonstrate knowledge of the rights of parents/guardians and students with regard to assessment and evaluation and the legal, regulatory, and ethical parameters regarding assessment, comprehensive evaluation, and data-based decision making.

0007   **Understand strategies, processes, and the use of data in the development, monitoring, and evaluation of academic interventions for addressing students' identified learning needs.**

For example:

- Apply knowledge of formal and informal assessment techniques for evaluating students' cognitive functioning and academic performance and progress.

- Apply knowledge of strategies for assisting school personnel in developing cognitive and academic goals for all students.

- Apply knowledge of factors that lead to successful intervention as well as how to develop intervention plans that are consistent with curriculum standards, learners' diversity, and learning theory.

- Apply knowledge of techniques for participating in the development and implementation of instructional strategies and interventions for promoting learning in students at different stages of development and from diverse backgrounds.

- Apply knowledge of strategies for incorporating instructional methods and materials and students' interests and career needs into the intervention-planning process and methods for progress monitoring and adjusting interventions based on data.

- Apply knowledge of intervention strategies and resources for promoting students' academic performance, including students' critical-thinking, problem-solving, and performance skills, and how to identify and use community resources to enhance students' learning and career exploration.

- Analyze the appropriateness of recommendations for curricular and instructional modifications for addressing students' identified learning needs in various educational contexts.

- Demonstrate knowledge of how to access and make referrals for additional services and resources within and outside the school.

0008   **Understand strategies, processes, and the uses of data in the development, monitoring, and evaluation of interventions for addressing students' identified social/emotional and behavioral needs.**

For example:

- Demonstrate knowledge of developmental processes involved in the behavioral, social, affective, and adaptive domains, including career goals and planning.

- Demonstrate knowledge of the biological, cultural, developmental, social, and environmental influences on behavior.

- Demonstrate knowledge of the principles of behavioral change within the behavioral, social, affective, and adaptive domains and how to provide consultation, behavioral assessment and intervention, and counseling services to enhance appropriate student behavior.

- Apply knowledge of how to use assessment and data collection methods to systematically develop, implement, monitor, and evaluate interventions that address social/emotional, behavioral, mental health, and career goals for students with diverse abilities, backgrounds, strengths, and needs.

- Apply knowledge of how to use Functional Behavioral Assessment (FBA) information to help develop appropriate Behavior Intervention Plans (BIPs) and behavioral goals for IEPs.

- Apply knowledge of research- and evidence-based strategies for promoting social/emotional functioning and mental health, improving instructional environments, and maximizing students' academic learning time.

- Apply knowledge of classroom management approaches, strategies for developing classroom management interventions, and methods for assisting teachers and families in teaching prosocial behavior to students.

- Demonstrate knowledge of how to assist parents/guardians and other caregivers with the implementation of behavior change programs in the home.

- Analyze factors that influence motivation and engagement in the educational setting to develop strategies that increase engagement, help students become self-motivated, and foster students' ability to work cooperatively and productively.

**0009   Understand research- and evidence-based prevention and intervention
strategies and resources for addressing individual, group, and schoolwide needs.**

For example:

- Demonstrate knowledge of research- and evidence-based prevention
and intervention programs and approaches (e.g., schoolwide positive
behavior support [SWPBS]; consultation; counseling; instructional,
classroom, and behavior modifications) that are responsive to identified
individual, group, classroom, and schoolwide needs.

- Demonstrate knowledge of how individuals and groups influence one
another; how they function in society; and the role of diversity in the
development and implementation of prevention, crisis intervention, and
mental health programs.

- Apply knowledge of research- and evidence-based and culturally
responsive practices and strategies for creating a positive school
community (e.g., anti-bullying programs, services for students facing
homelessness and/or abuse, depression and suicide prevention).

- Apply knowledge of strategies for promoting mental health and ways of
collaborating with other health-care professionals to promote healthy
behaviors.

- Apply knowledge of resources that can be used for addressing a wide
variety of cognitive, social/emotional, and physical issues, including
assistive and adaptive technologies and devices.

- Apply knowledge of behaviors that are precursors to academic,
behavioral, and personal difficulties (e.g., externalizing disorders,
internalizing disorders, substance abuse).

- Apply knowledge of principles related to resilience and risk factors in
mental health, including fostering and developing protective factors
through multi-tiered prevention and evidence-based strategies.

- Examine the effects of biological and psychological influences, potential
and existing crises in schools and communities, and societal stressors or
trauma on students' behavior and mental health and the importance of
reviewing crisis intervention plans used in schools.

- Demonstrate knowledge of methods for accessing appropriate services
provided by the school district, community, and state that are available to
students and their families as well as strategies for empowering students,
their families, educators, and others to gain access to and effectively use
school and community resources.

- Analyze data and information on individual and group performance to
recommend developmentally and linguistically appropriate interventions
for addressing identified student needs.

SUBAREA III—THE PRACTICE OF SCHOOL PSYCHOLOGY

0010   Understand consultation, communication, and collaboration in school and community settings.

For example:

- Demonstrate knowledge of consultative approaches, models, and methods (e.g., behavioral, mental health, problem solving); the dynamics of communication applicable to consultation and collaboration in professional practice, including the appropriate practice and promotion of confidentiality in consultation; and how these skills can be applied to particular situations.

- Apply knowledge of the importance of and strategies for initiating and engaging in collaboration and data-driven decision making and problem solving with other professionals to achieve student success and enhance student learning.

- Demonstrate knowledge of the importance of interpersonal skills in the consultative process (e.g., active listening, conflict resolution, group facilitation) and important features of effective collaboration with individuals with diverse characteristics.

- Demonstrate knowledge of a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) as well as technological tools and resources for accessing, managing, and disseminating information to enhance the consultative and collaborative processes.

- Apply knowledge of inclusive techniques for communicating clearly with diverse audiences (e.g., parents/guardians, teachers, school boards, policymakers, community leaders, colleagues) and skills for facilitating communication and collaboration with students, teams of school personnel, families/caregivers, community professionals, and others.

- Apply knowledge of schools as organizations within the larger community; how to use skills in consultation and collaboration to promote change at the individual, classroom, building, district, and other agency levels; and strategies for designing, implementing, monitoring, and evaluating programs that promote school, family, and community partnerships.

- Apply knowledge of diverse family systems and how these systems affect students; the importance of family involvement in education; and strategies for promoting and facilitating collaboration and partnerships between families and educators.

0011   Understand research methods and program evaluation.

For example:

- Demonstrate knowledge of research design, statistical procedures, and data analysis to evaluate published research and answer research questions.

- Demonstrate knowledge of measurement principles; psychometric properties and standards; and methods for evaluating, selecting, and using assessment techniques and published tests in support of program or systems-level evaluation.

- Demonstrate knowledge of methods for using findings from research to design interventions for students and providing information about relevant research findings to school personnel, parents/guardians, and the public.

- Apply knowledge of the use of technology to monitor programs; facilitate decision making and accountability; assist in the assessment of individual, group, and system-wide interventions; and administer, score, and interpret psychological assessments in a professionally appropriate and ethical manner.

- Apply knowledge of ways to support schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students and how to participate in decision making that promotes beneficial programs and services for students and their families.

- Demonstrate knowledge of the strengths and limitations of various technologies and software (e.g., test scoring, student information systems, behavior-analysis software) related to program implementation and evaluation as well as the ethical and legal issues and social implications related to technology use.

- Apply knowledge of criteria and techniques for reviewing and evaluating technology for educational purposes, methods and standards for accessing and using information technology, and copyright laws and guidelines related to the access and use of information technologies.

0012   Understand the foundations of the school psychology profession and the professional roles and responsibilities of the school psychologist.

For example:

- Demonstrate knowledge of the history, standards, models, methods, and practices of the school psychology profession and related areas in psychology and education.

- Demonstrate understanding of systems theory and the organization and operation of school systems, the effects of educational and public policies on schools and communities, and the importance of policy development processes in school systems and agencies.

- Demonstrate knowledge of the implications of state and federal legislation, rules and regulations, and case law on educational programming for all students.

- Apply knowledge of the full range of school psychological services as specified in the standards for the School Psychologist within the Illinois Content Area Standards for Educators.

- Apply knowledge of professional, ethical, and legal standards as described in "Guidelines for the Provision of School Psychological Services" by the National Association of School Psychologists and the importance of professional practices that are consistent with ethical standards in interactions with all students.

- Demonstrate knowledge of the importance of continued professional development, strategies for seeking professional development activities, and the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists).

- Apply knowledge of the roles, responsibilities, and obligations of the school psychologist in various educational contexts (e.g., conducting and interpreting assessments, procedures associated with being a mandated reporter, maintaining confidential and accurate records [e.g., test protocols, psychological reports], advocating for students and the profession, and participating in policy development).