

Standards of Practice for Educational Psychologists

The Standards of Practice for Educational Psychologists provide an overarching framework of principles that describe the knowledge, skills and values that guide the professional practice of all educational psychologists in the Newfoundland and Labrador education system. The Standards of Practice guide the development of yearly comprehensive work plans. As such, they are not synonymous with the roles and responsibilities of educational psychologists, or expectations for specific practice in their day to day work. The Standards of Practice guide professional judgment and actions, foster a common understanding of what it means to be a member of the profession, outline competencies expected of educational psychologists, and guide professional growth plans.

Standard 1 Comprehensive Work Plan

The educational psychologist, after consultation with the administration of each school, will develop one comprehensive work plan that outlines the psychological services he/she will provide throughout the school year.

Standard 2 Diversity

The educational psychologist understands the dimensions of human diversity and the possible influence they may have on child/adolescent development.

Standard 3 Comprehensive Assessment

The educational psychologist understands the assessment process and its implications for student learning.

Standard 4 Collaboration & Consultation

The educational psychologist collaborates and consults with families, educators and the school community.

Standard 5 Behaviour & Mental Health

The educational psychologist works with districts and the school community to address issues related to student behaviour and mental health.

Standard 6 Crisis Intervention

The educational psychologist participates in the development and implementation of a response plan for possible [crisis situations](#).

Standard 7 Guidelines & Policies

The educational psychologist understands department and district guidelines and policies as they pertain to student support services.

Standard 8 Ethical Responsibilities

The educational psychologist understands the ethical requirements in providing psychological services to the school community.

Standard 1 Comprehensive Work Plan

The educational psychologist, after consultation with the administration of each school, will develop one comprehensive work plan that outlines the psychological services he/she will provide throughout the school year.

Knowledge:

The educational psychologist knows and understands:

- 1.1 a safe, caring and inclusive philosophy.
- 1.2 educational guidelines, protocols and policies.
- 1.3 district and school organization and operation.
- 1.4 the importance of collaboration with administration, guidance personnel and the service delivery team in the development of a comprehensive work plan.
- 1.5 the importance of time management and scheduling to the success of the comprehensive work plan.
- 1.6 the need for flexibility in scheduling during a crisis situation.
- 1.7 the importance of communicating the work plan to administration, guidance personnel and the service delivery team.

Application:

The educational psychologist:

- 1.1 incorporates a safe, caring and inclusive philosophy in his/her practice.
- 1.2 applies department, district and school guidelines, protocols and policies.
- 1.3 meets with administration, guidance personnel and the service delivery team to inform the development of the comprehensive work plan.
- 1.4 creates a comprehensive work plan that outlines the needs of individual schools with reference to:
 - assessment regarding student learning and behaviour
 - consultation regarding student learning and behaviour
 - professional learning related to psychological services.
- 1.5 identifies within the comprehensive work plan a process for implementation, monitoring, and evaluation of the plan and:
 - provides each school with the section of the comprehensive work plan pertinent to their school
 - develops and communicates to his/her supervisor and school administrators, a calendar reflecting appropriate time commitments and priorities

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| | <ul style="list-style-type: none">• in discussion with individual school administrators, identifies approaches to crisis management, and employs them as appropriate in crisis situations. |
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Standard 2 Diversity

The educational psychologist understands the dimensions of human diversity and the possible influence they may have on child/adolescent development.

Knowledge:

The educational psychologist knows and understands:

- 2.1 what constitutes the dimensions of human diversity including but not limited to:
 - ability
 - culture
 - family systems
 - gender
 - gender identity
 - race
 - sexual orientation.
- 2.2 the influence of diversity factors on relationships, learning and behaviour.
- 2.3 government and district documents related to human diversity.
- 2.4 his/her own cultural perspectives and biases.
- 2.5 the impact of bias and stereotyping in the school community.
- 2.6 that experiential and linguistic differences may result in learning difficulties and apparent exceptionalities for students.
- 2.7 the characteristics and educational needs of students with exceptionalities.

Application:

The educational psychologist:

- 2.1 demonstrates and promotes respect and inclusion for all.
- 2.2 is sensitive to the needs of families, students, and staff from minority and marginalized groups/sectors.
- 2.3 utilizes recommendations outlined in government documents such as:
 - ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment (April 2012)
 - Guidelines for Comprehensive Assessment
 - Multiculturalism Policy
 - MyGSA: Equity and Inclusive Education Resource Kit for NL, Grades 7-12
 - Service Delivery Model for Students with Exceptionalities.

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Standard 3 Comprehensive Assessment

The educational psychologist understands the assessment process and its implications for student learning.

Knowledge:

The educational psychologist knows and understands:

- 3.1 the Guidelines for Comprehensive Assessment established by the Department of Education.
- 3.2 ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment (*April 2012*).

Application:

The educational psychologist:

- 3.1 adheres to the assessment guidelines established by the Department of Education.

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Standard 4 Collaboration & Consultation

The educational psychologist collaborates and consults with families, educators and the school community.

Knowledge:

The educational psychologist knows and understands:

- 4.1 his/her role in the collaborative and consultative process with:
 - administrators
 - educators
 - service delivery teams
 - parents/guardians
 - professionals outside of education.
- 4.2 the importance of interpersonal skills in the collaborative and consultative process.
- 4.3 the importance of keeping current with professional literature in psychology and learning.
- 4.4 the principles of behavioral assessment and management.
- 4.5 child/adolescent mental wellness.
- 4.6 exceptionalities as defined by the Department of Education.
- 4.7 counselling theories and interventions.
- 4.8 strategies to support comprehensive school guidance plans.
- 4.9 strategies targeted to individual learning and behavioural needs.

Application:

The educational psychologist:

- 4.1 collaborates with guidance counsellors, and school and district administrators.
- 4.2 collaborates with other educational psychologists and district personnel.
- 4.3 collaborates with professionals outside of education to meet the needs of individual students and schools.
- 4.4 provides in-service on psychological services as identified in the comprehensive work plan.
- 4.5 accesses current professional literature in psychology and learning.
- 4.6 engages in consultation with families, teachers and administrators in the provision of information about learning styles and behaviours.
- 4.7 engages in consultation with guidance counsellors in the interpretation of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- 4.8 engages in consultation with educators and suggests teaching strategies based on the specific nature of the student's learning or behavioural needs.
- 4.9 when leading a comprehensive assessment will collaborate with appropriate members of the service delivery team.
- 5.0 engages in consultation with guidance counsellors to address the counselling needs of students with complex profiles.

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Standard 5 Behaviour & Mental Health

The educational psychologist works with districts and the school community to address issues related to student behaviour and mental health.

Knowledge:

The educational psychologist knows and understands:

- 5.1 behavioural, social, academic, affective, and adaptive developmental processes.
- 5.2 the principles of behavioural change.
- 5.3 direct/indirect intervention strategies appropriate for students.
- 5.4 behaviour management and counselling strategies.
- 5.5 approaches to classroom management.
- 5.6 how to use assessment information to address students' behavioural, social, affective, adaptive, academic and career needs.
- 5.7 how to access information on how medication affects the academic, cognitive, physical, social, and emotional behaviour of the students they serve.
- 5.8 how language, communication, and behaviour affect socialization and learning.

Application:

The educational psychologist:

- 5.1 applies his/her knowledge of behavioural, social, academic, affective, and adaptive developmental processes.
- 5.2 applies the principles of behavioural change in their practice.
- 5.3 engages in consultation and collaboration regarding direct/indirect intervention strategies.
- 5.4 engages in consultation and collaboration regarding behaviour management, counselling and assessment strategies.
- 5.5 engages in consultation and collaboration regarding classroom management.
- 5.6 uses assessment information to address students' behavioural, social, affective, adaptive, academic, and career needs.
- 5.7 applies his/her knowledge of the impact of medication on the academic, cognitive, physical, social, and emotional behaviour of students.
- 5.8 applies his/her knowledge of how language, communication, and behaviour affect socialization and learning.

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Standard 6 Crisis Intervention

The educational psychologist participates in the development and implementation of a response plan for possible [crisis situations](#).

Knowledge:

The educational psychologist knows and understands:

- 6.1 the theory and techniques needed to develop and implement a crisis response plan.
- 6.2 intervention strategies to meet the needs of the school community in a crisis situation.

Application:

The educational psychologist:

- 6.1 collaborates with others to provide direction to the individual, group, school and/or community in a crisis situation.
- 6.2 collaborates with others to connect with appropriate school and community professionals in a crisis situation.
- 6.3 collaborates with others to implement interventions to assist students and their families in a crisis situation.

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Standard 7 Guidelines & Policies

The educational psychologist understands department and district guidelines and policies as they pertain to student support services.

Knowledge:

The educational psychologist knows and understands:

- 7.1 the philosophy of safe, caring and inclusive schools.
- 7.2 student support services guidelines and policies.
- 7.3 guidelines and policies of the K-12 branch of the Department of Education, pertinent to student support services.
- 7.4 how to access other government departments' and community agencies' policies, guidelines, and practices to support their role within student support services.
- 7.5 district guidelines and policies pertinent to their role within student support services.
- 7.6 the educational supports and resources available for students through student support services.
- 7.7 the role of the program planning and the service delivery teams.
- 7.8 the interagency coordination of services.

Application:

The educational psychologist:

- 7.1 promotes safe, caring and inclusive school communities.
- 7.2 adheres to department and district guidelines and policies pertinent to student support services.
- 7.3 promotes an understanding of government and district guidelines and policies, pertinent to their role within student support services.
- 7.4 recommends community based supports and resources available for students with exceptionalities.
- 7.5 participates in service delivery team meetings, upon request.
- 7.6 participates in program planning team meetings, upon request.
- 7.7 participates in the interagency coordination of services, upon request.
- 7.8 collaborates with the program planning team regarding the completion of forms necessary to access supports and resources.

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Standard 8 Ethical Responsibilities

The educational psychologist understands the ethical requirements in providing psychological services to the school community.

Knowledge:

The educational psychologist knows and understands:

- 8.1 the importance of keeping current with research and assessment tools and techniques.
- 8.2 the information contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- 8.3 the need for confidentiality and protection of students' rights.
- 8.4 that informed consent for assessment is required from a student of legal age or from a parent or legal guardian of a younger student.
- 8.5 that confidential information should not be transferred to other agencies or professionals outside of education without informed consent.
- 8.6 comprehensive assessment reports are the property of the school district, and should be kept in a secure area.
- 8.7 the importance of keeping objective meeting and case notes.
- 8.8 that they must subscribe to the:
 - Canadian Code of Ethics for Psychologists
 - Newfoundland and Labrador Psychology Board (NLPB) Standards of Professional Conduct
 - Practice Guidelines for Providers of psychological Services, published by the Canadian

Application:

The educational psychologist:

- 8.1 applies current research in providing psychological services.
- 8.2 applies information contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM) when providing psychological services.
- 8.3 maintains confidentiality and protects students' rights.
- 8.4 ensures informed consent is obtained for comprehensive assessment.
- 8.5 ensures informed consent is obtained before sharing information to other agencies or professionals outside of education.
- 8.6 ensures comprehensive assessment reports are stored in a secure location.
- 8.7 maintains concise, accurate, and objective meeting and case notes.
- 8.8 abides by the covenants of his/her respective associations.
- 8.9 maintains registration as outlined by Newfoundland and Labrador Psychology Board (NLPB) requirements.
- 8.10 if not registered with the Newfoundland and Labrador Psychology Board (NLPB) shall not refer to themselves as psychologists.

<p>Psychological Association.</p> <p>8.9 the Newfoundland and Labrador Teachers' Association (NLTA) Code of Ethics.</p> <p>8.10 they must be registered or provisionally registered with the Newfoundland and Labrador Psychology Board (NLPB).</p>	
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