### Study Guide In-House Written Comprehensive Exams

(Updated Summer 2017)

**Ethical and Legal Standards**

* State and federal laws impacting school psychologists
* NASP and APA Ethical Principles and application to school psychologists
* Ethical and legal considerations in assessment

**Individual and Cultural Diversity**

* Multicultural issues related to school psychologists
* Minimizing cultural, linguistic, and socioeconomic bias in assessment
* Cross-cultural variables that impact the assessment of psychopathology
* Acculturation
* Theories of multicultural counseling, theories of identity development, and multicultural competencies
* Understanding of the terms: cultural self-awareness, cultural social justice, advocacy, and conflict resolution
* Strategies for eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
* Effects of racism (including institutional), discrimination, sexism, power, privilege, and oppression
* Advocacy and public policy as related to multicultural issues
* Historical and current political climate regarding immigration, poverty, and welfare
* Cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning

**Assessment**

* Theories of intelligence
* Psychometrics as related to test use and interpretation (i.e., reliability, validity, measures of central tendency, indices of variability, correlations)
* Principles of test construction
* Test selection (know a variety of intelligence, academic, and other targeted assessments)
* Curriculum-based approaches for assessing skill level
* Progress monitoring as related to academic and behavioral skills
* Assessment of social and emotional development
* Assessment of adaptive skills
* Different methods for assessing behavior
* Use task analysis for basic skills in reading, math, and written language
* Alternative assessment techniques (including: criterion-referenced assessment, environmental assessment, performance assessment, interviews, behavioral observations, record review, etc.)
* Curriculum and intervention evaluation in academics
* Intervention programs for reading, math, and written language
* Formative and summative evaluation of academic skills
* Local norms
* Biases of commonly used diagnostic tools with multicultural populations
* Major models used to evaluate programs in mental health, health, and education
* Program evaluation design and implementation including: the development of measures, data collection, and analyzing data (qualitative and quantitative)
* Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations

**Intervention**

* Problem-solving process
* Basic components of effective and efficient instructional design
* Teaching practices related to student outcomes
* Levels of intervention (prevention, secondary, and tertiary models)
* Empirically supported prevention and intervention across different levels of service
* Major theories and current approaches to crisis prevention, preparedness, and response, and recovery
* Essential components of school-based crisis intervention plans
* Difference between normal reactions to crisis and the symptoms of post-traumatic stress
* Signs of suicide and how to assess the degree of suicide risk
* Signs of school-based violence
* Grief process and grief complications in children
* Behavioral theories and their application
* Behavioral assessment strategies
* Various interventions, especially as relevant to schools
* Knowledge of the effect of instruction, curriculum, environment, and the child in developing academic interventions
* Counseling theories and models
* Evidence-based practices and treatments
* Strategies for evaluating counseling outcomes
* Theoretical perspectives in personality and counseling

**Consultation and Interprofessional/Interdisciplinary Skills**

* Various models of consultation (i.e., medical model, behavioral model, ecological model, reciprocal determination model, problem-solving model, mental health consultation, instructional consultation model, ecobehavioral model, Caplan’s mental health model)
* Rationale for consultation service delivery model
* Special issues in using consultation in educational/clinical settings (cultural/normative issues in such settings and how to address them)
* Instructional and curricular modifications for students experiencing academic difficulty

**Supervision**

* Supervision models, practices, and processes
* Legal/ethical issues related to supervision
* Cultural aspects of the supervisory relationship, including issues of race/ethnicity, gender, and socio-economic background

**Note**: The remaining profession-wide competencies are not assessed through the written comprehensive exam.