TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: January 22, 2019

SUBJECT: COMAR 13A.05.05.04
               School Psychology Program
               PERMISSION TO PUBLISH – REPEAL and REPLACE

PURPOSE:

The purpose of this item is to request permission to publish amendments to COMAR 13A.05.05.04–*School Psychology Program.*

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new or amended regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND:

In 2010, the National Association of School Psychologists (NASP) approved a formal model of practice for school psychologists to support the consistent implementation of school psychological services. These practices should be evident in school psychology programs to help ensure the effectiveness, efficiency, and quality of school psychological services in schools. This model for services by school psychologists (termed the NASP Practice Model) addresses 10 domains of practice that are encompassed in the areas of data-based decision making and accountability; direct and indirect services for children, families, and schools; system-level services; and school psychology service delivery. The current COMAR regulation for School Psychology Programs (13A.05.05.04) has not been updated since 1985. The proposed update incorporates the 2010 NASP standards for school

psychology practice. Stakeholder feedback on the proposed update has been obtained from the Maryland School Psychologists Association, school psychology supervisors, and school-based school psychologists. All feedback from these stakeholder groups was incorporated into the proposed regulations.

EXECUTIVE SUMMARY:

The proposed regulations further define and clarify the role of the school psychology program to support the expanded role of school psychologists based upon NASP national guidelines. This includes supporting the role of school psychologists as professionals responsible for providing direct educational, behavioral, and mental health services for children and youth. In addition, the regulations support the role of school psychologists in working with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students. To achieve these goals, the proposed regulations identify 10 domains of practice which include the following: data-based decision making and accountability; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; school-wide practices to promote learning; family-school collaboration services; diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice.

ACTION:

Request that the State Board publish proposed amendments to COMAR 13A.05.05.04– *School Psychology Program.*
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Title 13A STATE BOARD OF EDUCATION

Subtitle 05 SPECIAL INSTRUCTIONAL PROGRAMS

Chapter 05 Programs of Pupil Services

Authority: Education Article, §§2-205(b), 7-401—7-404, 7-409, and 7-426, Annotated Code of Maryland

REPEAL AND REPLACE

[.04 School Psychology Program

A.   The School Psychology Program is a comprehensive continuum of services and activities based on psychological principles. The goal of the program is to prevent or remediate educational, emotional, or behavioral problems by identifying, analyzing, and reporting psychoeducational needs through consultation, observation, or through psychological and educational assessment.

B.   School Psychological Program interventions to meet a student's needs may include:

(1)   Consultation with school staff and parents on issues involving psychological principles as applicable to program and curriculum development, the learning process, and student development;

(2)   Group or individual counseling with a student or parents;

(3)   Consultation with private and community resources and the school to integrate psychoeducational data for student adjustment; and

(4)   Staff development activities to help apply psychological principles to education.

C.   The School Psychology Program shall encompass the following goals and subgoals to meet a student's needs:

(1)   Assist in optimal health development so that the student will:

(a)   Be aware of his or her own level of well-being,

(b)   Be aware of states in which a student deviates from psychological well-being,

(c)   Recognize and develop appropriate psychological attitudes conducive to appropriate physical and personal care habits,

(d)   Develop constructive attitudes toward sexuality,

(e)   Understand the importance of optimal health,

(f)   Develop psychological skills that foster optimal mental health,

(g)   Understand the psychological states that lead to chemical abuse, and

(h)   Be aware of the psychological states that lead to chemical abuse;

(2)   Assist in optimal personal development so that the student will:

        (a)   Describe, accept, and respect his or her personal feelings and attitudes,

        (b)   Understand the psychological components of how values and beliefs are formed,

        (c)   Describe, accept, and respect the student's uniqueness,

        (d)   Attain positive feelings and place into perspective any negative feelings,

        (e)   Use decision-making skills in increasingly complex situations, and

        (f)   Develop and maintain appropriate coping skills;

(3)   Assist in optimal interpersonal development so the student will:

        (a)   Be aware of the effect of his or her behavior on others,

        (b)   Develop a sense of civic and social responsibility,

        (c)   Demonstrate effectiveness in interpersonal communications,

        (d)   Demonstrate skill in managing conflict, and

        (e)   Demonstrate responsible behavior as either a member or a leader of various groups;

(4)   Assist in optimal academic development so that the student will:

        (a)   Be aware of academic abilities and limitations,

        (b)   Be aware of the academic linkage between past, present, and future experiences on the student's lifestyle,

        (c)   Be aware of the programs and services offered within the school,

        (d)   Develop educational plans, modified as necessary, that are consistent with personal characteristics and career decisions, and

        (e)   Understand psychological motivations for not attending school regularly;

(5)   Assist in optimal career development so that the student will:

        (a)   Understand the relationship between personal characteristics and career decisions,

        (b)   Analyze personal attributes and determine career options, and

        (c)   Analyze the psychological aspects related to purpose and commitment in the workplace.]

ALL NEW MATERIAL

.04 School Psychology Program

A.   The School Psychology Program is a comprehensive and integrated continuum of services and activities regarding the delivery of school psychological services. The goal of the program is to provide direct educational, behavioral, and mental health services for children and youth, as well as work with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students.

B.   To meet a student's needs, the School Psychology Program shall provide services and interventions across the following domains of practice:

(1)   Data-based decision making and accountability that use varied models and methods of assessment and data collection to:

(a)   Identify strengths and needs,

(b)   Develop effective services and programs, and

(c)   Measure progress and outcomes;

(2)   Consultation and collaboration that use varied models and strategies of consultation and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

(3)   Interventions and instructional support that apply knowledge of biological, cultural, and social influences to the following, to develop cognitive and academic strengths:

(a)   Academic skills,

(b)   Human learning,

(c)   Cognitive and developmental processes, and

(d)   Evidence–based curricula and instructional strategies;

(4)   Interventions and mental health services that use the following, to develop social and life skills:

(a)   Knowledge of biological, cultural, developmental, and social influences on behavior and mental health,

(b)   Behavioral and emotional impacts on learning and life skills, and

(c)   Evidence-based strategies to promote social-emotional functioning and mental health;

(5)   School-wide practices to promote learning and mental health that use the following:

(a)   School and school system structure, organization and theory,

(b)   General and special education,

(c)   Technology resources, and

(d)   Evidence-based school practices that promote learning and mental health;

(6)   Preventive and responsive services that use:

(a) Principles and research related to resilience and risk factors in learning and mental health,

(b) Services in schools and communities to support multi-tiered prevention, and

(c) Evidence-based strategies for effective crisis response;

(7)   Family-school collaboration services that use:

(a) Principles and research related to family systems, strengths, needs, and culture,

(b) Evidence-based strategies to support family influences on children's learning and mental health, and

(c) Strategies to develop collaboration between families and schools;

(8)   Development and learning to enhance services and address potential influences related to diversity by using the following:

(a)   Individual differences, abilities, disabilities, and other diverse student characteristics,

(b)   Principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences, and

(c)   Evidence-based strategies;

(9)   Research and program evaluation that use research, design, statistics, measurement, and varied data collection and analysis techniques and program evaluation sufficient for understanding research and interpreting data in applied settings; and

(10)   Legal, ethical, and professional practice that use the following:

(a)   History and foundations of school psychology,

(b)   Multiple service models and methods,

(c)   Ethical, legal, and professional standards, and

(d)   Other factors related to professional identity and effective practice as school psychologists.

C.   The School Psychology Program shall encompass the following goals to meet a student's needs:

(1)   Improve academic engagement and achievement by working with educators and families to:

(a)   Identify and remedy barriers to learning, such as disabilities, mental or physical health problems, or social, cultural, language or family issues,

(b)   Implement appropriate academic interventions by monitoring the effectiveness of academic interventions, developing student organizational skills, and promoting the use of learning strategies, and

(c)   Implement appropriate social-emotional and behavioral strategies such as those that are designed to improve attention, strengthen motivation, and promote student problem-solving;

(2)   Facilitate effective instruction that meets the individual needs of diverse learners by consulting with educators to:

(a)   Individualize instructions,

(b)   Manage classroom behavior,

(c)   Monitor student progress, and

(d)   Evaluate classroom data;

(3)   Support positive behavior and socially successful students by providing services that promote a student's:

(a)   Communication skills,

(b)   Social skills,

(c)   Problem-solving skills,

(d)   Anger management skills,

(e)   Conflict resolution skills,

(f)   Self-regulation,

(g)   Self-determination,

(h)   Resilience, and

(i)   Optimism;

(4)   Support positive behavior and socially successful students by consulting with teachers and administrators on:

(a)   Classroom strategies,

(b)   Programs promoting positive peer relationships and social problem solving,

(c)   School-wide positive behavior interventions and supports,

(d)   Use of effective discipline policies and practices, and

(e)   Programs to promote student wellness and reduce risk-taking;

(5)   Support diverse learners by working with teachers and other school staff to:

(a)   Assess learning and behavior needs and distinguish between issues related to family, culture, or language and a learning style or disability,

(b)   Plan appropriate Individualized Education Programs for students with disabilities,

(c)   Modify and adapt curricula and instruction,

(d)   Adjust classroom facilities and routines to promote greater student engagement,

(e)   Promote positive relationships among all students,

(f)   Monitor and effectively communicate with parents about student progress, and

(g)   Coordinate links to community services;

(6)   Create safe, positive school climates by providing expertise to school leadership in:

(a)   Data collection and analysis,

(b)   Social-emotional learning,

(c)   Child development and behavior,

(d)   Violence prevention,

(e)   Crisis and trauma prevention and response, and

(f)   Home-school-community collaboration;

(7)   Strengthen family-school partnerships by:

(a)   Working with teachers and other school staff to enhance their understanding and acceptance of diverse cultures and backgrounds and to promote culturally responsive schools; and

(b)   Providing specific support to help families:

(i)   Understand and support their child's learning and mental health

needs,

(ii)   Navigate the special education process,

(iii)   Connect with community service providers when necessary,

(iv)   Engage effectively with teachers and other school staff, and

(v)   Reinforce the school-family-community partnership; and

(8)   Improve assessment and accountability by helping school leaders and teachers to:

(a)   Generate and interpret student outcome data, and

(b)   Make decisions regarding programs and interventions in the district, building, classroom, and individual student levels.