

**Program Matrix - Subject Area
School Psychology PK-12 (DOE Code 330)
University of Florida**

School Psychology		Program Requirements																	
Subject Area Competencies and Skills (22nd Edition)		SPS 6193 Academic Assessment/Intervention for Diverse Learners	SPS 6195 Developmental Psychopathology	SPS 6815 Ethics & Law in Psychology	SPS 6052 Issues & Problems In School Psychology	SPS 6191 Psychoeducational Assessment I: Cognitive	SPS 6192 Psychoeducational Assessment II: Social/Emotional	SPS 6197 Psychoeducational Assessment III: Learning Disabilities	SPS 6410 Direct Interventions I: Applied Behavior Analysis	SPS 6707 Direct Interventions II: Cognitive-Behavioral Approaches	SPS 6708 Direct Intrv. III: System Level Interventions for Children and Youth	SPS 6937 Introduction to Psychoeducational Assessment	SPS 6937 Seminar in Cultural Diversity	SPS 6941 Practicum in School Psychology (1st Year)	SPS 6942 Practicum in School Psychology (2nd Year)	SPS 7205 School Consultation	SPS 7931 Internship Seminar	SPS 7949 Internship	
School Psychologist PK-12		"C" below indicates where content is covered through coursework																	
1. Knowledge of measurement theory, test construction, research, and statistics.																			
1.	Identify theories of measurement and test construction.					C	C	C					C						
2.	Identify statistical concepts and terms.					C	C	C											
3.	Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).	C			C		C	C											
4.	Interpret research findings from psychoeducational studies.			C				C											
2. Knowledge of data-based decision making and accountability																			
1.	Identify data gathering methods (e.g., checklists, records review, assessment instruments, interviews, behavioral observations, curriculum-based measurement, technology) in the comprehensive evaluation process.	C				C	C	C	C	C	C	C		C	C			C	
2.	Identify appropriate methods for progress monitoring.													C	C			C	
3.	Select appropriate psychoeducational assessment instruments based on a referral question.														C			C	
4.	Determine appropriate evaluation methods and sources of information based on a referral question.													C	C			C	
5.	Select appropriate instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).														C	C	C		C
6.	Interpret data from multiple sources (e.g., checklists, records review, graphs, instructional software, assessment instruments and software, interviews, behavioral observations, curriculum-based measurement) to address referral questions and make appropriate recommendations.														C	C			C
7.	Demonstrate knowledge of data-based decision making at the system, group, and individual levels.													C	C			C	
3. Knowledge of child and adolescent development																			
1.	Identify theories of cognitive and intellectual development.					C													
2.	Identify theories and principles of language, perceptual, and sensorimotor development.							C											
3.	Identify theories of personality and social-emotional development.						C												
4.	Apply principles of learning, memory, and motivation.	C																	
5.	Identify developmental patterns of disorders in childhood and adolescence.		C																
6.	Relate the major theories of child and adolescent development to psychoeducational practices.					C													

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4. Knowledge of Section 504 of the Rehabilitation Act of 1973 (Section 504) and exceptional student education																		
1.	Identify the characteristics of various exceptionalities and disabilities (e.g., specific learning disabilities, gifted, visual or hearing impairment).	C				C	C	C						C	C		C	
2.	Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.	C				C	C	C						C	C		C	
3.	Determine appropriate evaluation procedures or accommodations consistent with suspected or documented disabilities.													C	C		C	
4.	Identify federally mandated procedures in the development of an Individual Educational Plan (IEP) and a Section 504 accommodation plan.													C	C		C	
5.	Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or Section 504 accommodation plan.													C	C		C	
5. Knowledge of curriculum and instruction																		
1.	Identify components of curricula and effective instruction.	C																
2.	Demonstrate knowledge of reading, mathematics, and written and oral language development and instruction.	C																
3.	Identify appropriate instructional strategies for reading, mathematics, and written and oral language.	C																
4.	Identify screening, prevention, and intervention methods to address academic concerns.	C																
6. Knowledge of biological, social, and cultural bases of learning and behavior																		
1.	Identify the signs, symptoms, and impact of substance abuse.		C															
2.	Identify the signs, symptoms, and impact of child abuse and other traumatic events.		C															
3.	Identify social, cultural, linguistic, and ethnic factors that influence learning and behavior.												C	C	C			
4.	Identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.													C	C			
5.	Identify social, cultural, linguistic, ethnic, and instructional factors that influence language development.												C	C	C			
6.	Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).													C	C			

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7. Knowledge of laws, rules, regulations, and court decisions																		
1.	Demonstrate knowledge of legislation (e.g., Health Insurance Portability and Accountability Act; No Child Left Behind Act; Individuals with Disabilities Education Improvement Act; Section 490, Florida Statutes) related to the practice of school psychology and public education.			C														
2.	Identify federal and state rules, regulations, and policies related to the practice of school psychology and public education.			C														
3.	Identify the implications of landmark court decisions related to the practice of school psychology			C														
8. Knowledge of evidence-based interventions																		
1.	Identify theories and techniques of individual counseling.										C							
2.	Identify theories and techniques of group counseling.										C							
3.	Select appropriate prevention activities and evidence-based interventions for academic concerns.	C																
4.	Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.								C									
5.	Select appropriate methods for evaluating the fidelity of implementation and response to interventions from various sources (e.g., technology, curriculum-based measurement).	C												C	C		C	
6.	Identify schoolwide screening, prevention, and intervention methods that address bullying, violence, and suicide.												C					
7.	Identify techniques for threat and suicide assessment.												C					C
8.	Select appropriate prevention activities and evidence-based interventions for behavioral and social-emotional concerns.												C		C		C	
9.	Identify techniques for crisis intervention.												C					
9. Knowledge of consultation, collaboration, and problem solving																		
1.	Identify appropriate theories and methods of consultation and collaboration with school personnel, parents and guardians, and other specialists in the school or community.																C	
2.	Demonstrate knowledge of the problem-solving process.																C	
3.	Apply methods of consultation, collaboration, and problem solving to academic, behavioral, and social-emotional concerns.															C		C

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10. Knowledge of professional school psychology and ethical decision making																			
1.	Identify elements of the organizational and operational structures of public schools.				C														
2.	Identify important milestones in the development of the profession of school psychology				C														
3.	Identify professional standards of practice in school psychology.				C														
4.	Identify the guidelines for professional conduct as stated in the ethical codes of the Florida Association of School Psychologists, National Association of School Psychologists, and American Psychological Association, and in the Code of Ethics of the Education Profession in Florida.				C														
5.	Apply appropriate decision making to standards of practice and ethical dilemmas.			C															C