

Edits offered on October 14th, 2024 by:

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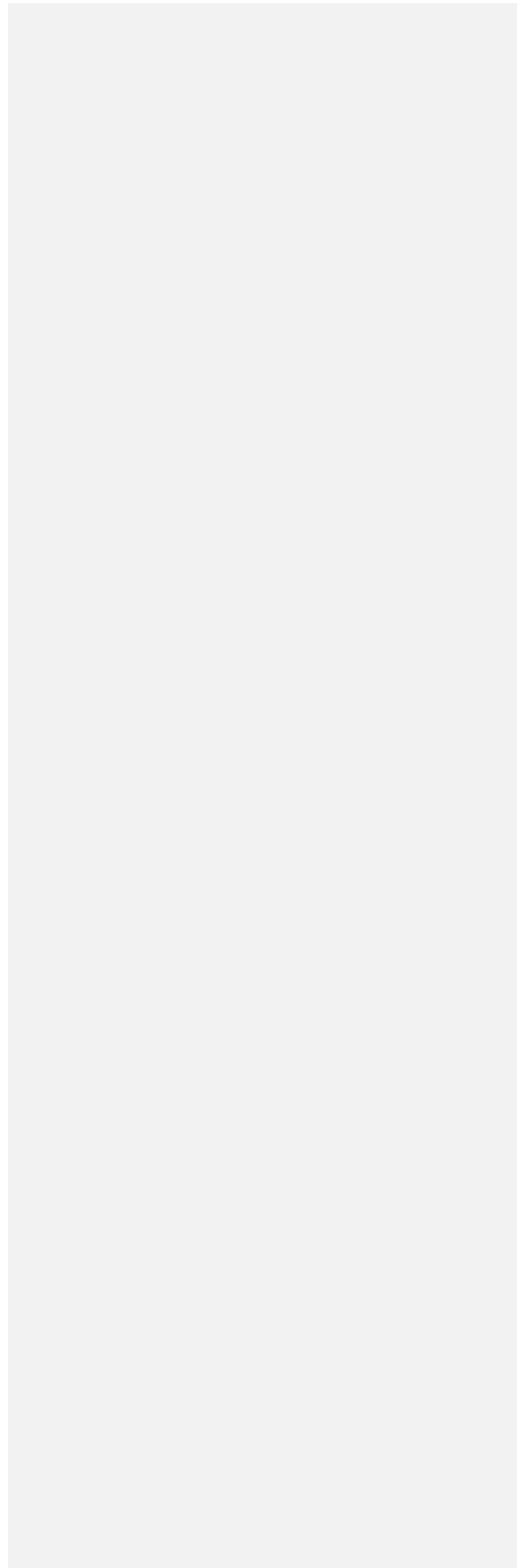
Notable discussion points

- 305.03.b (specialist level education requirements)
 - I suggest deleting this entire section. Anyone who has a NHED provided school psychology license has met the educational requirements by definition.
 - If the section is required, I suggest aligning with new NHED rules for licensure, which are currently being updated. The provided language matches what has been proposed to the NHED professional standards board.
- 305.02.d
 - A new section is proposed here. It replaces 305.03.c, which was a scope of practice section the placement of which only applied to specialist level practitioners. Appropriate placement of this language is deferred to the committee, but it should be placed in a section that applies to both doctoral and specialist level practitioners
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Readopt with amendment Psyc 301, effective 11/4/16 (Document #12035-B), to read as follows:

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PART Psyc 301 DEFINITIONS

Psyc 301.01 Definitions. The following terms shall have the meaning indicated when used in this chapter:

~~[(a) “Applicant” means a person who seeks licensure as a psychologist in New Hampshire.~~

~~[(b) “APA” means the American Psychological Association, whose address is 750 First Street, NE Washington, DC 20002-4242, and whose telephone number is (800) 374-2721 or (202) 336-5500.~~

~~[(c) “Candidate for licensure” means a person, not licensed as a psychologist, who is receiving post-graduate supervision in psychology in order to meet the licensing requirements;]~~

~~[(d)](a) “Canadian Psychological Association (CPA)” means the [Canadian Psychological Association] **society where understanding of diverse human needs, behaviors, and aspirations drive legislation, policies and programs for individuals, organizations and communities**, whose address is 141 Laurier Avenue West, Suite 702, Ottawa, Ontario K1P 5J3 and whose telephone number is 613-237-2144;~~

~~[(b)](b) “Group supervision” means one **clinical** supervisor in the physical or virtual presence of **2 or more supervisees at the same time**~~

~~[(e)](c) “Individual supervision” means one **clinical** supervisor in the physical **or virtual** presence of one supervisee.~~

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~~[(f) “Group supervision” means one supervisor in the physical presence of 2 or more supervisees at the same time;]~~

~~[(g)](d) “[~~NRHSP~~” means the]National Register of Health Service **in** Psycholog[ists]y **(NRHSP)” means the organization that identifies psychologists who have met the highest education and training requirements**, whose address is 1200 New York Avenue NW, Suite 800, Washington, DC 20005, and whose telephone number is 202-783-7663; and~~

~~[(h)](e) “Psychology practice” means “psychology practice” as defined in RSA 329-B: 2, VII.~~

Adopt Psyc 305 to read as follows:

PART Psyc 305 SCHOOL PSYCHOLOGIST

Psyc 305.01 Application Processing Procedures. The review of applications, withdrawal of applications, conditional denials, challenges of denials, notices, and the computation of time shall be in accordance with Plc 304.06 through Plc 304.11.

Psyc 305.02 Applicant Requirements.

(a) Applicants who wish to apply for initial licensure as a school psychologist at either the doctoral or specialist level shall do so by submitting, or arranging for the submission of, each of the following components of the application packet:

(1) Complete and submit the “Universal Application for Initial Licensure” required by Plc 304.01(a)(1);

(2) In addition to the application required by (1) above, the applicant shall complete and submit the “Addendum to the Renewal Application Required in Plc 308.06” by providing the following:

(1) List all names the applicant has ever been known by; ~~and~~

(3) The required documents specified in Psyc 305.02(c) or Psyc 305.03(c), as applicable;

(4) The non-refundable application processing fee specified in Plc 1002.42;

(b) Applicants for licensure as a school psychologist at the doctoral level or a school psychologist at the specialist level shall hold a current New ~~Hampshire Department of Education (DOE) credential~~ **Education Department (NHED) license** with a school psychologist endorsement consistent with NH Ed 508.02;

(c) Persons holding an internship training credential, ~~alternative 4 credential~~ **Statement of Eligibility as part of a Site Based Learning Plan**, shall not be eligible for licensure as a school psychologist until they hold the “Beginning Educator Credential” from the DOE consistent with NH Ed 504;

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(d) A candidate for licensure as a school psychologist shall have the skills, competencies, and knowledge in the following areas:

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1. Data Based Decision Making

(a) Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their: Conducting individual student assessments and using assessment findings to interpret and diagnose educational, behavioral, developmental and other disorders and to facilitate educational treatment planning; including but not limited to their:

(i) Intellectual ability;

(ii) Cognitive processing;

(iii) Academic achievement;

(iv) Behavior;

(v) Social and emotional functioning;

(vi) Learning environments; and

(vii) Adaptive functioning;

(b). Employing a problem-solving framework for professional activities.

(c) Collecting data from multiple sources for decision-making.

(d). Considering ecological factors in assessment and intervention.

2. Consultation and Collaboration

(a) Understanding varied models and strategies of consultation.

(b) Demonstrating skills to consult, collaborate, and communicate effectively with diverse audiences, such as families, teachers, other school personnel, policy makers, community leaders, and/or others.

(c) Using a consultative-problem solving process to promote effective implementation of services.

3. Academic Interventions and Instructional Supports

(a) Understanding influences on academic skills and human learning processes.

(b) Collaborating to use assessment and data-collection methods to implement and evaluate evidence-based services supporting academic skills.

4. Mental and Behavioral Health Services and Interventions

(a) Understanding influences on mental and behavioral health and behavioral impacts on learning.

(b) Collaborating to design, implement, and evaluate evidence-based services promoting resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. School-Wide Practices to Promote Learning

(a) Understanding school-wide practices promoting learning and mental health including systems structures, organization, and theory; general and special education programming; and implementation science.

(b) Collaborating to develop and implement evidence-based strategies for safe, supportive, and effective learning environments, for example progress monitoring and universal screening practices.

6. Services to Promote Safe and Supportive Schools

a. Understanding principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

b. Promoting preventive and responsive services using Multi-Tiered Systems of Support.

c. Collaborating to implement effective crisis prevention, protection, mitigation, response, and recovery.

7. Family, School, and Community Collaboration

(a) Understanding principles and research related to family systems and cultures and support positive family influences on children's learning and mental health

- (b) Facilitating family, school, and community partnerships and interactions to enhance academic and social-behavioral outcomes for children.
- (c) Collaborating to design, implement, and evaluate services that respond to culture and context.

8. Equitable Practices for Diverse Student Populations

- a. Understanding individual differences and diversity including, but not limited to factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, and socioeconomic status.
- b. Implementing equitable services that demonstrate respect for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.
- c. Promoting social justice and equity in educational programs.
- d. Providing professional services that promote effective functioning for diverse populations.

9. Research and Evidence-Based Practice

- e. Having knowledge of research design, statistics, and data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.
- f. Evaluating and applying research for service delivery.
- g. Using various techniques and technology resources for data collection and analysis to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice

- (a) Providing services consistent with ethical, legal, and professional standards.
- (b) Engaging in responsive ethical and professional decision-making.
- (c) Applying professional work characteristics needed for effective practice including but not limited to effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity, and
- (d) Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist

Psyc 305.02 Eligibility Requirements for Licensure as a School Psychologists at the Doctorial Level.

(a) Requirements for licensure as a school psychologist – doctoral level shall:

(1) Be certified in good standing as a school psychologist by the New Hampshire ~~DOE~~
~~Education Department~~ ~~E~~
bureau of credentialing;

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(2) Have a doctoral level degree from an American Psychological Association (APA), ~~or~~
Canadian Psychological Association (CPA) approved program, or the National Association
of School Psychologists (NASP); or

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(3) Have taken and passed the PRAXIS School Psychologists Exam administered by the
~~National Association of School Psychologists, Educational Testing Service;~~

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(4) Be of good professional character as determined by the yes or no questions on the
application described in Psyc 305.02(1);

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Initial Proposal – 8/2/2024 –

(5) Have completed an internship as described in Psyc 305.04;

(6) Be of good professional character as determined by Psyc 303.01; and

(7) Have paid the licensing fee as described in Plc 1002.42.

(b) Educational requirements:

(1) A doctoral-level credential in school psychology shall be based on a minimum of 4 years of full-time study at the graduate level, inclusive of structured field experience;

Commented [NJ2]: I cannot find the regulation this cites? If it means these new rules, section 305.04 is not present?

Commented [NJ3]: Why are there two separate professional character tests? Can they be combined to one reference

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(2) At least 90 graduate semester hours or the equivalent, with at least 78 hours exclusive of credit for the supervised doctoral internship experience and any terminal doctoral project; and

(3) A supervised internship experience, with a minimum of ~~1200, 1,500~~ clock hours for doctoral-level interns, including a minimum of a 600 hour internship completed in a school setting.

Commented [NJ4]: 1200 is consistent with NHED licensure. 1500 hours is recommended for doctoral programs by NASP to prepare students for full psychology licensure. That is a separate matter. 1200 is sufficient in this context

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(c) Documents required to be submitted in addition to the application for licensure shall be:

(1) A copy of the school psychologist certification issued by the ~~DOE, NHED~~;

(2) Official transcripts sent directly to the OPLC from the educational institute issuing the doctor level degree; and

(3) Passing PRAXIS School Psychologists Exam scores sent directly to the OPLC by the testing company.

Psyc 305.03 Eligibility Requirements for Licensure as a School Psychologists at the Specialist Level.

(a) Requirements for licensure as a school psychologist – specialist level shall:

(1) Be certified as a school psychologist by the New Hampshire DOE bureau of credentialing;

~~(2) Hold a beginning educator credential from the DOE, NH ED 504;~~

Commented [NJ5]: Redundant with a.1 in this section and potentially problematic for those with higher level NHED credentials

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(3) Have taken and passed the PRAXIS School Psychologists Exam administered by the ~~National Association of School Psychologists, Educational Testing Service;~~

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(4) Be of good professional character as determined by the yes or no questions on the application described in Psyc 305.02(1); and

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(5) Have paid the licensing fee as described in Plc 1002.42.

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(b) ~~Educational requirements:~~

Commented [NJ6]: Again, not clear what this is referencing?

~~(1) A minimum of 3 years of full-time study in at a graduate level or the equivalent level, that includes the following structured field experiences:~~

Commented [NJ7]: Suggest deleting section if possible as it is redundant with requirement to possess NHED license. If have to keep, include provided language. See comment on pg 1

~~a. Master of Science (MS);~~

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~~b. Master of Arts (MA);~~

~~e. Educational Specialist (EdS);~~

~~d. Specialist in School Psychology (SSP);~~

~~e. Doctor of Education (EdD);~~

~~f. Certificate of Advanced Study (CAS);~~

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~~g. Certificate of Advanced Graduate Study (CAGS); or~~

~~h. Specialist in School Psychology (PsyS); or~~

~~(2) Meeting both of the following requirements:~~

~~a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and~~

~~b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.~~

(b) Education Requirements

(1) Completion of any state board of education approved school psychology program, which includes an internship as described in (2)b. of this section, at the doctoral, certificate of advanced graduate study, master's degree or specialist level equivalent degree that includes at least 60 semester hours, and 54 hours of which are exclusive of credit for the supervised internship experience; or

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(2) Meeting both of the following requirements:

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a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a specialist level equivalent degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and

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b. Completion of a supervised internship in School Psychology in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

~~(c) A candidate for certification as a school psychologist shall have the skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:~~

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Commented [NJ9]: Section moved to 305.02 to apply to all applicants, not just specialist level. Updated language provided in that section

~~(1) Practices that permeate all aspects of service delivery through:~~

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~~a. Data-based decision making and accountability; and~~

~~b. Consultation and collaboration;~~

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~~(2) Direct and indirect services for children, families and schools which include:~~

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~~a. Student-level services including, but not limited to:~~

~~1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:~~

- ~~(i) Intellectual ability;~~
- ~~(ii) Cognitive processing;~~
- ~~(iii) Academic achievement;~~
- ~~(iv) Behavior;~~
- ~~(v) Social and emotional functioning;~~
- ~~(vi) Learning environments; and~~
- ~~(vii) Adaptive functioning;~~

~~2. Designing, implementing, monitoring and adapting instructional and behavioral supports and interventions;~~

~~3. Creating, implementing and evaluating mental health interventions and direct services to develop social/emotional and life skills;~~

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~~b. Systems level services including:~~

~~1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction and assessment to promote socialization, learning, and mental health; and~~

~~2. Implementing and evaluating school wide practices that promote learning; and~~

~~e. Preventative and responsive services including:~~

~~1. Applying principles of resilience and risk factors in learning and mental health;~~

~~2. Promoting multi tiered systems of support; and~~

~~3. Formulating evidence based strategies for effective crisis preparation, response, and recovery; and~~

~~(3) Foundations of professional school psychological services which include:~~

~~a. Understanding and analyzing the diversity in human development and learning including culture, context and individual differences;~~

~~b. Explaining typical and atypical psychological and educational development in children and youth;~~

~~e. Synthesizing, evaluating and applying theories and models of research, empirical findings, and techniques related to student learning;~~

~~d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;~~

~~e. Designing and implementing program evaluation to support evidence based practices at the individual, group, and/or systems levels;~~

~~f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and~~

~~g. Adhering to ethical, legal and professional standards including:~~

~~1. Ethical and professional decision making; and~~

~~2. Professional work characteristics and disposition that reflect personal integrity.~~

(c) Documents required to be submitted in addition to the application for licensure shall be:

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(1) A copy of the school psychologist ~~at the specialist level certification issued by the DOE~~
licensed issued by NHED;

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(2) Official transcripts sent directly to the OPLC from the educational institute issuing the ~~doctor level~~ degree; and

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(3) Passing PRAXIS School Psychologists Exam scores sent directly to the OPLC by the testing company.

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APPENDIX A

Rule

Psyc 301

Psyc 305

Specific State Statute the Rule Implements

RSA 329-B:1

RSA 329-B:10, V and IX
