



Specialty Competencies in School Psychology

(Specialty Competencies in Professional Psychology)

Rosemary, Ph.D. Flanagan, Jeffrey A., Ph.D. Miller

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Although "School Psychology" first became recognized as a specialty in professional psychology by CRSPPP in 1998, this area of psychology can be traced back to the late 19th century, where it can be thought to have developed alongside "Clinical Psychology" due to the types of cases seen in Lightner Witmer's Psychological Clinic that opened in 1896. Over the years, this psychology specialty has become to encompass the science and practice of psychology with regard to a wide range of "learners," including children, youth, and families, as it impacts the schooling or educational process. In this volume, Drs. Flanagan and Miller provide a comprehensive overview of the foundational and functional competencies related to the specialty of school psychology. As the U.S. attempts to reclaim its stature as a leader in education, school psychologists are likely to play a crucial role across multiple tasks and levels. As such, the reader interested in school psychology will find this volume very "educational."

Series in Specialty Competencies in Professional Psychology

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As the field of psychology continues to grow and new specialty areas emerge and achieve recognition, it has become increasingly important to define the standards of professional specialty practice.

Developed and conceived in response to this need for practical guidelines, this series presents methods, strategies, and techniques for conducting day-to-day practice in any given psychology specialty. The topical volumes address best practices across the functional and foundational competencies that characterize the various psychology specialties, including clinical psychology, cognitive and behavioral psychology, school psychology, geropsychology, forensic psychology, clinical neuropsychology, couples and family psychology, and more. Functional competencies include common practice activities like assessment and intervention, while foundational competencies represent core knowledge areas such as ethical and legal issues, cultural diversity, and professional identification. In addition to describing these competencies, each volume provides a definition, description, and development timeline of a particular specialty, including its essential and characteristic pattern of activities, as well as its distinctive and unique features.

Written by recognized experts in their respective fields, volumes are comprehensive, up-to-date, and accessible. These volumes offer invaluable guidance to not only practicing mental health professionals, but those training for specialty practice as well.



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