

August 2019

Educational Psychology

Service Delivery Model



Who Are School Psychologists?

Saskatchewan Rivers Public School Division's (SRPSD) team of school psychologists are full-practicing psychologists registered with the Saskatchewan College of Psychologists. School psychologists are an integral and important part of SRPSD's interdisciplinary collaborative team.

School psychologists support the students' ability to learn and the teachers' ability to teach. Their expertise in mental health, learning and behaviour help students succeed academically, socially, behaviourally and emotionally. Our school psychologists work with teachers, school administrators, families and other professionals to create safe, healthy and supportive environments that foster *Excellence for Every Learner*.

What Will the School Psychologist Do?

In our Collaborative Team Model, school psychologists are members of the SRPSD interdisciplinary services team and work as part of the school team to provide various levels of supports.

SRPSD school psychologists

- collaborate with students, families, teachers and other health care professionals in formulating appropriate recommendations, plans and achievable goals for students;
- recognize, diagnose, and intervene with various child and adolescent learning, behaviour and mental health disorders;
- carry out psychological assessment of students' cognitive and learning styles for the purpose of educational planning;
- support parents and teachers in the implementation of recommendations and plans;
- maintain liaisons with other agencies in the community, when appropriate, to ensure comprehensive service-delivery to students, parents, and the teachers with whom they collaborate, and;
- develop, consult, and participate in programs designed to respond to crises and emergency situations in schools.

Specific types of supports offered by school psychologists are detailed below:

Consultation (Pre-K to Grade 12)

- Provide feedback to teachers following classroom observations or consultations
- Collaborate with school-based team
- Provide classroom strategies to support behavioural, mental health or other social and emotional needs.
- Collaborate with school teams in providing developmentally appropriate programming for students.
- Suggest and/or provide specific materials and resources
- Communicate with parents and other professionals
- Attend Collaborative Team (C-Team) meetings

Formal Psychological Assessments (Grades 3 to 12)

Our registered psychologists may complete a formal psychological assessment to better determine a student's learning profile and support the school in determining appropriate programming and supports for the student.

It is important to note that due to caseload size and limited resources, our referrals for psychological assessments are prioritized as per the following guidelines:

- assessments for students from Grades 3 to 12 who have shown no growth despite supports offered in prior consultation with the school psychologist;
- assessments that inform programming for students from Grade 3 to Grade 12 attending SRPSD schools;
- assessments necessary to provide a student access to community supports and services for independent living after high school and;
- assessments to support the school team in the provision of services for students with complex needs and multiple disabilities.

School psychologists make recommendations regarding adaptations, accommodations, differentiated instruction and the use of assistive technology to align with student needs. School psychologists also support the development of the student's Inclusion and Intervention Plan (IIP).

Intensive Supports (PreK – Grade 12)

- Small group counselling
- Classroom modelling to build capacity with school team members
- Prioritizing student referrals for psychological assessments.
- Providing developmentally appropriate programming for students that will be implemented and monitored by members of the school team in collaboration with the psychologist.
- Collaborating with school team members and outside agencies in order to enhance student supports
- Joining the school's Intensive Supports Collaborative Team (C-Team) in determining needs and supports for a student's academic and behavioural growth
- Supporting the school team in the development of an individualized educational plan

Professional Development

By sharing their knowledge and working collaboratively with teachers, school psychologists can enhance teacher capacity. This might occur through working together with regards to a single student, the full class or more formally in workshops, presentations, in-services and the sharing of resources at a school or school division level.

Trauma Response

School psychologists are key members of SRPSD's Crisis Response Team. School psychologists play a lead role in the deployment and provision of supports to school teams, students and families following a traumatic event. For more information on the provision of services following a traumatic event, please consult the [SRPSD Emergency Response Plan](#).

How to Access the Support of a School Psychologist?

When a classroom teacher has identified a student or a group of students whose needs are not being met, despite adaptations and differentiation strategies implemented by the teacher with the support of the school's Educational Support Teacher (EST), the following process should be followed to access educational psychology services:

1. Classroom teacher consults with the school's EST to confirm that initial adaptations and differentiation strategies are not having the desired effects on student growth.
2. If the school team determines that consultation with the school psychologist is necessary for an individual student, the school team shall obtain consent from the parent or legal guardian prior to consulting with the school psychologist.
3. The EST consults with their school psychologist to summarize current situation and request further supports.
4. The school psychologist collaborates with the school team in the implementation of additional strategies and supports for the student
5. If a psychological assessment is anticipated, the school team consults with the psychologist in order to complete the [SRPSD Psychological Assessment Referral Form](#).
6. When a psychological assessment is confirmed, the psychologist will communicate with the family to obtain a signed informed consent form.

Parental Consent Requirements

Implied Consent

Upon registering a child in a SRPSD school, parents are providing implied consent for supports and services that are offered by our team of educational professionals, including school psychologists, to support the classroom teacher in providing universal strategies that are of benefit to all students in the classroom. This type of support does not have any interaction between the psychologist and an individual student.




Informed Consent

Informed consent, as confirmed by a signed Consent form for educational psychology services, is required by a parent or legal guardian for the following types of services:

- SRPSD Collaborative Team consultations to examine the needs of an individual student and develop an individualized educational plan;
- Modelling of strategies with an individual student or a targeted group of students;
- Formal assessment of an individual student; or
- Direct services and supports provided by the school psychologist to an individual student or a targeted group of students.

Each psychologist is responsible for connecting directly with parents and guardians to obtain informed consent.

SRPSD Team of School Psychologists

	Vacant Position	
	Heather Jeancart hjeancart@srsd119.ca	Interim school assignments to be determined until vacant position is filled. Please contact any psychologist or your Intensive Supports Consultant.
	Randy Krammer rkrammer@srsd119.ca	Interim school assignments to be determined until vacant position is filled. Please contact any psychologist or your Intensive Supports Consultant.

Other Documents Associated With School Psychologist Service Delivery Model:

Saskatchewan Rivers Public School Division Documents

- [Taking Charge of Your Worries \(Anxiety resource for classroom teachers\)](#)
- [Learning Disabilities Handbook for Parents and Teachers](#)
- [Teaching Students Skills for Life: A Teacher Guide for Individualized Programming](#)
- [SRPSD Psychological Assessment Referral](#)
- [Responding to Death by Suicide: An Administrator's Guide](#)
- [Supporting Students Through Grief: A Teacher Resource Package](#)
- [SRPSD Emergency Response Plan](#)
- [SRPSD Inclusive Education: EST Orientation Manual](#)
- Release of Confidential Information

Saskatchewan Ministry of Education Documents

- [Inclusive Education \(2017\)](#)
- [Inclusive Education: A Guide for Classroom Teachers](#)
- [Inclusive Education: A Guide for Educational Support Teachers](#)
- [Inclusive Education: A Guide for School-Based Leaders](#)
- [The Adaptive Dimension](#)
- [Inclusion and Intervention Plan Guidelines](#)

Other Resources

- Carolina Curriculum

References

Canadian Psychological Association. (2007). Professional Practice Guidelines for School Psychologists in Canada. Retrieved from <https://cpa.ca/cpaside/UserFiles/Documents/publications/CPA%20Practice%20Guide.pdf>

National Association of School Psychologists. (2014). Who Are School Psychologists?. Retrieved from https://www.nasponline.org/assets/Documents/About%20School%20Psychology/Brochures/who_are_school_psychologists_flyer.pdf

Saskatchewan College of Psychologists (2019). Professional Practice Guidelines.

Saskatchewan Ministry of Education. (2017). *Inclusive Education*. Retrieved from https://www.srsd119.ca/wp-content/uploads/2018/01/SSS_RL_SKED_Inclusive_Education_2017.pdf