

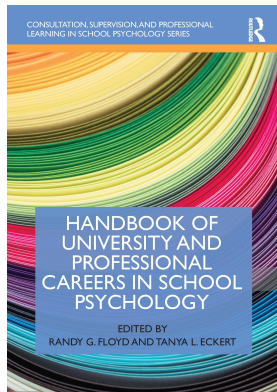
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Dennis J. Simon, Mark E. Swerdlik, Daniel S. Newman, Brea M. Banks, Arlene Silva, and Tracy K. Cruise

A Career Lifespan Perspective on Supervision and Professional Development

Most of the focus on clinical supervision has appropriately centered on preservice training, especially supervision of field work during practicum and internship. However, supervision can and should play a significant role in professional development for all school psychologists. The National Association of School Psychologists (NASP, 2018) recommends that clinical supervision be available for all psychologists at all levels of experience. However, despite documented interest, only a minority of licensed school psychologists receive clinical supervision (Curtis, Castillo, & Gelley, 2012). This is true even for early career psychologists (a) who are only in the beginning stages of developing competencies for psychological practice in schools and establishing a professional identity and (b) who report frequent requests to practice in areas of limited competency (Silva, Newman, Guiney, Valley-Gray, & Barrett, 2016).

Developmental models of supervision describe the process of professional learning as a progression (McNeill & Stoltenberg, 2016; Simon & Swerdlik, 2017). With the benefit of educational and supervisory supports and increased experience, practitioners gradually attain broader and deeper professional competencies and expertise. Even psychologists who have achieved high levels of expertise are continually challenged to incorporate the findings of new research and clinical methods into their work. The *Model Act for State Licensure of Psychologists* (American Psychological Association [APA], 2010) recommends that state licensing boards establish procedures and guidelines to ensure that all psychologists maintain up-to-date professional competencies. Supervision can provide a foundation of support for professional development, work-related stress management, self-care, professional satisfaction, and clinical competence throughout the professional lifespan. Needs, goals, and methods of supervision will vary according to the skill set and experience set of each practitioner at different stages of professional development.

This chapter presents a career lifespan perspective on the role of supervision for ongoing professional development. We will focus on clinical supervision that supports the development of competencies for professional practice. This contrasts with administrative supervision that focuses on logistical factors of employment such as personnel matters, task assignments, contracts, and organizational concerns.

The first section reviews what we can learn from research on school psychology supervision. This is followed by a summary of the Developmental, Ecological, Problem-solving (DEP) model of supervision that specifically addresses supervision in school psychology (Simon, Cruise, Huber, Newman, & Swerdlik, 2014; Simon & Swerdlik, 2017). This approach provides a comprehensive framework for best practices in supervision and mentoring. DEP is applicable from preservice training through every career stage including senior-level school psychologists. The developmental needs and supervisory practices appropriate at each career stage are delineated. Current perspectives on best practices in supervision are summarized. These include

characteristics of effective supervisory relationships, supervisory structures and practices, principles of effective feedback, diversity and cultural responsiveness, systemic intervention approaches, self-care, legal and ethical issues, development of supervision competencies, and responses to problems of professional competency. Both receiving and providing supervision and mentoring enrich our professional experience, enhance our professional skills, sustain us when resources are stretched, support us when we struggle to balance work and life, and, most importantly, benefit the students, families, and educators we serve.

Research on School Psychology Supervision

A dearth of research provides empirical support regarding the role of supervision in school psychology or its effectiveness in supporting supervisee and client outcomes—particularly when compared to the burgeoning supervision literature in related health service psychology areas, such as clinical and counseling psychology. In a systematic mapping and review of extant supervision research specific to school psychology, Newman, Simon, and Swerdlik (2019) found only 37 published articles (16 conceptual and 21 empirical articles) between the years 2000 and 2017. Across several descriptive studies, limitations in the quality and quantity of supervision in the field were highlighted, such as restricted supervision availability and access throughout the career despite school psychologists' expressed needs for ongoing professional learning and expanded roles (e.g., Silva et al., 2016), including learning to supervise (e.g., Newman, Brodie, Pagniucci, & Stratton, 2014).

Some articles provide conceptual descriptions or descriptive data on supervision of particular roles and functions of school psychologists, such as supervision of assessment (Dumont & Willis, 2004), consultation (e.g., Newman, Jones, & Ritter, 2016), and counseling (Butler, 2004), as well as overarching cultural competence and responsiveness in supervision (e.g., Proctor, Kyle, Lau, Fefer, & Fischetti, 2016). However, how supervision may best support the expanded and integrated roles of contemporary school psychology practice (NASP, 2010a) is rarely described in the literature. Newman et al. (2019) also found several topics received limited to no coverage in the literature despite their apparent pertinence to understanding supervision as a professional competency. For example, supervision models, formats, and techniques have rarely been explored. Therefore, it remains unclear which, if any, particular approaches or processes are most effective when it comes to supervision of school psychology. The evaluation of supervisees and remediation planning for those supervisees experiencing problems of professional competence are also neglected in the literature, with only one conceptual article (Lamb & Swerdlik, 2003) published on this topic.

The DEP model (Simon et al., 2014; Simon & Swerdlik, 2017) is intended to support contemporary school psychology service delivery with its focus on the cross-cutting domain of problem-solving; its broad, ecological focus; and its pertinence across the professional lifespan despite the ever-shrinking half-life of knowledge in the field (Neimeyer, Taylor, Rozensky, & Cox, 2014). Given its recent conceptualization and development, the DEP model remains to be empirically evaluated. However, as the DEP model provides clear structures for supervision based on extant theory and applied practice needs, its empirical exploration would be both a logical future endeavor for supervision researchers and a meaningful step for expanding the practice of supervision in the field of school psychology.

The Developmental, Ecological, Problem-solving Model (DEP) Supervision Specific to School Psychology

A supervision model provides an organizational framework to guide supervisory practice. A sound theoretical foundation and a clear articulation of supervisory agenda, skills, and activities

serve to articulate contemporary best practices in supervision. A comprehensive model ensures that supervision will be purposeful, reflective, capable of addressing all professional competencies, and simultaneously foster supervisee professional development and positive client outcomes. The DEP supervision model was specifically designed for school psychology (Simon et al., 2014; Simon & Swerdlik, 2017). The DEP approach takes into account the diverse roles and practice activities of school psychologists, the uniqueness of the school context for service delivery, and the requirements for program development and system change activities to benefit students, families, and educators. Initially applied to preservice training, the DEP model addresses clinical supervision for school psychologists at all levels of training and experience. DEP identifies the key elements of effective supervisory relationships and defines the practical application of supervisor goals, strategies, and activities in terms of observable behavior markers that can be monitored for implementation integrity. We briefly summarize the individual contributions of each component of the model understanding that effective supervisory practice requires an integration of developmental, ecological, and problem-solving elements.

Developmental Component

The *Developmental* component recognizes that professional learning occurs on a developmental continuum. Supervision methods must be adjusted to the developmental level of the supervisee in terms of skills and experience while ensuring the welfare of all clients. In particular for practicum and intern supervisees, close monitoring and guidance is initially provided by the supervisor with phased progression toward eventual independent functioning. The supervisor provides significant structuring at the onset of supervision. A written supervision contract clearly defines roles, responsibilities, and supports. The Developmental component requires the assessment of skill levels and training needs for goal setting and subsequent progress monitoring. Routine formative feedback and scheduled summative feedback are central supervisory activities that shape professional skill development. Multimethod supervision is necessary because different stages of development require different levels of support and guidance. Modeling, direct instruction, co-intervention, observation, and consultation are adapted to the developmental needs of the supervisee for each professional competency. Since most supervisees will one day become supervisors, practice of supervision under close metasupervision is the final phase of supervisee development. DEP delineates practices that demonstrate implementation fidelity. The key behavioral markers of the Developmental component include the following: (a) provision of sufficient *structure* to support learning, (b) continuous *developmental assessment* of supervisee needs for goal setting and planning of supervision methods and activities, (c) *feedback and evaluation*, (d) *multimethod supervision*, and (e) *metasupervision* of the supervisee's supervisory practice.

Ecological Component

The *Ecological* component asserts that it is impossible to understand individual students, classrooms, or school communities without understanding their interaction with larger environments. Diversity and multicultural responsiveness are core skills essential for professional practice. Sometimes *changing the system* is the central component of intervention planning.

Developing ecological and systemic sensitivity is a lifelong process. DEP's behavioral markers for the Ecological component are extensive. Some key markers are highlighted here. Supervisors establish diversity and multicultural responsiveness as explicit and sustained supervisory goals. Attention to these factors is incorporated into all practice activities. An examination of supervisor and supervisee cultural backgrounds and worldviews and their potential implications for psychological practice and for the supervisory relationship is conducted. It is the supervisor's

responsibility to provide constructive feedback regarding any supervisee blind spots, personal biases, or limiting cultural perspectives impacting clinical work.

The ecological perspective requires attention to systemic interventions. This entails working closely with parents and teachers and designing interventions that influence family, classroom, and relevant school-wide practices and structures. Supervised opportunities for program development and systemic change activities are essential for preservice and early career professional development but may benefit veteran psychologists as well.

Problem-solving Component

Problem-solving is the core activity of school psychology. Supervisors guide intervention planning and teach case conceptualization approaches for eventual independent problem-solving regarding both individual and systemic issues. Thus, the integration of developmental and ecological factors into problem-solving is required. Problem-solving is rooted in data-based decision-making. Behavioral markers for this component include (a) linking assessment to intervention to progress monitoring across all practice activities; (b) simultaneously addressing both individual and systemic factors in all interventions; (c) teaching the adaptation of evidence-based practices to the unique circumstances of individual students, classrooms, schools, and communities; (d) fostering reasonable innovation to treat complex problems while continuing to monitor intervention effectiveness; and (e) providing interventions for both students and parents at each level of support, including universal wellness and prevention programs, supports for those at-risk and intense interventions to address persistent serious problems.

We typically think of supervision in school psychology as occurring for supervisees at the preservice level, which is mandated by requirements of various professional associations, licensing and credentialing boards, and universities. However, clinical supervision or post-graduate mentorship is critical for credentialed school psychologists at all stages of their careers (NASP, 2018). Supervision or mentorship of credentialed school psychologists can be viewed as mechanisms to deliver continuing professional development (Simon & Swerdlik, 2017). Without responsibility or liability for their work nor any evaluative authority over their supervisee or mentee, no formal evaluation is required; and supervision formats typically take the form of mentoring, collegial consultation, and peer supervision. These forms of supervision for the credentialed school psychologist are typically more informal with ongoing formative feedback being provided rather than evaluation. At this career stage, these supervision formats are more effective when they occur within clearly defined relationships that are structured and goal oriented. Similar to a supervisory relationship with a preservice trainee, this structure can take the form of a written contract that includes descriptions of the goals and expectations of the relationship, the frequency and length of meetings along with a predetermined meeting schedule, whether meetings will be of an individual or group format, and whether they will occur face to face or through virtual technology. The group format is often the most economical option for creating time and for being able to secure an expert supervisor or mentor. Although supervision formats may look similar for credentialed school psychologists irrespective of their career stage, there exists unique professional challenges and supervision needs at different stages.

Professional Challenges and Supervision Needs

Preservice to Veteran Psychologists

NASP (2018) recommends that clinical supervision be available for all psychologists at every stage of their careers from practicum to senior levels of practice. Professional learning in school psychology is a moving target, with the half-life of professional knowledge continuously

shrinking. The support inherent in clinical supervision counters professional isolation and burnout. This is particularly important in settings where there are few school psychologists. Supervision sustains the connection to up-to-date practice and new developments in the field.

The challenging questions are (1) How do we actively support lifelong professional development required to practice at contemporary best practice standards and (2) How can clinical supervision support psychologists from preservice training to early career to mid-career and into senior practice? Consistent with a lifelong developmental perspective, this section will highlight the role of supervision in addressing developmental tasks, unique challenges for integrating personal and professional life stages, and evolving requirements for professional competencies that practitioners encounter at each stage of professional development.

Preservice Training Including Internship

Supervision represents a major activity through which preservice trainees integrate and apply knowledge and develop professional skills. This stage extends through the pre-doctoral internship. Although a number of supervision models are employed in supervision for preservice trainees, the DEP supervision model, developed specifically for school psychology practice, is particularly applicable at this career stage and applies to all aspects of professional skills-based training at both doctoral and specialist levels (Simon & Swerdlik, 2017). Adoption of this model provides a common understanding of best practices for supervisors and facilitates supervisees and supervisors using a common language and approach to supervision.

Implementation of the DEP model emphasizes developmentally appropriate functional competencies and structures such as the use of a written clinical supervision contract and supervision planner. The supervision planner is used by the supervisee to plan for their upcoming supervision session. This developmental orientation is particularly important for preservice trainees who begin with limited knowledge and professional skills and develop at a rapid pace requiring supervisors to adjust their supervisory methods to meet their individual supervisees' developmental needs. Adoption of this model also assures a focus on the development of cultural responsiveness by addressing diversity factors in case conceptualization and applying ecological systems theory (Bronfenbrenner, 1977) to understanding child and adolescent behavior. The model also employs a systematic collaborative problem-solving approach that represents a core competency in the specialty of the school psychology and should be applied to any problem addressed by the school psychologist.

As most preservice trainees enter graduate school with little or no understanding of clinical supervision, it is important to teach what constitutes effective supervision. This includes the characteristics of effective supervisors and the skills that are critical to becoming a successful supervisee in order to gain the most out of clinical supervision. This can be accomplished through readings and discussions in courses such as the introductory professional seminar in school psychology and the entry-level practicum course. It is also helpful if the school psychology training program adopts a common supervision model that can be employed in supervision of all their trainees' early field experiences. Effective supervisory processes can also be explicitly delineated in a common written supervision contract provided to all trainees.

Although professional associations including APA and NASP do not prescribe a particular number of required pre-internship supervision hours, they do require that practica are supervised in either an individual or group format. Unlike practicum experiences, there are a specific number of supervision hours required during the internship; it typically includes 2 hours per week of face-to-face individual supervision (NASP, 2010b). APA (2015a) requires a total of 4 hours of supervision for doctoral-level interns with 2 hours of face-to-face individual supervision and the additional 2 hours often being supervision offered in a group format. There are a number of benefits and limitations for providing supervision in a group format to preservice

trainees, which are beyond the scope of this chapter. The reader is referred to Newman (2019); Newman, Nebbergall, and Salmon (2013); and Simon and Swerdlik (2017) for more detailed treatment of using a group supervision format for preservice trainees.

Clinical Supervision and Mentoring of Early Career School Psychologists

The early career can be considered a distinct career stage for school psychologists, as it comprises the first 5–10 years of professional practice (Newman, 2019). Demographically, data (APA, 2018) suggest early career psychologists are increasingly racially and ethnically diverse; and psychologists, on the whole, rate themselves as well prepared to serve diverse populations (APA, 2018). Data specific to school psychologists also suggest some increasing professional diversity; however, wide gaps remain between the demographics of practitioners and the students and families they serve in schools (Walcott & Hyson, 2018). Since early career professionals are close in proximity to their graduate training, they are often energetic and enthusiastic about professional practice; and they begin their careers with numerous ideas about how to make a positive difference for the clients and organizations they serve.

Simultaneously, early career psychologists may begin practice with a dearth of prior experiences that are often limited to what was provided during training. School psychologists trained at the specialist level may complete as few as 3 years of training, potentially further restricting the breadth and depth of training experiences. Accordingly, early career professionals may be challenged by disillusionment with their training and feel that their graduate programs did not provide what was needed to be professionally successful (Rønnestad & Skovholt, 2013). Additional early career challenges identified by Rønnestad and Skovholt (2013) include (a) establishing a distinct professional identity, (b) learning to practice autonomously (often without immediate access to a supervisor), and (c) exploring and defining professional roles, including practicing in ways viewed as most effective for clients (rather than, e.g., what one's predecessor did in the role).

As if navigating these overarching challenges is not daunting enough, early career practitioners are faced with myriad other issues, including limited organizational supports (Boccio, Weisz, & Lefkowitz, 2016), the potential for role overload and burnout (Schilling, Randolph, & Boan-Lenzo, 2018), pressures to practice unethically (Silva et al., 2016), and feeling like an imposter in one's work (Hutchins & Rainbolt, 2017). Diverse early career professionals may experience oppression, discrimination, and microaggressions (Pedrotti & Burnes, 2016), and women early career psychologists continue to face gaps in various professional opportunities (e.g., salary) and are challenged with balancing perceived ideals of motherhood with professional roles (O'Shaughnessy & Burnes, 2016). Financial challenges also abound for early career psychologists, including repaying student loan and other debts, paying for supervision toward licensure, and, for university-based trainers, attaining research funding (Doran, Kraha, Marks, Ameen, & El-Ghoroury, 2016). Many school psychologists also will go on to supervise others while still in their early careers and must successfully navigate these numerous challenges despite having no prior training in the area of supervision (McMahon, Jenkins, & Styles, 2018).

Post-graduate professional supports such as supervision and mentoring may act as protective factors for school psychologists in confronting the confluence of challenges sure to be faced during their early career (NASP, 2018). Supervision and mentoring have the potential to enhance early career school psychologists' professional knowledge and skills as well as provide emotional supports (Newman, 2019). The value of mentoring and supervision is not lost on early career school psychologists. For example, Silva et al. (2016) found that 97% of early career school psychologist respondents ($N = 700$) indicated engaging in supervision during the early career was somewhat to very important. Yet, data also suggest limited availability and access to post-graduate professional supports by early career school psychologists, with less than a third

of participants in the same survey indicating that they accessed supervision. More research is needed regarding the potential barriers to supervision and mentoring supports in the early career in order to maximize the potential of such tools.

Clinical Supervision and Mentoring for Mid-Career and Senior Psychologists

Mid-career psychologists (6–15 years of service) experience increasing demands to intervene with unique, severe, and complex cases; they, too, can benefit from expert case consultation and clinical support. As they develop professional subspecialties, they require in-depth professional development in areas of expertise that support specialized services for specific student populations. Moving beyond a focus on individual students and discrete practice activities, mid-career psychologists engage in program development and system change activities. Called upon to supervise practicum and intern field placements, they can benefit from metasupervision of their clinical supervision. At this life stage, these psychologists often simultaneously experience the stress of establishing and nurturing a family and increased pressures and demands for their time and services at work. Maintaining a balance of life and work and managing self-care can be supported through supervision and mentoring.

Senior psychologists (15+ years of service) experience increased expectations for leadership in program development and for expert case consultation for junior colleagues. Although their own graduate training may have been focused on services for individual students, they may now face increased demands for system-wide work and accountability. Senior psychologists can benefit from support and consultation regarding leadership for systems change and program development, and metasupervision for their provision of clinical supervision and mentoring. Understanding new developments in the field, evolving standards of best practice, and up-to-date research on evidence-based practice is an ongoing professional development challenge for senior psychologists. Supervision and formal collegial consultation relationships support their efforts in these essential areas. No matter how seasoned, psychologists who receive new assignments, responsibilities, and novel cases require professional development supports and can benefit from clinical supervision.

DEP Applied to Lifespan Professional Development

The DEP supervision model described previously provides a comprehensive framework for mentoring, consultation, and supervisory relationships that is applicable to credentialed psychologists at all levels of experience. Recognition of the different needs of psychologists at various career stages is consistent with the Developmental component. Annual assessment of skills in relation to both evolving standards of best practice and new roles and demands for service provision define the content for professional development through supervision. The Ecological component underscores the need for systemic interventions, school-wide leadership, and the lifelong process of working toward diversity and multicultural responsiveness. The Problem-solving component addresses the core process for adapting evidence-based interventions to the unique school context with consistent attention to ecological factors. Supervisory methods will vary depending on the competency development required and the experience and skill level of the practitioner in that area.

Current Perspectives on Best Practices in Supervision

After defining the needs for clinical supervision across the professional lifespan and describing a school psychology-specific approach to supervision, we will now examine current perspectives

on best practices in supervision. This section explores the characteristics of effective supervisory relationships, essential structures to support quality supervision, supervisory methods and content, and ethical and legal considerations.

Characteristics of Effective Supervisory Relationships

As a complex interpersonal relationship, supervision is impacted by both the personal attributes and professional skills of the supervisor and a variety of supervisee characteristics. A number of studies and literature reviews have been conducted identifying these key characteristics that contribute to an effective supervisory relationship, which we will now enumerate (Newman et al., 2019; Simon & Swerdlik, 2017).

Effective interpersonal and communication skills are consistently identified as a key characteristic of an effective supervisor. These skills include (a) well-developed active listening skills; (b) the ability to communicate trust, support, acceptance, empathy, genuineness, and honesty; and (c) the ability to provide constructive feedback in a nonjudgmental manner. These characteristics contribute to the ability of the supervisor to create a safe learning environment for their supervisee. Other characteristics associated with effective supervisors include the ability to model effective self-care strategies; a strong commitment to the development and advancement of the profession through their devotion to training the next generation of psychologists; and a strong dedication to meeting the needs of their clients and families.

These personal characteristics are not all that effective supervisors share, but rather they must also be integrated with well-honed professional competencies and characteristics. These professional skills include a strong knowledge base and effective clinical skills in all the profession-wide competencies articulated by both NASP (2010a) and APA (2015b). Additional professional characteristics include sufficient experience to draw upon during supervision and skill in systematic problem-solving. Strong metacognitive skills are required including higher-order thinking skills utilized to plan, organize, and monitor problem-solving to model for their supervisees. Highly effective supervisors perceive complexity but offer practical recommendations. They integrate current theory and research related to evidence-based interventions into their supervision and model for their supervisee the importance of continuing professional learning by their own participation in these activities.

Surveys of experienced supervisors reporting the essential characteristics of their most effective supervisees are reviewed in Simon and Swerdlik (2017). These characteristics include (a) being willing to share fears, self-doubts, or anxieties about their work while taking the initiative to engage in a variety of activities; (b) acknowledging legal and ethical responsibility to share all information about their clients and other professional activities with their supervisor; (c) being prepared for supervision; (d) completing tasks in a timely fashion while keeping their supervisors informed of their progress; (e) sharing innovative practice ideas from prior training; (f) actively soliciting and being receptive to feedback, recognizing that there are no “foolish questions, nor perfect problem solutions; (g) providing feedback to their supervisors about their needs and what could improve supervision; and (h) engaging in self-reflection including identifying personal strengths and weaknesses.

Effective Supervisory Structures and Practices

A variety of structures and practices also support quality supervision. Many of these reflect best practices in supervision as articulated by APA (2015b), NASP (2018), and the Association of State and Provincial Psychology Boards (2015). These structures and practices also represent risk management strategies for supervisors. We provide more details about seven of the most important of them in the sections that follow.

Contracting. Providing the supervisee with a written clinical supervision contract provides needed structure at the start of the supervisory relationship. This contract is distinguished from the employment contract as it focuses on establishing ground rules and roles and expectations for the supervisor and supervisee rather than salary and benefits. The contract provides a clear blueprint of what is to occur in supervision, explicitly listing what the supervisor expects from the supervisee and what the supervisee can expect from the supervisor. It serves as a reference if problems should occur in the supervisory relationship and adds structure and predictability to the supervisory relationship, perhaps reducing initial anxiety experienced by the supervisee.

The written contract includes the nature of formative and summative evaluation of the supervisee. This normalizes the feedback process by stressing that constructive feedback is to be expected and is how learning occurs. The contract also addresses that feedback is reciprocal and establishes the expectation that the supervisee will provide formal and informal feedback about the supervisory experience. For preservice supervisees, the contract should reiterate that the supervisor has ultimate responsibility, legally and ethically, for client well-being, meaning the supervisee has the responsibility to share all client information with their supervisor. Other expectations such as keeping scheduled supervision times sacred, preparing in advance for sessions, and notifying the supervisor of risk of harm situations can be reviewed in the sample supervision contract and session planner in appendices of Simon and Swerdlik (2017).

Assessment and goal setting. The assessment-to-intervention-to-outcome evaluation sequence applies to all school psychologists do and is essential to the supervisory process. For preservice supervision, it is important to assess skills across both all 10 NASP practice domains (NASP, 2010a) and APA profession-wide competencies (APA, 2015b). Conducting a broad assessment followed by goal setting maintains a focus on professional development of the supervisee. This ensures that supervision does not merely review individual activities and case-specific problem-solving. Supervision becomes purposeful and goal driven with a formalized professional development plan that requires specific supervisory practices and ongoing assessment of progress.

For veteran psychologists, the assessment and goal setting process may be more singularly focused, targeting a specific set of competencies required by the practitioner's current role, changes in responsibilities, or an emerging best practice standard. At later stages of professional development, supervision may focus on case conceptualization and intervention of more complex cases targeting a more complete integration of individual and systemic interventions. At all levels of practice, needs assessment, goal setting, and progress monitoring are systematically addressed throughout the supervision experience and not just at summary evaluation points.

Multimethod supervision. Supervision methods must be tailored to the training needs of the supervisee. Particularly during practicum and internship training, overreliance on supervisee self-report may limit or even unintentionally distort the data required for effective supervision. Within a developmental model, supervision naturally progresses from frequent modeling and direct observation to consultation and coaching formats. Supervision methods are chosen based on the developmental status of the supervisee in a specific area of practice and with assurance for the welfare of clients. The array of methods includes supervisee self-report, supervisor modeling, direct skill instruction, role playing, co-assessment/intervention and case consultation, live observation or recording, coaching, and consulting. Each method provides important vantage points for providing formative feedback to guide professional development. Supporting development of a new skill will require more direct methods such as modeling, role playing, co-intervention, and direct observation. Self-report, coaching, and consultation may be sufficient methods for areas of stronger competency and advanced experience.

APA (2018) standards for supervision now require direct or recorded observations during internship supervision. Recorded observations offer the benefit of playback with selection of specific segments of an activity and the opportunity for review prior to a supervision session.

Unfortunately, the required permissions for recordings are often difficult to obtain in a school setting. Conjoint supervisor-supervisee activities provide an opportunity for direct intervention with the supervisor modifying their role depending on the abilities of the supervisee and any client risk factors. Direct passive observation by a supervisor is an accessible method of observation that can be enhanced by use of coding strategies that record the character, frequency, and content of supervisee communication and skills (e.g., active listening, open-ended questioning, information gathering, Socratic dialog, and so forth; Simon & Swerdlik, 2017). During reviews of observations, the supervisor can guide the supervisee in an exploration of the internal dialog that impacted clinical decision-making.

Group supervision methods can expose supervisees to a broader array of cases and more diverse problem-solving perspectives (Simon & Swerdlik, 2017). Structured collegial consultation groups can create opportunities for support and supervision for veteran psychologists where individual supervision might not be available.

Principles of effective feedback. The ability to provide constructive feedback is one of the characteristics of an effective supervisor and represents an essential structure to support quality supervision. Subtypes of feedback include both formative feedback, which refers to ongoing communication throughout the supervisory process, and summative feedback and evaluation, which occurs at the end of a specific time period (e.g., end of a semester or end of the year) and often involves completion of standardized forms from universities or licensing organizations. Summative feedback and evaluation provides a description of supervisee professional skill development and effectiveness in providing services. Feedback and evaluation represent an ethical mandate related to the supervisor's role as gatekeeper and is also required as part of practicum and internship in preservice training (APA, 2015a; NASP, 2010b). It is likely that the evaluation of the supervisee's performance by their supervisors is the most anxiety-producing aspect of supervision for the supervisee. As noted earlier when discussing the components of the written supervision contract, supervisees have a right to know at the very beginning of supervision what professional skills and behaviors the supervisor will be evaluating. During internship, feedback and evaluation should address all APA profession-wide competencies and all NASP domains of training and not focus on any one subset such as assessment and therapy. Summative feedback should not come as a surprise to the supervisee. It is best practice to inform supervisees that everything included in a summative evaluation has been previously shared in formative feedback and that they have the responsibility to request additional feedback if desired. Evaluation should represent a reciprocal process with the supervisee also providing feedback and evaluating the supervisor, the setting, and the training program.

Characteristics of effective feedback provided by the supervisee include that feedback is direct and specific, delivered in a calm respectful manner, but with a directness that provides clarity. Feedback should also be timely, sensitive and empathic, balanced in terms of strengths and weaknesses, and always focused on specific behaviors and not the person. Feedback is best accepted by a supervisee when it matches their self-perception and when there exists a high level of trust in the supervisory relationship. Feedback should also be delivered with time for reflection and questions, and specific alternatives for improvement should always be offered.

The most common feedback strategy is the "sandwich method" (Daniels, 2009), which consists of delivering corrective feedback between two positive comments. The Ask-Tell-Ask strategy (Cantillon & Sergeant, 2008) represents another alternative method that can be more effective. It consists of four steps including (1) the supervisees state what was positive about their performance, (2) the supervisor states areas of agreement and elaborates on the positives, (3) the supervisee shares what could be altered or improved, and (4) the supervisor states what could be improved and makes specific recommendations.

Cultural responsiveness and diversity in supervision. As the United States becomes increasingly diverse, school psychologists must critically examine the cultural responsiveness of

psychological service provision and respond to the needs of children and adolescents using a lens of social justice and inclusion. Professional guidelines set forth by the APA and NASP support this assertion (APA, 2017a; NASP, 2010a). Specifically, the new *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (APA, 2017a) stress the importance of psychological services that promote multiculturalism, which consider the intersections of identities, not limited to race, ethnicity, gender, sexual orientation, age, language, religion, immigration status, education, and disability. Intersectionality refers to the idea that individuals hold several identities that together influence lived experiences, particularly relevant to discrimination and disadvantage (Crenshaw, 1989). NASP (2010a) asserted that school psychologists are called to “ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools” (p. 3). These guidelines are clearly applicable to both the direct provision of psychological services, such as assessment and intervention, and indirect services, such as consultation and supervision.

The development of culturally responsive supervision skills. School psychology continues to focus attention on multiculturalism, countering a time when marginalized cultures (e.g., minority racial groups) were considered by some to be genetically inferior or deprived (Newell & Chavez-Korell, 2017). These beliefs contributed to what we now identify as deficit-model thinking, which has negatively influenced the way children and families have been served (Harris-Murri, King, & Rostenberg, 2006). Although school psychology programs today are training students from a social justice lens, many practicing school psychologists report a lack of emphasis on culturally responsive assessment, intervention, and consultation practices as part of their training (Newell et al., 2010). Changing beliefs about diversity and inclusion have produced a shift in focus to supervision that is culturally responsive, which emphasizes a career-long commitment to engagement in supervisory behaviors that advocate for diversity and inclusion.

Consistent with DEP’s Ecological component, supervisors must not only be equipped to train supervisees to deliver culturally responsive psychological services to diverse clientele but also be prepared to supervise trainees from varying backgrounds. One way to accomplish this goal is for graduate programs to emphasize culturally responsive practices across all aspects of psychological service delivery, so that future school psychologists will be prepared to meet the needs of the clients they directly serve or indirectly supervise. This means that diversity and cultural responsiveness should be infused throughout all training and supervisory activities (Simon & Swerdlik, 2017). Trainers should employ a developmental approach, with content introduced at a level that is appropriate for each individual student, given that trainees enter graduate programs with varying degrees of knowledge and experience. Issues related to diversity and inclusion should be systematically integrated into coursework. Students may benefit from reflections during supervision of practicum experiences that specifically focus on their interpretation of how power and privilege impact psychological service provision. Those needing additional exposure to social justice issues may benefit from targeted books and workshops. For example, The Safe Zone Project (www.thesafezoneproject.com) is a free online resource created to increase awareness of issues faced by individuals holding marginalized sexual orientation and gender identities and to promote advocacy. Research suggests this program is beneficial for psychologists in training (Finkel, Storaasli, Bandele, & Schaefer, 2003).

Culturally responsive supervisors engage in behaviors that demonstrate the value of cultural similarities and differences as well as enable difficult conversations, identity exploration, and ongoing professional development (Eklund et al., 2014). These values are displayed in supervision when supervisors share their cultural experiences; foster discussions about bias, power, and privilege; facilitate supervisee exploration of identity; intentionally point supervisees in the direction of relevant readings and resources; model appropriate responses to shortcoming

and mistakes; and infuse conversations of diversity and inclusion into each supervision session (Simon & Swerdlik, 2017). Additional specific examples of action steps, learning resources, and activities for culturally responsive supervision are provided in Silva (2019). Research suggests that multicultural supervisory interventions facilitate supervisees' development of culturally responsive case conceptualization, use of appropriate treatment techniques, and understanding of limitations as a provider (Soheilian, Inman, Klinger, Isenberg, & Kulp, 2014).

Because cultural competence is not something that can be achieved and instead requires continual self-reflection, education, and personal growth, school psychologists must continue to develop their skills throughout their careers. This can be accomplished via intentional engagement in professional development opportunities focused on multiculturalism, consultation, or clinical supervision with colleagues who also value efforts to promote diversity and inclusion, and critical self-reflection of one's supervisory performance. School psychologists are trained to be career-long consumers of research surrounding evidence-based assessment and intervention techniques. The same must be true of supervision and issues related to diversity and inclusion.

Identity differences between supervisors and supervisees. As the field continues to advocate for increases in the number of underrepresented students admitted to school psychology programs, it will become more common for supervisors to work with trainees from backgrounds that do not match their own (Proctor & Romano, 2016). Power dynamics are relevant to any supervisory relationship, as supervisors have the ability to influence academic or occupational outcomes. The added complexities of supervision between individuals holding varying dominant and marginalized identities may exacerbate these dynamics and have the potential to damage the rapport necessary for effective supervision.

Research examining supervision occurring between individuals from different backgrounds has largely focused on cross-racial supervision; and inadequate attention has been given to other areas of diversity, such as gender identity (e.g., transgender versus cisgender) and sexuality (e.g., lesbian, gay, and bisexual versus straight). Similar to cross-racial therapeutic relationships, the quality of the working alliance is a better predictor of successful supervision as compared to cultural matching (Schroeder, Andrews, & Hindes, 2009). Therefore, supervisors should engage in the behaviors referenced previously (e.g., discussions surrounding diversity and inclusion, disclosure of cultural experiences, and explorations of identity) to foster working alliance with their supervisees. Nevertheless, supervisees of color engaging in supervision with White supervisors may have unique experiences, particularly when the supervisor is not trained in culturally responsive supervision techniques. For example, supervisees have reported exposure to racial microaggressions (i.e., brief insults tied to racial categories that are often unintentional), which contribute to a diminished working alliance between supervisor and supervisee (Proctor et al., 2016). Specifically, Black doctoral students have reported experiencing several microaggressions during supervision, including avoiding conversations about culture, making stereotypical assumptions about them and their clients, focusing on their clinical weaknesses and not their strengths, and ignoring systems of oppression during case conceptualization and treatment planning, that damaged the supervisory relationship and hindered the progress supervisees made with their clients (Constantine & Sue, 2007). The idea that cross-racial supervision is challenging is salient for supervisors as well as supervisees; supervisors have reported these interactions to be among their most challenging supervision experiences (Ladany, Brittan-Powell, & Pannu, 1997).

Although researchers have not specifically examined how other identities influence the supervisory relationship, it is likely that experiences with microaggression would be detrimental across marginalized identities. Take, for example, Jessica, a biracial 2nd-year doctoral student who grew up in the foster care system and is engaging in her first practicum experience. Her on-site supervisor neglected to facilitate conversations about identity and prior life experiences at the start of their supervisory relationship, and as a result, dismissively commented that Jessica

should be prepared to make several calls to child protective services because the experience is common when counseling low-income students from underrepresented racial backgrounds. Jessica's racial identity and personal experience with the foster care system, in conjunction with her supervisor's bias about low-income families of color, made it difficult for her to implement future recommendations provided in supervision, since she viewed them as culturally insensitive. As a product of her relationship with her supervisor not being repaired, she felt dejected and further marginalized by her supervisor. In turn, she received a great deal of negative feedback from her supervisor and did not receive case assignments that were increasingly complex. In accordance with her program's policy, her supervisor completed an unfavorable evaluation of her performance, which led to a remediation plan that required Jessica to repeat the practicum experience. Supervisors must engage in these conversations early within the supervisory relationship and should continue discussion throughout the supervision process. Although this is relevant for all supervisory relationships, it is an essential component of cross-cultural supervision due to the amplification of power dynamics that may cause supervisee apprehension.

Challenges associated with supervision across the professional lifespan. Becoming a culturally responsive supervisor involves a lifelong commitment to learning and professional growth. As school psychologists advance in their careers, they may find this increasingly difficult for several reasons. Research suggests it is common for mental health providers to experience burnout (i.e., job stress that includes emotional exhaustion, depersonalization/cynicism, and reduced efficacy), particularly when individuals experience repeated exposure to crises and manage heavy caseloads (Dreison et al., 2018). After graduation, school psychologists no longer have immediate access to research and resources that were readily available in graduate school, so keeping up with evolving perspectives for conceptualizing diversity and inclusion (e.g., updated language) may seem overwhelming.

Cross-generational supervision may also present unique challenges. Results of the latest NASP membership survey suggest the age of school psychologists ranges from 24 to 78, indicating that individuals from four distinct generations are supervising trainees (Walcott & Hyson, 2018). Because life experiences shape expectations and values, some supervisors may find it difficult to connect with supervisees who hold different world views and utilize different communication styles (Eklund et al., 2014). It is imperative that school psychologists engage supports, including metasupervision, that combat burnout and foster continued engagement with the literature so their supervisory services will continue benefitting their supervisees and the clients they serve.

Attention to systemic issues. Contemporary school psychology has incorporated a focus on system-wide programming and a commitment to system change when needed to promote student academic progress, development of adaptive coping and social skills, and effective problem-solving. This perspective fostered development of early intervention programs and population-based approaches to promote academic and social competencies and prevent problems (Doll & Cummings, 2008). The NASP (2010a) Practice Model targets engagement in school-wide practices to promote learning and mental health. The development of multi-tier systems of support service delivery models is consistent with a systemic perspective (Simon, 2016).

Within the DEP paradigm, Ecological and Developmental components require incorporation of systemic factors into all programming and intervention activities. School-centered interventions increase effectiveness when they address individual and systemic issues simultaneously (Simon, 2016). This requires multisystem problem-solving collaboration involving parents and educators and facilitating access to community resources (Simon, 2020). The implications for professional preparation and clinical supervision include teaching case conceptualization and intervention approaches that address systemic variables (Simon, 2016), acquiring skills for consulting with parents and teachers to influence family and classroom dynamics that affect student development (Simon, 2020), and teaching skills for program development and systems change

that address peer, classroom, and school ecologies (Simon & Swerdlik, 2017). Mid-career and senior psychologists may have had limited exposure in their own training to these skill sets and could benefit from clinical supervision in these areas.

A brief case example highlights this multisystem perspective. When a supervisee encounters a student who is struggling with identity issues related to sexual orientation, supervision not only attends to the individual counseling process but provides direction for examining relevant systemic factors. Issues explored include school climate, educational curriculum concerning sexual orientation, existing supports for LGBT students, and family knowledge and attitudes. Systemic interventions may be required to address negative school climate issues, to create peer supports for students, and to constructively involve the student's parents.

Legal and ethical issues in clinical supervision and mentoring. Although a thorough discussion of legal-ethical issues in supervision is beyond the scope of this chapter, ethical decision-making does represent one area of professional competency that should be integrated throughout the supervision process for preservice trainees and for credentialed school psychologists receiving mentorship, collegial consultation, and peer supervision. Supervisees should be encouraged to use available ethical-legal decision-making models (e.g., Simon & Swerdlik, 2017) when dealing with legal-ethical dilemmas during their applied field experiences. The internship year often provides the richest source of opportunities for the supervisee to engage in legal-ethical problem solving. Supervisors and supervisees should draw upon relevant legal-ethical resources including the NASP (2010c) and APA (2010) ethical codes; federal laws such as Individuals with Disabilities Education Act (2004), Family Educational Rights and Privacy Act (1974), and Section 504 of the Rehabilitation Act (1973); state codes of special education; state child abuse and neglect reporting laws; district school board policies; and relevant reference books (e.g., Jacob, Decker, & Timmerman-Lug, 2016). NASP (2010c) and APA (2017b) have ethical standards specific to the supervision of interns and students that convey that supervisors have vicarious liability for supervisees' work; that supervisors ensure their supervisees are adequately supervised; that parents and guardians are informed that their student is working with a practicum student or intern; that the identity and responsibilities of the supervising psychologist are explained to parents, guardians, and students prior to the provision of services by the supervisee; and that all of the supervisees' work must be cosigned by the supervising school psychologist.

Developing Supervision Competencies

It is important to include training in providing clinical supervision in school psychology training programs. Training future supervisors in culturally responsive practices was addressed in an earlier section. All APA-accredited doctoral programs now require this training as supervision represents its own profession-wide competency (APA, 2015a). This training should include didactic course work that comprehensively covers aspects of contemporary best practices in supervision, which is all that APA accreditation standards require. Additionally, we recommend providing these future supervisors with experience conducting supervision with less advanced preservice trainees under close metasupervision (Simon & Swerdlik, 2017).

In one of the authors' training program, doctoral students enroll in a seminar in supervision that focuses on reviewing the literature on effective supervisory practices and teaching the DEP supervision model. In addition, doctoral-level advanced trainees enroll in both entry and advanced supervision practica during which they provide a year of supervision to first-year trainees participating in their entry-level field experience in the schools. As part of these supervision practica, doctoral-level trainees are provided with weekly metasupervision.

Although it is more challenging to provide supervision training to specialist-level trainees due to the more limited amount of time they are on-campus prior to their capstone internship,

together with the prescriptive nature of required coursework necessary to meet state and national program approval requirements, we do know that most specialist students will be asked to supervise interns within their first 4 years of practice (Simon & Swerdlik, 2017). Training at the specialist level can include readings, as well as on-campus practicum and intern supervisors processing their supervisory relationships with trainees and discussing how this might apply to the supervision the trainee may be asked to provide in the future. At both the doctoral and specialist levels, interns can be asked to supervise select activities of practicum students, monitor the implementation of programming by paraprofessionals, and supervise teaching faculty in the implementation of new programming, such as a social-emotional learning curriculum.

It is also important to provide continuing professional development and ongoing support to current supervisors. This can take many forms including supervision workshops at state and national conferences, self-study by supervisors reviewing the current supervision literature, and setting up metasupervision groups facilitated by experienced school-based and university-based supervisors. In Illinois, two authors hold quarterly metasupervision sessions for field supervisors associated with the Illinois School Psychology Internship Consortium. These are collegial support groups for sharing supervisory experiences (both successes and challenges), discussing concerns, and engaging in supportive and collaborative problem-solving. In keeping with the developmental perspective, facilitators promote reflection on key issues that emerge at each stage of the internship. These quarterly meetings convene through audio conference calls. Depending on the location of the participants, these metasupervision groups could also be conducted face to face or using video technology. A state-wide training program for supervisors in Illinois leading to a clinical supervision credential awarded by the Illinois School Psychologists Association has recently been developed and is described in Simon, Swerdlik, Cruise, and Stein (in press).

Working with Supervisees around Problems of Professional Competency within a Developmental Framework

At times supervisees may exhibit problems of professional competence (PPC). Supervision provides the best avenue for addressing these concerns and monitoring growth. Although professional competency concerns occur at relatively low rates, they demand much time and effort from supervisors and garner increased attention in most discussion forums. However, these concerns cannot be ignored because they can have a detrimental effect on the recipients of services, the public, the trainee, and the training program.

Evaluation throughout the supervisory relationship provides ample opportunities for supervisors to identify and address expected competencies of the supervisee at any point along the professional continuum. School psychology training programs serve as the initial gatekeepers for the profession and must carefully assess trainee competence at all stages of their programs. Early detection of concerns allows for direct feedback and an opportunity for effective remediation. Field supervisors are able to directly observe supervisees in the practical application of knowledge and skills during practicum and internship, which may yield new or more subtle performance concerns, such as behaviors or attitudes that are misaligned with expectations at a given stage of practice (Elman & Forrest, 2007). Supervision with early and later career school psychologists may uncover specific areas of practice that were never adequately developed or professional behavior that was not maintained and falls short of best practice.

A key component for identifying and addressing PPC is for a profession to have clearly articulated and measurable professional competencies. The NASP Practice Model (2010a) and the APA (2011) competency benchmarks demarcate the skills and practice areas school psychologists should demonstrate. Kaslow and colleagues (2007) classified these professional skills into two categories: foundational and functional. Foundational skills include professionalism,

ethical and legal practice, knowledge and skills, and interpersonal behavior. Functional skills are those activities one is expected to perform in practice (e.g., assessment, diagnosis, conceptualization, intervention, and supervision; Kaslow et al., 2007). In comparison, Lamb and Swerdlik (2003) described three categories: “(a) acquisition and integration of relevant professional standards, (b) development of appropriate professional skills, and (c) monitoring of personal functioning” (p. 96). The influence and interaction of knowledge, skills, attitudes, and practice behaviors provide a complete representation of competence, and developmentally appropriate expectations must be applied in the evaluation process. For example, simple lags in skill development or situationally specific interpersonal skills, along with concerns that can be supported, corrected, or redirected through the supervisory relationship would be low-level PPC and likely not require any formal intervention. However, chronic, substandard behaviors or persistent unresponsiveness to supervisory feedback would necessitate a remediation plan. Gross ethical violations or professional negligence that impede or endanger client welfare would not be allowed at any level of practice and would likely warrant immediate dismissal.

Once competencies have been defined, evaluation procedures and timelines must be established. Supervisees should be informed at the outset of all areas of competency to be evaluated and the expected level of performance for their specific period of training (e.g., practicum, internship, and advanced career). Any evaluation tools, methods of evaluation, and due process procedures for supervisee objections to evaluation process or content should be made available to the supervisee. Formative and summative feedback offered throughout the training experience allow for review and assessed understanding of professional competencies and provide the basis for documenting supervisee concerns. Establishing a trusting supervisory relationship fosters open and honest conversations about PPC and may help supervisees accept constructive feedback. A strength-based approach to supervision can also be used to reframe deficits as related to context and use a supervisee’s strengths as a means to bolster growth in areas of concern (Newman et al., 2017).

Utilization of supervision structures detailed in other sections (e.g., the supervision contract) are useful tools to document the progression of competency concerns. As soon as sufficient data warrant a remediation plan, explicit concerns should be summarized and presented to the supervisee verbally and in writing. An action letter describing problematic behavior in observable and measurable terms, along with documentation from supervision notes and evaluation ratings highlighting specific behaviors of concern, should be provided to the supervisee prior to a face-to-face meeting. This allows the supervisee time to process the information and formulate any questions or responses (Cruise & Swerdlik, 2010). Letters should convey a tone of concern and commitment to support improvement.

There is no consensus on how to address supervisee PPC; each remediation plan should be tailored to the supervisee’s areas of concern and specific behaviors. Plans should incorporate feedback and evaluations from all professionals involved with supervisee training but are typically drafted by the primary university supervisor. Supervisees may play an active role in identifying courses of action and needed levels of support. Supervisee inclusion also underscores self-reflection and self-assessment as a necessary professional skill. Collaboration and positive support from fellow trainers and supervisors may ease some of the stress associated with initiating a remediation plan.

Remediation plans should include the description of the problem as outlined in the action plan and provide clear, detailed descriptions of interventions, time frame for remediation, roles and responsibilities of everyone involved, type of evaluation to measure progress, expected level of competency required, and consequences to the supervisee upon not meeting stated performance competencies. Modifications to plans may be required to add further supports or break skills down further. Sample remediation plans can be found in Appendix H of Simon and Swerdlik (2017) and at www.apa.org/ed/graduate/competency-resources.aspx.

Remediation outcomes should be documented in the supervisee's record. Upon successful completion, a written recommendation to return to full status or advance in training should be provided to the supervisee and retained in the supervisee file. If a supervisee does not meet expected professional standards at the conclusion of a remediation period, their training experience may be terminated or further remediation experiences may be required (e.g., additional internship, repeated coursework, and extended supervised experience).

Although PPC occur infrequently, supervisors must be prepared to identify, and document concerns early and provide ongoing feedback that allows supervisees time and opportunity to adjust their performance. Clearly stated competencies and expected outcomes make expected levels of professional competency transparent. Ongoing documentation gives supervisors the foundation upon which unambiguous descriptions of growth areas and interventions can be described in remediation plans, while documentation of remediation outcomes should bolster supervisors' confidence in their final determinations of supervisee continuance in the field.

Summary and Implications

The central premise of this chapter is that clinical supervision can contribute to professional development, work-related stress management, self-care, professional satisfaction, and clinical competence across the career lifespan. Even though defined as a core professional competency, supervision in school psychology in particular lacks a sufficient research base to fully guide practice. A consensus has emerged that supervision can and should benefit practitioners throughout their career lifespan, but current literature still largely focuses on preservice training.

The introduction of the DEP supervision model has provided a comprehensive framework that is specific to school psychology, addressing its unique and diverse professional roles and the school setting. Integrating developmental, ecological, and problem-solving perspectives on school psychology practice and supervision, DEP has defined behavioral markers (specific supervisory actions and processes) for contemporary best practices that can guide supervision from preservice field work through veteran practice.

The characteristics of effective supervisors involve personal attributes (i.e., the ability to establish trust) and specific professional skills (i.e., advanced problem-solving capacity). Effective supervisory structures and practices include written supervision contracts; developmental assessment, goal setting, and progress monitoring; multimethod supervision; sustained focus on diversity and multicultural responsiveness; attention to systemic issues; and consideration of legal and ethical concerns. Supervision is also the primary mechanism for addressing problems in professional competence. From constructive feedback to targeted remediation plans, clinical supervision is tasked with both support and gatekeeping functions.

Implications of a developmental career lifespan approach to clinical supervision include establishing structures to increase access to supervision at all levels of practice, designing innovative programs to support training in supervisory skills for graduate students and credentialed psychologists, and increasing research efforts on school psychology supervision practices as applied across the professional developmental continuum. An effective supervisor supports professional competence and ensures the welfare of the students, families, and educators we serve.

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