Domain 9: Research and Evidence-Based Practice

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**Introduction**

Domain 9 from the Professional Standards of the National Association of School Psychologists (NASP) is Research and Evidence-Based Practice. Domain 9 states that a school psychologist must have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques. This knowledge will lend into understanding research, interpreting data, and evaluating programs in applied settings. School psychologists are scientist practitioners who evaluate and apply research as a foundation for service delivery. In collaboration with others, school psychologists use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Discussion**

First and foremost, school psychologists are advocates for the use of evidence-based educational practices. These practices can be applied to instruction, social–emotional learning, and positive behavioral supports at the individual, group, school, and district levels. With this knowledge of evidence-based education practices, school psychologists are able to inform others and further the public knowledge in this area. Besides spreading awareness for these practices, school psychologists assist in analyzing, interpreting, and using empirical foundations to support effective school practices. As a support to other professionals in the school, these evidence-based education practices continue to be of use. Help is also given by school psychologists in the form of supporting other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth. It is key to foster healthy relationships with other school professionals, and mutual help is a key aspect of doing so. In addition to helping others implement programs such as these, school psychologists apply knowledge in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans of their own.

Evaluation is part of the job of a school psychologist, and research and evidence-based practices are no exception. In their role, school psychologists evaluate, interpret, and synthesize a cumulative body of research findings. Then, the findings are applied as a foundation for effective service delivery. The methodology of evidence-based research findings is crucial to ensure practices are backed by research findings and science. In doing so, practices are likely to be more effective and concrete. Lastly, school psychologists evaluate, select, and interpret evidence-based strategies. These strategies lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety. Enhanced school climate, academic achievement, and sense of safety all lend themselves to a more enjoyable and productive school process.

**Reflection**

Domain 9 is crucial for my future as a school psychologist. Evidence-based practices are a lasting method of evaluating and interpreting data, as well as implementing practices and interventions that are based on solid scientific research. Without a background of research, intervention plans and practices would have no basis and would be unreliable. In the future, I must ensure that any and all practices I take into consideration must have a basis in fact, and scientific evidence to back it up.