For many years literature in school psychology has called for the school psychologist to work at a systems level.

A) What is a system?

B) Within the context of school psychological service delivery, what does “working at a systems level” mean?

C) What knowledge and skills do school psychologists working at a systems level need to have?

D) What strategies and methods would a school psychologist use in working at a systems level or doing “systems level interventions”?

E) Provide two examples of how a school psychologist might intervene at a systems level. In your examples, provide a description of the issue or problem, as well as the approaches and strategies the school psychologist would use, and the actions the school psychologist might take.

F) Describe and discuss the arguments for (pro) and against (con) working at a systems level for school psychologists.