Practical Steps to Expanding Your Role as a School Psychologist:
Implementing the NASP Practice Model

Oklahoma School Psychologists Association Fall Conference

October 23, 2015, 9:00am-12:00pm

Edmond, OK

NASP
NATIONAL ASSOCIATION OF
School Psychologists

Stacy K. Skalski, NASP Director of Professional Policy & Practice

Learning Objectives for Today

- Participants will:
  - Learn to use strategies to assess and evaluate the scope of services offered by school psychologists and assess how their systems might support change,

  - Understand how the NASP Practice Model provides a framework for role expansion

  - Learn to use the resources that have been developed for supporting the adoption of the NASP Practice Model including the NASP Practice Model Implementation Guide

Session Overview

- **Quick Overview of Practice Model**
- **Demonstrating value through action**
  - Examining current scope of practice
  - Building relationships with key decision makers
  - Cementing your role through policy
- **Resources to help: Using the NASP Practice Model Implementation Guide**

Individual
District
State

What is the NASP Practice Model and how does it inform the work of school psychologists?
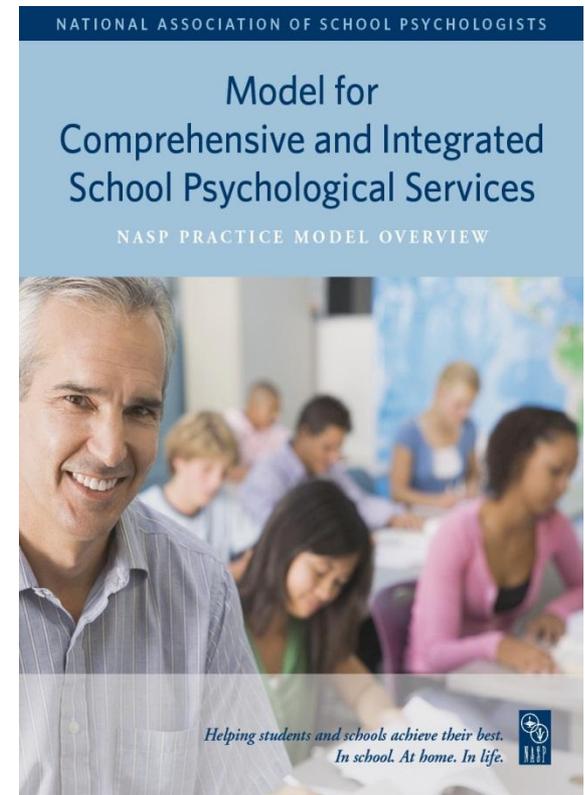
The Practice Model is designed to promote the connection between our research, training, standards… and our actual practice.

Model for Comprehensive and Integrated SP Services: Key Components

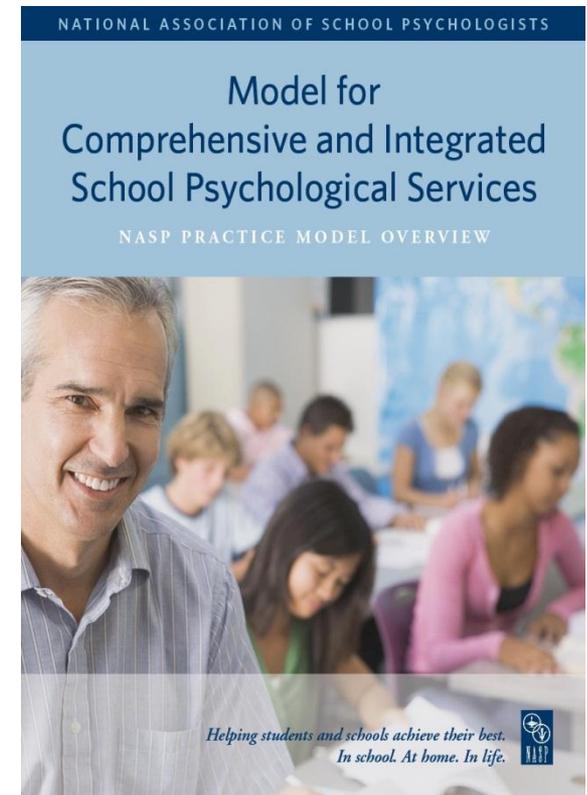**Professional Practices:** Includes 10 domains of practice

- – Foundations of Service Delivery
- – Practices that permeate all aspects of service delivery
- – Direct/Indirect Services to Kids and Families

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Comprehensive and Integrated School Psychological Services

NASP PRACTICE MODEL OVERVIEW

Helping students and schools achieve their best. In school. At home. In life.

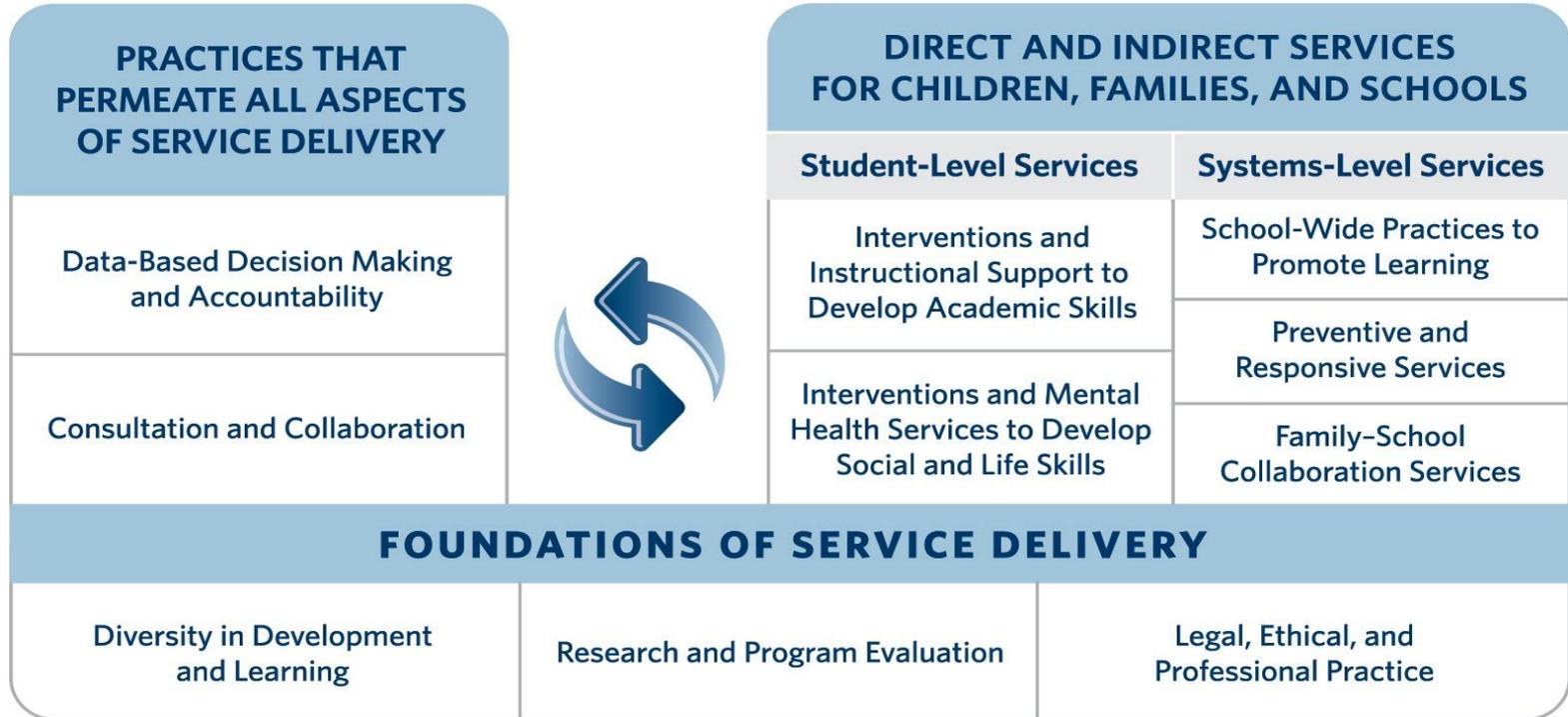# Model for Comprehensive and Integrated SP Services: Key Components

Organizational Principles:

- Intended to be utilized by organizations that employ school psychologists
- Provides recommended guidelines for supervision, staffing, working conditions, etc.

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for
Comprehensive and Integrated
School Psychological Services

NASP PRACTICE MODEL OVERVIEW

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NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Model for Services by School Psychologists

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Data-Based Decision Making and Accountability

Consultation and Collaboration

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services	Systems-Level Services
Interventions and Instructional Support to Develop Academic Skills	School-Wide Practices to Promote Learning
Interventions and Mental Health Services to Develop Social and Life Skills	Preventive and Responsive Services
	Family–School Collaboration Services

FOUNDATIONS OF SERVICE DELIVERY

Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Scope of Practice

- Domains outline breadth of services that can reasonably be expected from a school psychological services program

- Individual school psychologists may provide services in only some domains

- Districts should strive to provide comprehensive services utilizing complementary expertise of individual practitioners

- The services delivered should respond to the needs of ALL students

Key Considerations in Organizational Principles

- **Supervision & Mentoring is needed**
  - Credentialed school psychologist
  - Promote professional growth
- **Professional Development must be intentional**
  - Provide access to professional development opportunities enabling the SP to remain current
- **Practitioner to Student Ratios must be reasonable**
  - When a school psychologist is practicing a broad based role as delineated in the NASP Practice Model, the recommended ratio is 1 school psychologist to every 500-700 general education students.

Questions about the content of the model?
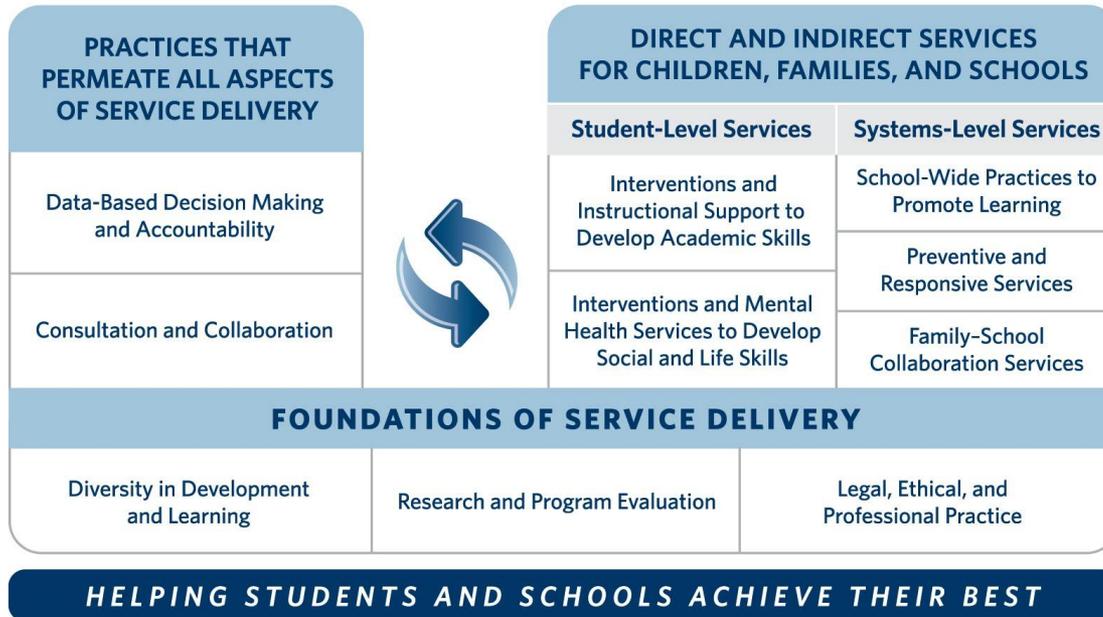
WE must be intentional about referencing the NASP Practice Model as the guiding framework of what we do

To do this, we must….

- Understand the Model.
- Be able to explain the Model to others.
- Understand how our work connects directly to the Model.
- Be able to articulate the positive outcomes that can be experienced by schools and students when the Model is implemented.
- Link those outcomes to the priorities of the school district.
- Intentionally reference the Model in our policy, practices, and communications.

Steps to Expanding Your Role and Demonstrating Your Value

Step 1: Demonstrate your value through action and results.

- The most fundamental consideration is YOU.
  - What do you/school psychologists do?
  - Why does it matter? How does it change the lives of students and families? (Quantitative, Qualitative)
  - How do you know that it matters? What is your evidence? How can you measure your results?
  - Who knows your results?

Elevator Chat: What specific services do you provide? Why do they matter?

- Make a list of services you provide. Think comprehensively. What do you do?
  - **Q: What does a SP do?**
- Who are the consumers of these services?
  - **Q: Who do you work with in schools?**
- Under what conditions are these services provided? (IEP mandated; by referral of teacher, parent, administrator; upon request)
  - **Q: What difference does your work make for kids? For teachers? For school administrators? For Parents?**
  - **Q: How do you know YOU make a difference?**

Strategies for Demonstrating Value: *Individual Level*

- Record keeping
  - Goal setting. *What you want to see a student achieve.*
  - Service logs. *What you do.*
  - Support Requests. *Who you help.*
  - Progress towards IEP goals. *Why it matters.*
- Caseload Annual Reports of Progress
  - Use the data that you have collected to provide a profile of your school psych services.
- Satisfaction with Services Surveying

Request for School Psychological Services and Support

Name:

Date:

Name of student of concern (if applicable):

Person making this request:

Please complete the information up to the dotted line and return to the school psychologist.

My concerns primarily address the following issues. Check all that apply

☐	Inadequate academic progress	☐	Mental Health and Wellness
☐	Comprehension and/or language concerns	☐	Social/interpersonal interactions
☐	Attendance	☐	Behavior concerns
☐	Failing Grades or Incomplete Assignments	☐	School or student safety**
☐	IEP Progress	☐	Attention concerns
☐	Other:	☐	Disengagement from school/class/peers

**NOTE: These need to be assessed immediately. Please discuss with the School Principal if School Psychologist is not immediately available.

Briefly describe the problem/issue:

Utilize a system that helps you track requests for services and services delivered. See handout example.

17

Compile Your Annual Report of Services

- How many students did you serve? (grade, IEP, etc.)
- What type of services did you deliver?
  - Assessment, Intervention, Consultation (What proportion of your time?)
  - What NASP domains did you address? What domains were the most/least common?
- What type of issues did you address?
- What percentage of students achieved their goals?
- What levels of proficiency were achieved as a result of your services?
  - Qualitative or quantitative results (academics, attendance, etc.)

Satisfaction Surveying

- Keep it simple, brief and focused.
- Consider professional behaviors, services delivered, perceived response to services
- Survey at key times that allow for reflection.
  - Soon after service delivered
  - Delivered at time that is less stressful
- Online surveying is easy and the data are compiled for you. See www.surveymonkey.com
- See guidance on developing your survey:
  - http://www.broadeducation.org/asset/1344-schoolsatisfactionsurveys.pdf

Strategies for Demonstrating Value: *District Level*

- Framing the school psychological services program
  - What needs in the district are being addressed?
  - Who is responding? What services?
  - What are the results?
- Link services delivered by school psychologists with district level priorities.
- Annual report of services
- Alignment of services delivered with NASP Practice Model
- Transparent formulas for staffing that reflect the Model

Communicating About School Psychological Services

- What do school psychologists do and why does it matter?
- What effect do these services have on preventing dropouts?
  - Promoting student and school success?
- How does the work of school psychologists connect with the work of other SBMH professionals?
- How many school psychologists do we have?
  - Is it enough?
  - If not, why do we need more and how many?

Many school psychologists complain that there just aren't enough SPs in their districts to get the job done.

How do you know that?

What FTE and case load data does your school district collect?

How does your district determine staffing ratios?

Developing Transparent Staffing Formulas:
Data Sources, Formulas, & Rules

- Data Sources
  - General Demographic Data (school population)
  - Specific Student Needs
  - School Performance Data
  - "Big Picture" Program Planning
- Formulas Responsive to Varying Data & Priorities
  - Use research and best practice in developing formulas
- Adjust formulas and rules as needed given the "Big Picture"

Example of Base Weighting System:

Base FTE assigned by factoring student enrollment and recommended ratios

- This example is based upon a ratio model.
- Example uses a ratio set at a maximum of 1000 general education students to one practitioner.
- Weighting systems should be customized by profession according to recommended standards for the profession.

FTE	# of Kids
0.1	0-99
0.2	100-199
0.3	200-299
0.4	300-399
0.5	400-499
0.6	500-599
0.7	600-699
0.8	700-799
0.9	800-899
1	900-1000

Set up Formulas to Emphasize Priorities

- Add or reduce FTE based on variables you want to address
  - Risk factors (poverty, FRL, severe disabilities)
  - drop out factors (attendance, failing grades, disengagement, etc.)
  - High mobility (migrant, military)
  - Discipline

Request Additional FTE for "Big Picture" Program Planning

- **Implementing specific school wide programs**
  - School-wide Positive Behavior Supports
  - Response to Intervention
  - School Climate and Safety (e.g. bully prevention)
  - Universal screening
- **School-Student Improvement Efforts**
  - Tutoring
  - Mentoring
  - Professional Learning Communities & Data Dialogues
- **Building school-community partnership programs**
  - Before and after school programs
  - University training partnership
  - Partnership with health and mental health agencies

Build your Formulas:

Example--Formula Based on NASP Practice Model Would Include…..

- Use practitioner-student recommended ratios for determining base formulas:
  - School Psychologists: 1.0 FTE for every 1000 general education students
  - As school psychologists are expected to provide a broad based role, this formula should be adjusted to 500-700 general education students (NASP Practice Model)
- Add for intense special education programs
- Add FTE to reflect differences in student needs (intensity of needs, risk factors, intensity of program)
- Add FTE to reflect prevention initiatives (school wide programs to reduce bullying, school violence, etc.)

Build your Formulas Based Upon your Priorities: Examples

- Formula Add-Ons
  - Intensive needs programs
  - Risk factors that increase the need for services
  - New prevention programs
  - Failed AYP indicators requiring new remediation efforts
  - Declines in student performance
  - Collaborative efforts requiring dedicated staff time (e.g. addition of a school-based health clinic requires coordination between school and community based professionals for services to be delivered after/before school hours)
- Formula Take-Aways
  - Prevention program terminations
  - Identified Redundancies
  - Other resources become available (community based)

Take Another Look….Can you see the Priorities?

A School	B Proj Enroll	C Proj ED Enroll	D Base FTE	E ED FTE Add on	TOTAL BASE FTE (D + E)	G FRL Rate	H FRL (Add .1 FTE if Above 10%)	I Prevent Program (+.1 per program)	J Program Term (-.1 per Program)	Final School FTE Next Year (H+I+J)
HS	1902	0	1.90	0.00	1.90	8.0%	1.80	.4	-.1	2.3
MS	1015	0	1.00	0.00	1.00	8.5%	1.00	.2	0	1.20
ES1	700	10	0.70	0.50	1.20	13%	1.30	.2	0	1.50
ES2	550	0	0.50	0.00	0.50	7.4%	0.50	.2	0	0.70

In summary….

- Find out what your district is already doing. How are they determining FTE?
- Are the factors used for determining FTE reflecting the NASP Practice Model?
- Show your data about your effectiveness. Demonstrate how your broad based services touch and benefit more students.
- Advocate for formulas and processes that support your broad based services.

Strategies for Demonstrating Value: *State Level*

- Feature articles State Newspapers and in Educator Trade Publications
- Presentations at External Stakeholder Conferences
- State Association Website News
- Recognition of School Psychologist of the Year
- Recognition of School Psychology Week

FROM THE SCHOOL PSYCHOLOGIST FROM THE SCHOOL PSYCHOLOGIST

A More Valuable Resource

The breadth and depth of school psychologists' skill set is frequently untapped.

By Deitra Reiser, Katherine Cowan, Stacy Skalski, and Mary Beth Klotz

November is national School Psychology Awareness Month, and this month's column offers some basic information about how your school psychologist, when practicing a broad-based role, might help you bring out the best in your students, staff members, and school.

More Than a Gatekeeper

A common misperception about school psychologists is that they are simply gatekeepers for special education. Although this role is a very important part of any school psychologist's job—and helps schools meet the public mandate to ensure a free appropriate public education for all

Louis, Leithwood, & Anderson, 2010). In many districts, school psychologists are among the most highly trained, yet least utilized, professionals with regard to data use. They can help generate and interpret valuable data that school leaders and teachers can use to make decisions about programs and interventions at the district, build-
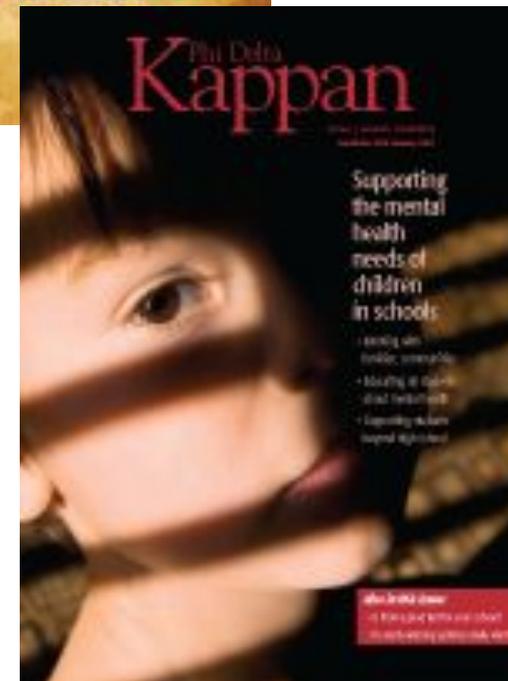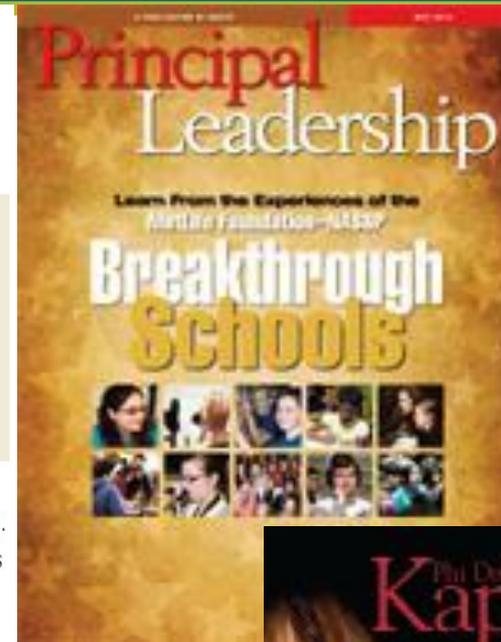
Featured articles about the valuable roles of school psychologist have been published in trade magazines for other educators such as Principal Leadership and Phi Delta Kappan. *Copies available on NASP Website.*

Celebrate School Psychologists! Nov. 9-13, 2015

School Psychology Awareness Week 2014 Highlights

Thank you for all the hard work, creativity, and energy that went into making this year's School Psychology Awareness week another success! Below are highlights of some of the fantastic projects that school psychologists around the country shared with us. Congratulations to NASP members Rebecca McNaughton, Lauren Lamar, Maximilian Tokarsky, Laura Dilly and Marjorie Rehlander, who were selected out of feedback survey respondents to win a $20 Online Learning Center gift card, and a pack of Gratitude Works-THRIVE! wristbands. If you did not get the chance to plan an event, check out our Gratitude Works—Thrive wristband activities (pdf) which can be adapted for use throughout the year.
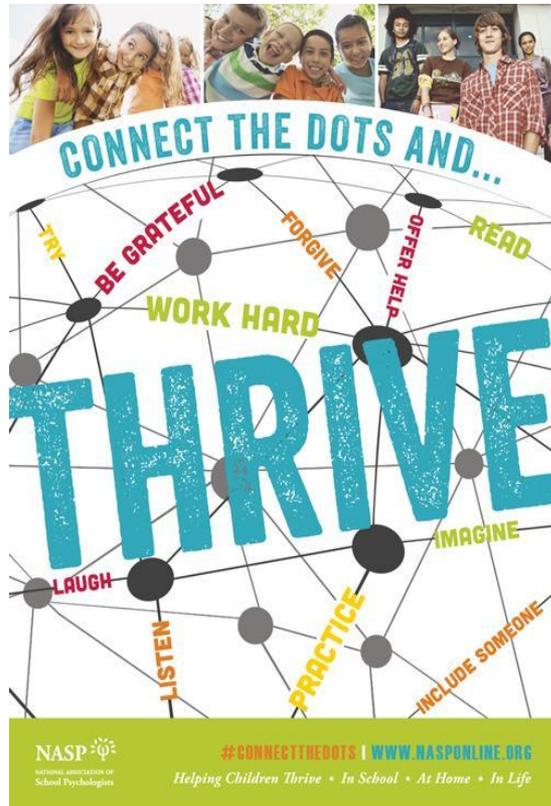
"Leaf stencil activity displaying notes of gratitude, positive actions, strengths, etc."

- Matt Brelsford, PA

"We handed out 300 cookies, over 300 cups of hot chocolate, NASP brochures, and Ed Psych Department materials."

- Mackenzie Sommerhalder, NE

"Our tree, early in the week! More leaves yet to come."

- Emily Klein, DE

Activities and Resources Found All Year Around At:
http://www.nasponline.org/communications/spaw/index.aspx

2. Promote a broad based role through relationships with influential decision makers.

- Connect your value to the values and priorities of the influential decision makers.

- Seek out opportunities to recognize allies.

- Meet with opponents and try and help them understand the value of supporting your services.

Promoting a Broad Based Role Through Relationships with Influential Decision Makers: *Individual Level*

- Students and their Families
- Building Level Teachers
  - Who is influential?
  - Reach out and support groups of educators working for kids
- Building Level School Mental Health and Special Education Specialists
- Building Level Principal
  - What are you working on and how can I help you?

Strategies for Promoting a Broad Based Role Through Relationships

- Intentionally label services as reflective of NASP Practice Model

- Engage in professional behaviors (Meet deadlines, Follow up, Provide written documentation and oral reports of services and supports, etc.)

- Reach out in a personal way (phone calls, home visits, weekly check-ins, same day response to email, etc.)

- Demonstrate that you care (listen, reflect, adjust your schedule to maximize participation by others, etc.)

Promoting a Broad Based Role Through Relationships with Influential Decision Makers: *District Level*

- Teachers
- Building Principals
- Special Education Director
- Curriculum and Intervention Specialists
- Superintendent
- School Boards
- School District Unions
- Parent Teacher Association

District Example: Montgomery County Public Schools, MD

- **The school district strategic plan "pillars" and priorities center around three core competencies.**

Three Core Competencies

The Skills and Knowledge Our Students Need for Success in the 21st Century

ACADEMIC EXCELLENCE

MCPS students will

- Demonstrate readiness for post-secondary study and/or the workforce so that all students are prepared for success upon high school graduation
- Demonstrate literacy across all

CREATIVE PROBLEM SOLVING

MCPS students will

- Think critically and creatively to solve complex and unfamiliar problems
- Clearly articulate thoughts, ideas, and information using oral, written, and nonverbal communication

SOCIAL EMOTIONAL LEARNING

MCPS students will

- Value and respect diversity and differences
- Make constructive and healthy decisions that promote hope, personal well-being, and social behavior

MCPS: School Board Presentation

- The district had been working to expand the role of the school psychologist. Leaders aligned this advocacy with the strategic plan.
- Superintendent invited NASP to present to all school principals on the NASP Practice Model and how SPs can contribute to the Social Emotional Learning pillar.
- Presentations were made to the school board to talk about role of SP and to request positions on January 10, 2013. Several years had passed with no increase in FTE but district growth was about 2000 new students annually.
- 4 new FTE was added as a result of these advocacy efforts.
- The district's school psych union representative (Deb Wotherspoon) presented to their school board on January 16, 2014. Budget Hearing
  - *Miles to Go Before We Sleep*
  - http://mcpsmd.swagit.com/play/01162014-709
  - Look to the menu on the right and click on "Part 4". Forward to 10:50.

Promoting a Broad Based Role Through Relationships with Influential Decision Makers: *State Level*

- Other Professional Organizations
  - Affiliates of NEA/AFT, ASCA, SSWAA, NASSP, NAESP, CASE
  - NASDSE
- Department of Education
  - School Psychologist Consultant/Supervisor
  - Exceptional Children Unit Directors
  - Pupil Services Directors
  - State Superintendent
  - State Boards of Education
- State Legislature
  - House and Senate Education Committees
  - YOUR ELECTED OFFICIALS!

Strategies for Reaching Out to Influential Decision Makers

- Offer to help. Volunteer.
  - What are you working on and how can I help you?
  - Grade level teams, building level accountability teams, district level crisis and intervention teams, etc.
- Professional Development Presentations
- Board Level and Conference Presentations
- Recognition Awards for Outstanding Service

NASP Awards

GPR Awards: Outstanding Advocate

- http://www.nasponline.org/advocacy/gpr/awards.aspx

Possibilities in Action, Student Power & Gratitude Works

- http://www.nasponline.org/communications/spaw/index.aspx

School Psychologist of the Year

- http://www.nasponline.org/about_nasp/awards_spy.aspx

http://www.nasponline.org/about_nasp/awards.aspx
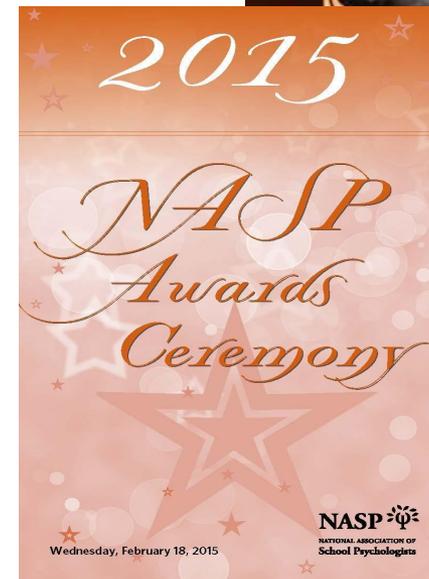
Example: MD School Psych Association Leadership Conference

- April 25, 2013,MSPA Sponsored
- Convened multi-disciplinary school leadership teams from all MD school districts

- Presentation on the NASP Practice Model
- Gallery Walk through the 10 Domains
- Roundtable discussions
- Networking reception

3. Cement your current and future role in policy and public information.

- What is written is what is done.
- Policy can sustain practice beyond dynamic leaders
- Policy informs practice during times of transition
- Policies exist at all levels of systems
- When formal policies don't exist or leaders are reluctant to pass them, utilize public information documents to convey your message

3. Cement your role in public communications and policy.
Individual Level

- Personal Websites
- Share promotional and informational materials that include your role
- Presentations to parents and educators
- Personal Professional Portfolios

NASP has tools and resources to help you create your own webpage.

http://www.nasponline.org/communications/webpage/index.aspx

NASP ⚛ **Communications**

Helping Children Thrive • In School • At Home • In Life

Students   Early Career   Families

Leadership Tools
About School Psychology
About NASP
Membership
Professional Standards and Training
Continuing Professional Development
National Certification
Conventions
Communications / Media

Create Your Own Webpage

Overview on Creating Your Own Webpage

Creating Your Own Website: Insights From the Field

Downloadable Files for Web Posting

To save the links below as HTML files for your website, plea

- Right-click on the link and choose "Save Target As" (Ir
- When the "Save As" dialog box opens, select "All Files
- Navigate to the folder where you wish to store your f
- Type "xxxx.html" in the "File Name" box, without the

Fulton County Schools
Where Students Come First

Home   Academics   Assessment   Learning and Teaching   L

FCS Public > English > Divisions > Academics > Support Services > Psychological Services

Psychological Services

School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School Psychologists Work With Students to:

- Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems

A personal professional webpage or a district's school psychological services page are great ways to highlight services & your commitment to the NASP Practice Model.
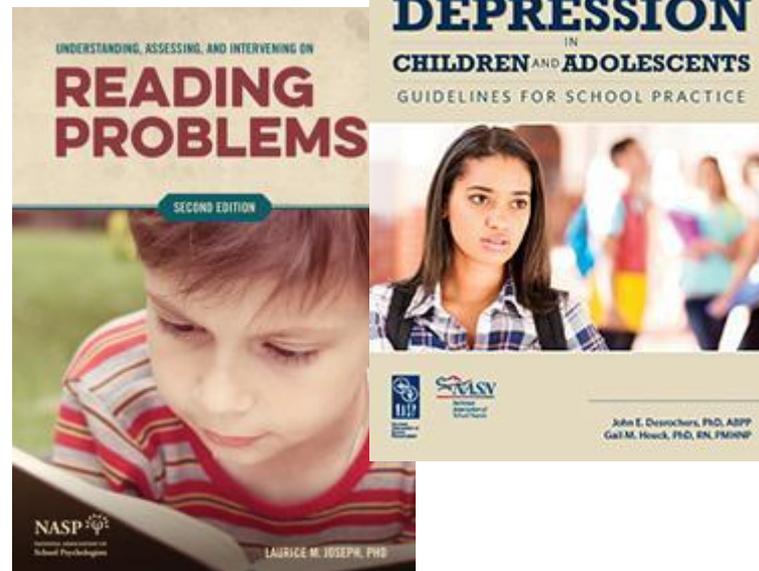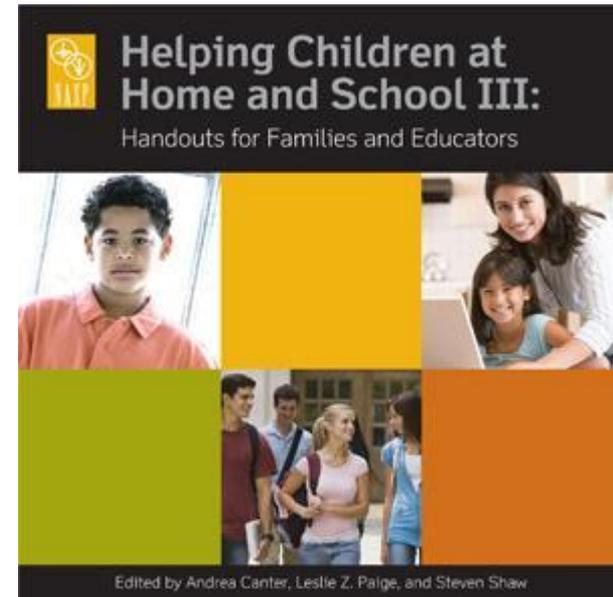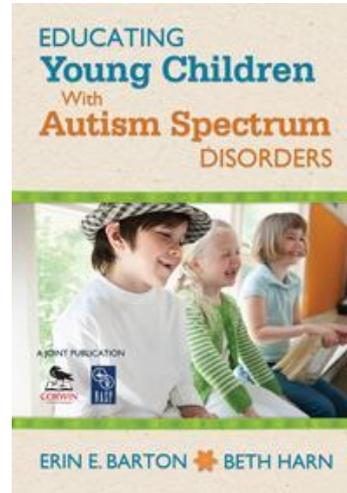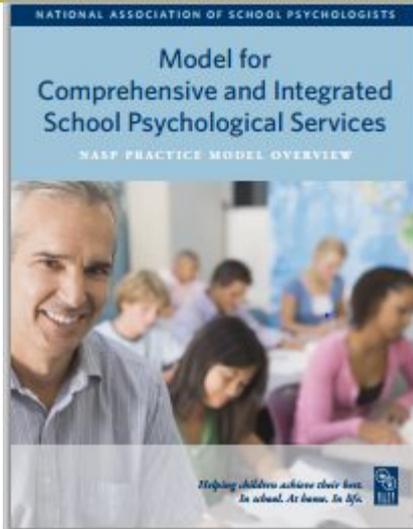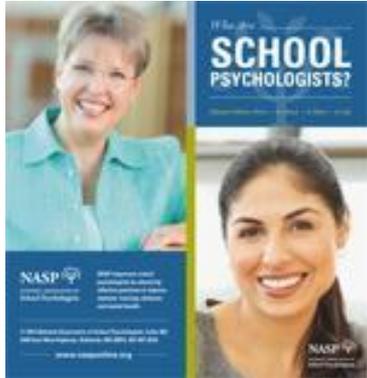
NASP has informational brochures and handouts that promote your role and skills.

NASP has publications and informational handouts to help parents and teachers.

Develop a Professional Portfolio

- Collect products that are examples of your work and your effectiveness

- Organize these around the strategic priorities of your school building or district

- Personalize the portfolio with "letters of thanks" shared with you by students, parents, or teachers

- Include tables and graphs that show how your services have impacted others

- Share your portfolio annually with your supervisor, building administrators, and other influential decision makers

3. Cement your current and future role in public communications articulating policy. *District Level*

- Job Descriptions
- Personnel Evaluations
- School board policies
- Promotional materials

BSD Burrillville School Department
2300 Bronco Highway, Harrisville, RI 02830 | 401-568-1301

TOWN OF BURRILLVILLE
Burrillville School Department

Position Description

Title: **School Psychologist**

Supervisor: **Building Principal/PPS Director**

Department: **School Department**

GENERAL PURPOSE:

The School Psychologist will provide support to children to help them succeed academically, socially and emotionally while considering Rhode Island Regulations and the vision of the Burrillville School Department. School psychologists will collaborate with educators, parents and other professionals to help create safe, healthy and supportive learning environments that strengthen connections between home and school.

GENERAL RESPONSIBILITIES:
As Guided by the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services

1.   **Data-Based Decision Making and Accountability**
      School psychologists use various data, including social emotional, behavioral, and psychological assessments, to identify student strengths and needs and to aide in developing effective services and programs.

Burrillville, RI
Job
Description
for School
Psychologists
aligns with
the NASP
Practice
Model.

50

Johnson County School District #1, Buffalo, WY Utilizes NASP Practice Model for basis of Personnel Evaluation of School Psychologists

School Psychologist Evaluation System

Performance Criteria

The committee elected to use the NASP Model for Comprehensive and Integrated School Psychological Services for the JCSD1 School Psychologist Evaluation System. This evaluation instrument and process is based on a set of rigorous research-based standards and NASP standards for training and practice. The instrument is designed to promote quality psychological services, effective leadership, and student learning while enhancing professional practice and leading to improved instruction. [See Addendum A for the complete School Psychologist Evaluation System.]

Performance Criteria are as follows:

STANDARD 1: Practices That Permeate All Aspects of Service Delivery
Domain 1: Data-Based Decision Making and Accountability
School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Communicating About the Need for Comprehensive School Psychological Services:
The Comprehensive School Behavioral Health Model, Boston Public Schools

" This is the best model I've ever seen!"

-Former Congressman Patrick Kennedy

School's struggling with psychologist shortage

Posted: May 05, 2015 8:13 PM EDT
Updated: May 05, 2015 8:26 PM EDT

Recommend 2.5k   128

FOX 25
10:33 56°

http://cbhmboston.com/

cbhm lighthouse model

Behavioral Health Services

Department of Children and Family Services

Specialized Services

Department of Mental Health

Boston Public Health Commission

Mental Health Partners

TIER 3
- Individual Counseling
- Case Management
- Crisis Response

TIER 2
- Solution-Focused Groups
- Consultation
- Evidence-Based Interventions

TIER 1
- Universal Positive Behavioral Supports
- Universal Behavioral Health Screening
- Professional Development

INTENSITY AND PROVIDER EXPERTISE

SCREENING PROGRESS MONITORING
WEEKLY / MONTHLY / QUARTERLY

Foundational Practices of Mental Health Service Directory

- Data-Based Decision Making
- Consultation and Collaboration
- Research-Based Interventions
- Inclusive Practices

every child deserves a safe and supportive school

BOSTON Public Schools
Focus on Children

Comprehensive Behavioral Health Model
Prospectus

52

3. Cement your current and future role in public communications and policy. *State Level*

- State statutes
  - Credentialing
  - Medicaid
  - Psychological Services
  - Prevention
- Department of Education/Department of Public Instruction
  - Regulations
  - Grants: Discretionary Uses of Funds
- Informational Documents
  - Procedural manuals

'Sec. 2. 20-A MRSA §13022, as enacted by PL 1993, c. 207, §3, is amended to read:

§ 13022.School psychologists

1. **Definitions.** For purposes of this section, a "school psychological service provider" is a professional who provides psychological assessment, consultation or direct services, other than psychotherapy, to students enrolled in a public school or approved private school unless the context otherwise indicates, the following terms have the following meanings.

A. "School psychologist" means a professional certified by the department as a school psychologist who provides school psychological services consistent with the national standards articulated by the most current Model for Comprehensive and Integrated School Psychological Services as published by the National Association of School Psychologists. "School psychologist" includes a school psychologist - doctoral and a school psychologist - specialist.

Maine Adopts Language in State Statute Referencing NASP Practice Model

1   AN   ACT Relating to defining the role of the school counselor,

2   social   worker, and psychologist; adding a new section to chapter

3   28A.320 RCW; and creating a new section.

4   BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

14   NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320

15   RCW to read as follows:

16   The primary role of school counselors, social workers, and

17   psychologists is to focus on student mental health, work with at-risk

18   and marginalized students, perform risk assessments, and collaborate

19   with mental health professionals. The majority of a school

20   counselor's, social worker's, or psychologist's time should be spent

                            p. 1   HB 1900

WA positions School Psychologists as SMH Providers in proposed HB 1900 (2015).

This move has implications for state Medicaid Funding.

1   in direct student contact: Identifying, collaborating, and

2   intervening to meet the mental health needs of all students.

Connecticut Association of School Psychologists (CASP) adopts the NASP Practice Model!

Example of the Power of Policy: Why not us?
American School Counselor Association

School counselors (ASCA) introduced their model, *ASCA National Model: A Framework for School Counseling Programs,* in 2003.
http://schoolcounselor.org/school-counselors-members/asca-national-model

Effects:
- Most states have adopted it as the standard for school counseling services.
- It is regularly referred to in state & federal policy dialogues.
- It is used at the state level to advocate (successfully) for their recommended ratio and roles.

Student to School Counselor Ratio 2012-2013

State	Ratio	Total number of students	School counselors
United States	482	49,771,118	103,217.84
Alabama	421	744,637	1,767.2
Alaska	424	131489	309.84
Arizona	880	1089384	1238.42
Arkansas	385	486157	1263.87
California	826	6299451	7623.4
Colorado	393	863561	2197.89
Connecticut	496	550954	1111.34
Delaware	443	129026	291
District of Columbia	295	76140	257.91
Florida	488	2692162	5517.44
Georgia	486	1703332	3506.1
Hawaii	294	184760	628.5
Idaho	628	284834	453.56
Illinois	763	2072880	2716.13
Indiana	541	1041369	1924.74
Iowa	425	499825	1176.41
Kansas	436	489043	1122.5
Kentucky	453	685167	1511.05
Louisiana	416	710903	1708.49
Maine	320	185739	579.64
Maryland	373	859638	2305.22
Massachusetts	428	954773	2231.25
Michigan	728	1555370	2136.86
Minnesota	755	845404	1119.93
Mississippi	446	493650	1105.9
Missouri	357	917900	2568.81
Montana	315	142908	453.78
Nebraska	390	303505	777.52
Nevada	505	445707	882.1
New Hampshire	235	188974	804.5
New Jersey	376	1372203	3644.92
New Mexico	430	338220	786.88
New York	421	2710703	6443.16
North Carolina	381	1518465	3988.21
North Dakota	315	101111	321.1
Ohio	473	1729916	3654.59
Oklahoma	416	673483	1619.4
Oregon	608	587564	967.16
Pennsylvania	394	1763677	4480.18
Rhode Island	403	142481	353.18
South Carolina	381	735998	1930.4
South Dakota	399	130471	327.22
Tennessee	341	993496	2912.4
Texas	469	5077659	10828.36
Utah	691	613279	886.92
Vermont	215	89624	416.75
Virginia	383	1265419	3305.93
Washington	517	1051694	2035.41
West Virginia	385	283044	735.71
Wisconsin	464	872436	1879.74
Wyoming	224	91533	408.91

The American School Counselor Association recommends a ratio of 250-to-1.

Policy Drives Practice!
American School Counselor Association

Mandated Policies and Practices
    See ASCA State Mandates Site:
    http://schoolcounselor.org/school-counselors-members/careers-roles/state-school-counseling-mandates-and-legislation

Is school counseling mandated for K-8?
AZ: No   CA: No   WY: Yes   NH: Yes   VT: Yes

Is school counseling mandated gr 9-12?
AZ: No   CA: No   WY: Yes   NH: Yes   VT: Yes

In Summary….all you need are 3 steps to get started

1. Demonstrate your value through action and results.

2. Promote a broad-based role through relationships with influential decision makers.

3. Cement your current and future role in policy.

NASP Practice Model Implementation Guide

Guide Overview

- Intended to aid SPs working toward aligning their roles with the NASP Practice Model

- Includes 5 complementary sections that can be read/used independently or together in any combination

- Flexible to meet the needs of SPs working in different contexts and at different stages of implementation

- Appropriate across the spectrum of change, from improvements in individual practice to broad systems change

- Primarily an online resource with links to useful outside resources as well

Intended Users

- Individual practitioners looking to enhance their practice

- District SP supervisors/administrators working toward systems change

- State SP associations and SEA leaders working toward statewide policy and practice change

Key Ideas

- Practice Model is not an individual job description but rather delineates SPs knowledge and skills, and a framework for districtwide service provision

- This is not a manual but a guidebook offering ideas, tips, tools, and resources

- Full alignment with the model will take time and vary greatly depending on a districts/state current context

- While full implementation is the ultimate goal, most districts will make incremental progress

- Every step toward the model is good for kids

Guide Content

- **Guidebook Introduction**— Why school psychologists should work toward the model, purpose of and how to use the guidebook

- **Section I: *NASP Practice Model Overview***— Defines model's intent, the 10 domains of practice, and the organizational principles

- **Section II: Implementation and Service Delivery**— Using needs assessments and relevant strategies to demonstrate benefits of comprehensive role

Guide Content, cont'd

- **Section III: Organization and Management of School Psychological Services**— delineates organizational principles; addresses service delivery, school climate, key personnel issues, supervision, mentoring and professional development

- **Section IV: Evaluating School Psychological Services**— Two subsections: 1) establishing a personnel evaluation system, and 2) district-wide service delivery evaluations aligned with the model

- **Section V: Advocacy Steps for Promoting the *NASP Practice Model***— Basic steps, strategies, and resources to advocate for the model.

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NASP Practice Model: Improving Outcomes for Students and Schools

In This Section

NASP Practice Model Implementation Guide

Practice Model Webinar

Implementation & Promotion Resources

The National Association of School Psychologists (NASP) has set standards for the provision of school psychological services for over 30 years. Despite this long-standing guidance to states and local school districts, school psychologists' roles and practice vary significantly across the country. In March 2010, NASP approved a formal model of practice designed to improve the consistent implementation of school psychological services to help ensure their maximum effectiveness, efficiency, and quality in schools nationwide.

About the NASP Practice Model

The NASP *Model for Comprehensive and Integrated School Psychological Services*, also known as the NASP Practice Model, represents NASP's official policy regarding the delivery of school psychological services.

Practice Standards   **About the Model**   **Domains of Practice**

Promotion and Implementation

School psychologists have a critical role in communicating the

Implementation Guide
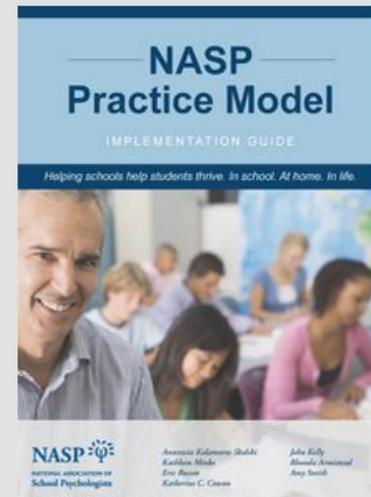
NASP Practice Model
IMPLEMENTATION GUIDE

Helping schools help students thrive. In school. At home. In life.

NASP · ψ · NATIONAL ASSOCIATION OF School Psychologists

Anastasia Kalamaros Skalski
Kathleen Minke
Eric Rossen
Katherine C. Cowan
John Kelly
Rhonda Armistead
Amy Smith

This guide is designed as an online resource to help schools adopt and implement the NASP Practice Model.

Learn More

NASP Practice Model Implementation Guide

Putting Standards Into Practice

This guide is designed as an online resource to help schools adopt and implement the NASP Practice Model.
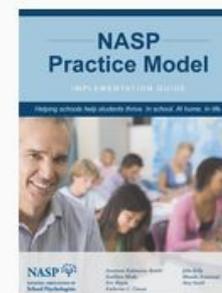
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Using This Guide

This guide is designed to help move toward the implementation of the NASP Practice Model by setting goals that best meet the needs of your school building, district, or state. The suggestions and resources within can be adapted to your school's specific context.

More

I. Practice Model Overview

The NASP Practice Model lays out the range of knowledge and skills that school psychologists possess across 10 domains of comprehensive practice to meet the needs of youth, families, and schools, as well as organization principles of effective schools.

More

II. Implementation

By identifying and addressing pressing needs in your school or district, you and your colleagues can move toward a comprehensive service delivery model to ensure that all students are achieving their best academically, socially, and emotionally.

More

III. Organization & Management

Six organizational principles are

IV. Evaluating Services

Embedding principles of the NASP Practice Model in the evaluation of school psychological personnel and

V. Advocacy Steps

Consistent adoption of these standards ensures the public that students can access needed services wherever they

Section I: NASP Practice Model Overview

This section gives an over view of the NASP practice model, including it's 10 domans of practice and 6 organziational principles, and it's place within nasp's professional standards.

In This Section:

- **NASP Practice Model Overview**
  The NASP Practice Model is intended to show the alignment between your competencies and the services you can provide.

- **NASP Practice Model 10 Domains**
  School psychologists can use the NASP Practice Model as a framework to provide a comprehensive role to meet the needs of youth, families, and schools.

- **NASP Practice Model Organizational Principles**
  The NASP Practice Model is framed on six organizational principles that reflect and link to the broader organizational principles of effective schools.

Key Ideas:

- The NASP Practice Model represents the range of knowledge and skills that school psychologists possess; it is not a job description.

- School psychologists can use the NASP Practice Model as a framework to provide a comprehensive role to meet the needs of youth, families, and schools.

- The NASP Practice Model contains professional practices as well as organizational principles that help facilitate those practices.

Learning Objectives

After reading this section, you will be able to:

1. Describe the NASP Practice Model.

2. Identify the 10 domains of professional practice.

3. Identify the 6 organizational principles of effective schools.

Related Resources

Model for Comprehensive and Integrated School Psychological Services

Principles for Professional Ethics

Standards for the Credentialing of School Psychologists

Standards for Graduate Preparation of School Psychologists

Section II: NASP Practice Model Implementation & Service Delivery

This section of the guide provides steps to help you and your colleagues move toward a comprehensive service delivery model by identifying and addressing pressing needs in your school or district.

In This Section:

- **A Comprehensive and Integrated Framework for Services**
  The NASP Practice Model provides a framework for broad-based service delivery that best meets the needs of all students while also supporting teachers' ability to teach.

- **Assessing School-Level and District-Level Needs**
  You can position yourself well for aligning your role with the NASP Practice Model by linking your services to the identified needs of the school or district.

- **Using the NASP Practice Model to Support Improved Practice in Identified Areas of Need**
  With your needs assessment and resource mapping data in hand, you can then engage in a process of assessing current professional practice and how this practice supports the school improvement plan, goals, and priorities.

- **Reflection Questions on Implementation and Service Delivery**
  These questions can help you identify priorities, barriers, and stakeholders in conducting a needs assessment.

- **Next Steps: Linking Services With the Needs of the District**
  Making the conection between school psychologists' skill set and the needs of the school or district is curcial in promoting a more comprehensive role.

Key Ideas:

- School psychologists can advocate for a comprehensive role by demonstrating how they can help the school, its students, and their families.

- School psychologists can identify the needs of the school or district by facilitating a needs assessment and resource mapping.

- The NASP Practice Model can be used as a framework to share the myriad knowledge and skills that school psychologists possess that can help directly

Learning Objectives

After reading this section, you will be able to identify the steps and resources needed to:

1. Conduct a needs assessment in relation to your school's strategic plan and goals.

2. Align your role with the NASP Practice Model to respond to system needs.

3. Promote your range of knowledge and skills to administrators and colleagues.

Related Resources

ASCD School Improvement Tool

Minneapolis Public Schools- Positive School Climate Tool Kit

NCLB Comprehensive Needs Assessment – Texas Education Agency

Section III: NASP Practice Model Organization and Management of School Psychological Services

This section of the guide provides steps to help ensure organizational conditions are met to ensure effective delivery of school psychological services for children, families, and schools.

In This Section:

- **Using the NASP Practice Model Organizational Principles to Improve Service Delivery in Your District**
  Implementing the NASP Practice Model relies on a set of organizational principles that allow for and support comprehensive service delivery.

- **Designing Organizational Context for Delivering Effective Practices & Services**
  Use these examples of how each of the NASP Practice Model's organizational principles might look in ineffective and effective service delivery systems to stimulate planning for your specific context.

- **Reflection Questions on Organizational Management**
  These questions can help you asses the current organizational context of service delivery in your district.

- **Next Steps: Creating the Organizational Context to Support the Model**
  Identify the strengths of your current service delivery system, areas for improvement, and an action plan to achieve these goals.

Key Ideas:

- There are organizational principles articulated in the NASP Practice Model that facilitate effective service delivery. There are steps that you can take to help improve these principles in your own district.

- Supervision and professional mentorship by qualified school psychologists are essential to effective practice and advocating for this constructive leadership and guidance is possible.

- Developing your own and your colleagues' self-efficacy through professional learning communities and cross-stakeholder teams can facilitate professional

Related Resources

Communicating Effectively to Obtain Supervision of Professional

Section IV: Evaluating School Psychological Services Utilizing the NASP Practice Model

This section is made up of two related but independent parts, Part 1: Individual Level—Embedding the NASP Practice Model in Personnel Evaluation, and Part 2: Systems Level—Evaluating School Psychological Services Delivery Programs. Part 1 focuses on the evaluation of individual practitioners and their services. Part 2 focuses on the collective services of practitioners offered as part of the overriding school psychology programs of a school district. While both approaches to evaluation have some common best practices, how an individual evaluation is conducted and used is different from how a comprehensive program of school psychological services is conducted and used. Although improving services and outcomes for students is a common goal of both evaluation systems, the growth of the professional is of critical importance to individual personnel appraisal.

In This Section:

- **Part 1: Individual Level: Embedding the NASP Practice Model in Personnel Evaluation**
  The NASP Practice Model provides you with an excellent foundation to shape a system for evaluating individual and district-wide school psychological services.

- **Part 2: Systems Level: Evaluating School Psychological Services Delivery Programs**
  The NASP Practice Model can also form the foundation for evaluating school psychological services delivered by a department or group of school psychologists.

- **Reflection Questions on Evaluating School Psychological Services**
  These questions can help you identify current opportunities to align your district's personnel and program evaluations practice with the NASP practice Model.

- **Next Steps: Using the NASP Practice Model to Inform Personnel and Program Evaluation**
  Steps to implement the evaluation of both programs and individual personnel consistent with the NASP Practice Model.

Key Ideas:

- Evaluation and accountability must include both individual appraisal and examination of system effectiveness.

- The NASP Framework for the Personnel Evaluation of School Psychologists provides guiding principles for developing effective processes.

Learning Objectives

After reading this section, you will be able to identify the steps and resources to:

1. Embed the NASP Practice Model within the personnel appraisal process.

2. Identify effective and ineffective practices related to the application of the NASP Practice Model to the personnel appraisal process.

3. Distinguish between using the model to evaluate individual (personnel appraisal) and district-wide (program evaluation) school psychological services.

4. Advocate for effective evaluations linked to the NASP Practice Model.

Related Resources

Florida Student Services Personnel Evaluation and Model Guide The

Section V: Advocacy Steps for Promoting the NASP Practice Model

This section of the guide lays out steps for school psychologists to take towards implementing the NASP Practice Model in their district.

In This Section:

- **The Importance of Advocacy**
  School psychologists have a critical role in communicating the importance of our national standards and in working towards their adoption

- **Benefits of Adopting the NASP Practice Model**
  When schools invest the time and energy in adopting the NASP Practice Model schools and students benefit directly from the comprehensive services school psychologists provide.

- **Advocacy Steps for Promoting the NASP Practice Model**
  These eight advocacy steps ca help evaluate advocacy needs and plan advocacy actions.

- **Reflection Questions on Advocacy Steps for Promoting the NASP Practice Model**
  These questions can help you come to an understanding of the advocacy priorities in your district and form a strategy to achieve them.

Key Ideas:

- There are specific strategies that you can use to advocate for role alignment with the NASP Practice Model, which can be tailored specifically for different stakeholder groups.

- You are responsible for educating others about your comprehensive knowledge and skills and how you can contribute to school and student success.

- Advocacy for adoption of the NASP Practice Model can help your school(s) better utilize your skills and expertise and improve access to needed mental and behavioral health services.

Learning Objectives

After reading this section, you will be able to:

1. Articulate how implementation of the NASP Practice Model enables schools to make best use of school psychologist's skills and expertise and improves all students' access to services.

2. Articulate your role by advocating for the NASP Practice Model as an organizing framework.

3. Identify skills and tools to help you advocate and communicate effectively.

4. Identify strategic/tactical steps/stages for advocacy based on the context of your building/district/state.

5. Identify a multipronged approach to advocacy (different audiences and strategies).

Also Included

- Worksheets
- Annotated resources and links
- Case examples
- Reflection questions
- Next Steps

Current Status

- Originally developed by Practice Model Taskforce: Rhonda Armistead, Kathy Cowan, Brent Duncan, John Kelly, Kathy Minke, Eric Rossen, Stacy Skalski, Amy Smith
- New Practice Model Committee will oversee activities related to the promotion of the Model and the implementation by practitioners, districts, and SEAs
- 15 reviewers including practitioners, graduate educators, school administrators, SP supervisors, and NASP staff
- We will be adding some video clips to facilitate use of the guidebook
- Public resource. To access guide people will have to create a users account but will not have to be a member.
- Some resources in the guide are "member only" accessible

Exploring the Implementation Guide

Activity

- Each person will be assigned to a group that is looking at a specific section of the guide. Take a few minutes to review your section.
  - Section II: Implementation and Service Delivery
  - Section III: Organization and Management
  - Section IV, Part 1: Evaluating SP Services (Individual)
  - Section IV, Part 2: Evaluating SP Services (System)
  - Section V: Advocacy
- Convene as a group. Discuss the questions. Each person should be offered a chance to respond to a question before opening discussion to the whole group.
- Identify a recorder who will record your group's general impression and discussions. Designate one person to report out.
- Report out:
  - What is one strategy and/or recommendation in this section that could help transform the role of the school psychologist?

Resources

Featured Resources That Could Be Helpful to Practitioners, SEAs, and LEAs

- Self Assessment
- Advocacy Resources Including the Advocacy Roadmaps
- NASP Practice Model Guidebook
- Implementation and Promotion Resources
- Professional Development Opportunities:
  - Online Learning Center
  - NASP Convention
  - Summer Conferences
  - PPI

Accessing the NASP Practice Model Guide and Survey Resources

- Click on Standards and Certification

- Practice Model page

- In This Section Box

- Implementation Guide Box

- Self Assessment Survey

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Home > Standards & Certification > NASP Practice Model

Implementation & Promotion Resources

These resources can help you promote the NASP Practice model and your role in providing comprehensive school psychological services to key stakeholders and decision makers in the school community.

NASP Practice Model Overview brochure
This brochure provides an overview of the NASP Practice Model, highlighting critical information.

NASP Practice Model Overview Presentation
This PowerPoint presentation provides an overview of the NASP practice Model and its importance to the profession of school psychology.

Integrating the NASP Practice Model Into Presentations: Resource Slides
Referencing the NASP Practice Model in professional development presentations helps decision makers see how the model supports district/school priorities, services and outcomes.

Self-Assessment Survey
Take the Self-Assessment on where your practice aligns with the model and recieve a personalized print-out of professional development needs

NASP Advocacy Roadmap: NASP Practice Model
This Advocacy Roadmap will provide individuals and state associations with some key materials and resources to plan an advocacy response within the context of the NASP Practice Model.

A Framework for the Personnel Evaluation of School Psychologists Utilizing the NASP Practice Model
This handout provides a sample framework around which schools and districts can work to embed the principles of the NASP practice model in the evaluation of school psychological services.

NASP Core Messages
This handout contains key messages about the value of school psychologists and the services they provide.

The NASP Practice Model: A Framework for Promoting (and Implementing) A Comprehensive Role
This article from *Communiqué* handout contains key messages about the value of school psychologists and the services they provide.

Implementation & Promotion Resources will help you advocate and educate other school psychologists and external stakeholders about the NASP Practice Model.

81

Practice Model Self Assessment

- Designed for practitioners
- Asks respondents to indicate what they do in practice (specific activities) and that activity's perceived importance.
- All items align with the 10 domains of practice.
- Takes approximately 15 minutes to complete.
- Completed assessments provide a summary report (by domain) that can be used for professional development planning.
  - http://www.nasponline.org/standards/survey/self-assessment-intro.aspx

Examples of Best NASP Materials

- **What is a School Psychologist brochure**
  - http://www.nasponline.org/resources/freepubs.aspx
- **NASP Practice Model Website**
  - http://www.nasponline.org/standards/practice-model/
- **School Psychologists: Improving School and Student Outcomes** (Research to Policy & Practice Summary)
  - http://www.nasponline.org/advocacy/SP_Improving_Student_School_Outcomes_Final.pdf
- **School Psychologists: A More Valuable Resource**
  - http://www.nasponline.org/resources/principals/PLNov10_schoolpsych.pdf
- **Embracing Advocacy & Public Policy as a Core Value**
  - http://www.nasponline.org/publications/cq/40/7/pdf/CQ_40_7.pdf
- **What Makes a School Psychologist a School Psychologist?**
  http://www.nasponline.org/publications/cq/mocq364commmatters.aspx

NASP Advocacy Roadmap:
NASP Practice Model

- http://www.nasponline.org/advocacy/roadmaps/practice-model/index.aspx
- The Roadmap is a set of tools to help individuals and state associations plan their grassroots advocacy efforts related to the promotion and adoption of the NASP Practice Model. This Advocacy Roadmap will provide individuals and state associations with some key materials and resources to plan an advocacy response within the context of the NASP Practice Model.

NASP Advocacy Roadmap:
Promoting and Preserving School Psychology

http://www.nasponline.org/advocacy/psychservicesroadmap.aspx

- Contains resources that you can use to assess risk and determine a course of action that promotes school psychology. Includes tools and specific examples of professional advocacy in action.

nasp.inreachce.com/

nasponline.org/professional-development/nasp-2016-annual-convention

nasponline.org/research-and-policy/public-policy-institute-(ppi)

Final Thoughts

We have had professional standards articulating a broad based role for school psychologists for over 30 years…

If not now, when?

Change Starts with YOU!

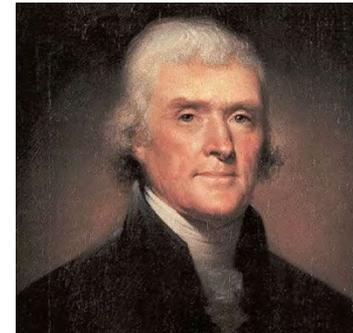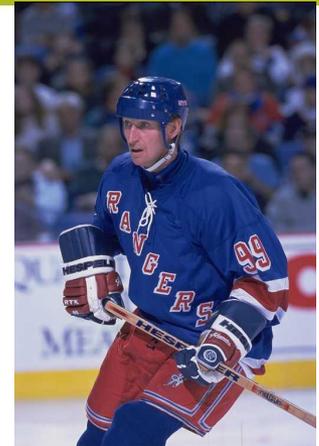"You miss 100 percent of the shots you never take."

Wayne Gretzky

"Every generation needs a new revolution."

Thomas Jefferson

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."
Dr. Suess, "The Lorax"

And you.....

- It takes a lot of courage to release the familiar and seemingly secure, to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and exciting, for in movement there is life, and in change there is power.

- Alan Cohen, Owner, Florida Panthers Hockey Team

And Me….

"God grant me the serenity to accept the people I cannot change, the courage to change the one I can, and the wisdom to know **it's me**."

- Author Unknown

Questions/Comments

Thanks…..

- Many people contributed content to this presentation. Special thanks go to…

  – Kathy Minke, NASP Past President
  – Kathy Cowan, NASP Director of Communications
  – GPR Committee and Practice Model Task Force Members
  – And many more awesome school psychologists!