

## Arizona Delegate Candidate—Linda Caterino

**NASP recently adopted its 2010 *Model for Comprehensive and Integrated School Psychological Services*. What steps would you, as state delegate, take to use the 2010 model to best solidify the professional identity of school psychologists and ensure access to school psychological services by all children, families, and schools?**

I am strongly in favor of NASP's 2010 Model for Comprehensive and Integrated School Psychological Services. I believe that it provides an excellent basis for the practice of school psychology. The model clearly describes the training of school psychologists, as well as their professional functions. It helps to provide an identity for school psychologists since no matter where we practice we all share the same professional background, knowledge and experiences.

***How can I as the delegate from Arizona use the model to improve school psychology?***

First, I will continue to *disseminate knowledge* of the model. While I have emphasized the model in my classes, I also need to reach practicing school psychologists. Kathleen Rahn, John Balles and Sylvia Cohen made an excellent first step by presenting the model at our recent AASP conference. I also believe that the model could be circulated in the *Intervention* and on our *AASP website*, maybe by providing a link to the NASP document ([http://www.nasponline.org/standards/2010standards/2\\_PracticeModel.pdf](http://www.nasponline.org/standards/2010standards/2_PracticeModel.pdf)).

Moreover, in addition to our annual conference I believe that we should have *quarterly professional/social meetings* where school psychologists would present continuing educational programs describing one of the programs they are implementing as an example of a particular domain of professional practice. For example, they could discuss a systems-wide program they have developed, or a specific mental health or educational intervention they have used. These meetings would be much smaller than our state conference and could be held in different geographic regions of the state (e. g, East Valley, North Phoenix, Tucson, Flagstaff, etc.). In this way, school psychologists could learn about and adopt successful programs from neighboring districts much more quickly and efficiently. We might also consider highlighting descriptions of these programs in the *Intervention* and the AASP website.

We also need to make presentations on the model to the *educators and administrators in our own districts* so that they can have a better understanding of school psychology. Hopefully, we can then disseminate this information to the *parents in the community* so that they can learn about our services and to help their children and themselves.

In addition, it would be helpful for school psychologists to describe the NASP model of professional practice to *other professionals* in our community. All too often I have found that pediatricians, other medical professionals and even other behavioral specialists are not aware of the training that school psychologists have or of all the services that they can provide. Hopefully, through these presentations school psychologists can continue to gain the respect of their fellow professionals and increase their own pride and confidence.

As a national delegate, I hope to bring back *information from other states* to our state so that we can become familiar with their programs and then determine whether they would be helpful in Arizona. I can also help to *publicize Arizona programs* to give our state the recognition it deserves. We can do this informally or through posters, roundtables or presentations at NASP.

In summary, I see my role as the delegate from Arizona to showcase the training and skills of school psychologists, to increase our own knowledge and skills, and to make our services more available to the school community.