

Hawaii Delegate Candidate—Esteban Walstrum

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?

We as school psychologists have been working diligently to solidify our identity in Hawaii. Since our last Hawaii Association of School Psychologists (HASP) conference the efforts to get our own educated about our identity has been amplified and the NASP Practice Model is emphasized as the road map to educate ourselves and others. However, these efforts fall short of being widely understood and accepted in all schools and by parents. HASP has been working on spreading a unified message and we have taken the simple steps to get our message out. These steps include posting on our state association website (Hasp.org), using social networking like Facebook and Twitter and emailing the Practice Model to our state school psychologists. These steps continue to get our word out. The next steps then, are to take more direct actions to bring this information to those we work with. These actions include: meeting with principals, student service coordinators, counselors and teachers in the schools, meeting with other psychologists (e.g., clinical psychologists), presenting at the next HASP conference and also presenting at district psychologists meetings and school meetings. As a NASP delegate I would promote the foundations set by the NASP Practice Model by playing an active role towards disseminating our principles and domains.

We need our information and our message disbursed to individuals in the communities we work in. The next HASP conference will have a presentation on the NASP Practice Model that'll break down the six organizational principles and emphasize the ten domains of practice. Getting as many professionals to receive this message would be a great achievement. It is already a goal to broaden the attendance at our HASP conferences and having incentives to get others to learn about our profession is needed. We as many individuals as we can get to attend our HASP sponsored events like our yearly conference. Specifically, we need our principals, counselors, parents, teachers, Board of Education members, elected officials and other school personnel that work directly with our children to attend and they need to want to come, learn and take away valuable information about what we as school psychologists do for children and the community. All HASP members need to better motivate to elevate conference attendance to include these valuable partners in our schools. Getting our principals, counselors and parents involved in our HASP conference, allows for the distribution of knowledge more easily and when we have their buy-in to our profession, and in our Practice Model, our children benefit from a more united education system.

As state school psychology association, we need to be more visible in the community and more involved with the politics that govern our profession. This year, 2011, has been an involved year for HASP. Members of HASP have been communicating with legislators and with various political figures to get the word out. School psychologists are an essential keystone to helping children achieve their best in school, at home and in life. These legislators are listening. It is evident in HASP's repeated honoring of a state-wide awareness week for the past eleven years. It

is our duty to continue the efforts and ensure that we strengthen our bonds with political officials so that we won't be forgotten and so children won't be forgotten when it comes to legislation about education. And when the opportunities arises to formulate laws for education, we must assure aspects of our Practice Model are incorporated when appropriate. The NASP Practice Model illustrates essential ideals to follow; Hawaii state laws should tie in these aspects to ensure student success, in school and in life.

With knowledge more readily available, our families and communities can better understand how we work in the schools to benefit their children in the community. Having our colleagues, co-workers and others who work with children join us at our yearly conference will strengthen our bond with schools. These bonds are essential when it comes to legislation that affects our children's education. When public, political figures are called on to develop laws and fund our school systems, it is those bonds that will ensure our children, and their families get the best access to school psychological services. As delegate I will make the information more readily available, take it to our willing school administrators and families and work towards motivating others to engage in learning about school psychology. I will also work towards maintaining and strengthen the ties to political leaders that can benefit our *keiki* in the education system.