

Kansas Delegate Candidate--Carol Daniels

NASP recently adopted its *2010 Model for Comprehensive and Integrated School Psychological Services*. Under your leadership as NASP President what steps should NASP take to use its 2010 model to best solidify the professional identity of school psychologists and ensure access to school psychological services by all children, families, and schools?

It was unfortunate that our profession was faced with defending not only our practice but also our name against APA's proposed Model Licensure Act a few years ago. However, it highlighted the diverse practice within our field across the nation. This was not new news. In my 16 years of involvement with NASP, I have heard this observation stated about our field many times, but not until recently did this diversity have the potential to hurt us. Therefore, I believe it is in our best interest to solidify our practice and establish ourselves as an identifiable entity within schools.

At least, over the last 15 - 20 years, coursework in school psychology has encompassed assessment, consultation, mental health, and a systems approach perspective. With the last re-authorization of IDEA, a tiered level of support for students was introduced as an option for schools. The tiered approach is one that is beneficial for all students and has much research behind it to substantiate its success. With this shift from school psychologists simply being 'WISC jockeys' and working with a narrow segment of students, i.e., special education, the breadth of our training is being tapped. As professionals we can accommodate this new direction in education, moving from a discrepancy model to a tiered model, because of our training. We become a greater support to students and teachers in helping with interventions, consultation, mental health issues, and assessment. We become a greater support to administrators with system wide interventions and we maintain our support to parents. To view school psychologists as only those individuals who administer standardized tests, is a loss for students and school personnel, but also a waste of talent and training when schools need to utilize all their assets.

Consistency across the nation regarding the practice of school psychology needs to be established. Within Kansas I would like to see more teachers and administrators become aware of the training and the supportive services available from their school psychologists. Requesting to present at our teachers' and our administrators' conferences would be an effective starting point. These are the individuals who typically work with school psychologists; however, we need to expand their knowledge of what we have to offer. The NASP brochure on the Practice Model states school psychologists "are a ready resource" and through the implementation of the Practice Model schools can make the best use of our skills and expertise. In these economic times, we need to reiterate we are needed team players and all stakeholders need to come to the table to tap all available resources in order to help our students be as successful as possible.