

Kentucky Delegate Candidate-- Sawsan Jreisat

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?

As a possible future NASP delegate representing Kentucky, several steps may be helpful in using NASP's recently adopted 2010 *Model for Comprehensive and Integrated School Psychological Services* (also known as the *Practice Model*) to best solidify the professional identity of school psychologists and ensure access to school psychological services by all children, families, and schools. As NASP encouraged psychologists to complete a self-assessment in determining our own current standing related to elements of the Practice Model, I think the first step would be to coordinate with our state's leadership (KAPS) to evaluate where our state currently stands in our strategic plan for roll-out of the Practice Model. We have been fortunate to have our existing KAPS leadership actively delve into the model, provide awareness and education to local psychologists, and develop a preliminary plan of action. In collaboration with KAPS or other relevant organizations, I would examine data already collected and any further information that may be needed to determine where Kentucky psychologists fit within the outlined ten general domains of school psychological practices. Once we have an idea of Kentucky school psychologists' strengths and needs within the Practice Model domains, a more targeted plan of action can be determined.

In considering goals for implementation, it will also be helpful to explore potential barriers at the individual or district level. As a state delegate, I would encourage all of us to "think outside of the box" in examining what challenges keep us from taking on new roles or practices within our field and possible strategies for addressing these, whether this may include providing funding for activities that we would like to attempt (e.g., through grant writing, creative scheduling, volunteers, etc.), collaborating with professionals with whom we may not commonly work in order to meet student or staff needs, or fine-tuning communication strategies for connecting with administrators or key decision makers within our district to promote best practices, or changes within our pre-service training. I understand that all of us sometimes get stuck in our daily practice so would promote targeted continuing education and professional development opportunities for local psychologists to encourage consideration of new solutions, collaboration with other professionals, and practical examples of implementation of the Practice Model domains. This would include review of existing NASP resources, such as the "Examples from the Field" series, highlighting effective applications of the Practice Model by various practitioners.

After helping psychologists to determine specific goals for implementation of the Practice Model, we may also want to consider any other audiences with whom psychologists need to share information about our practices. As a delegate, I can help inform my colleagues about resources available to connect with a variety of audiences and considerations of how to meet the diverse needs of different target groups. Through highlighting existing resources as well as seeking out further outreach efforts, I can work with NASP, our state organization, and other related organizations to make sure Kentucky school psychologists have all the information

they need to provide comprehensive and integrated school psychological services guided by the Practice Model.

Lastly, as we all continue to grow professionally, I think we can plan out our daily activities keeping in mind how our practices will benefit students, families, the school, and the district, and evaluating our progress in these efforts. The Practice Model's framework is helpful as we each consider the big picture of service delivery, specific direct or indirect service delivery options, and the skill sets or foundations for all our activities. In continuously evaluating our own practices and their effectiveness, we enhance our contributions to students, families, and our schools as well as highlight the possibilities of our profession. I have always believed that school psychology has suffered from a lack of marketing, since our profession is frequently misunderstood. The Practice Model provides us with a framework for enhancing our overall practice to promote the greatest likelihood of positive impact on others and can also serve as a tremendous tool for sharing concrete information about our profession and its possible benefits for others. As a potential future NASP Delegate for Kentucky, I would eagerly take on any activities to advance other psychologists' understanding and implementation of the Practice Model to promote the future of our profession and facilitate any needed changes to encourage optimal service delivery and best practices.