

**Kentucky Delegate Candidate—Misty Lay**

**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?**

The 2010 practice model promotes the advancement of school psychological services throughout all aspects of practice and professional identity. The scope of our practice varies from school psychologist to school psychologist, and I have found myself struggling at times to describe my career and what I do. As president of KAPS, I have had the opportunity to talk with congressmen, leaders of national and state organizations, superintendents, educational leaders, parent advisory groups, and advocates. The topic: the importance of school psychological services to children, families, and schools. During these talks, I needed to explain who we are and what we do. The 2010 practice model provides a structured and comprehensive way to explain the potential that lies within each school psychologist.

Since graduate school, I embraced my role as advocate for children and families. As a young practitioner, my awareness of the barriers to learning increased as I interacted with children with intense needs, beyond the classroom walls; those who went without dinner or clean clothes, or who had no access to mental health services because of financial hardships or social stigma. This served as a catalyst for advocacy for school psychology and increasing others' knowledge of the resources, training, and skills that I have beyond what lies in my test kit bag. I know "stuff" and I can help. The 2010 practice model helps me to further define that "stuff" for principals, teachers, and parents.

As delegate, I will continue to work with the KAPS executive council to promote the practice model by aligning the conference sessions and the KAPS awards with the ten domains of practice. Through emails and newsletter articles, I will demonstrate how we may integrate each of the domains into real-life practice. I will respond to questions, ideas, and concerns from others regarding aspects of the practice model and relay information to NASP leadership, so that NASP may further enhance their development of resources for members.

I have already begun the promotion of the practice model in Kentucky by presenting it during the keynote session at the 2011 KAPS conference. My goal

for the model is twofold: increase awareness of it, and link it to advocacy. In my own district, I worked with the HR director to align the School Psychologist Performance Evaluation with the model's domains. I have shared the NASP brochure with the state board of education, Commissioner Holliday, and superintendents. I plan to promote the model through presentations for the local educational co-ops and encourage communication between school psychologists and administrators about how our skills can be used to improve student performance and enhance educational outcomes. I intend to work with university trainers to target districts without school psychologists, to promote the benefits of employing them, and to encourage practica/internships in underserved districts. Lastly, as Kentucky's delegate, I would ask for NASP's support as I connect with state legislators and the Kentucky Department of Education to promote the inclusion of "school psychologist" in regulations, policies, and procedures when open to revision.

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