

## Maryland Delegate Candidate—Rivka Olley

**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?**

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The Comprehensive Model integrates the practice of school psychology with a framework for the provision of those services. It coexists with the Standards for Graduate Preparation, the Standards for Credentialing, and Professional Ethics. It is the expectation of NASP to have all graduate training programs adopt this, to have state departments of education accept the credentialing aspects and to recognize the training and practice of school psychologists.

As supervisor of psychological services for a large urban district, I have been working toward integrating the 2010 Model since it was published. As a member of the Communication Workgroup for NASP, I was involved in meetings regarding the roll out of the new Model so I am well acquainted with it in the final form, the goals and the aspirations. I was fortunate to be chosen as an exemplar of practice under the Blueprint for Practice which earlier had outlined the type of skills, training, and practice that would guide the future of school psychology so the transition was easy. My commitment to the Model would bring what I have been working for in my district to all districts around Maryland. While some have adopted the model, not all have, and working with the state organization to bring knowledge of the Model to the State Department of Education (MSDE) would help solidify the understanding of what school psychologists do, how we deliver services, and the many facets that help our schools and children succeed. How I have been doing this in my district will help understand how I would present this to other LEAs.

In guiding the development of school psychological services in our district with the new Model, we have outlined professional development workshops throughout last year and this by having outside trainers come to speak with the staff, having staff present the nuts and bolts of implementation, and through small group meetings. We have increased the requirement for data collection to assist in making educational decisions and increasing how we document through data. Placed greater emphasis on consulting with teachers, assisting in effective data keeping and promoting effective implementation of services in all schools and understanding the multiple factors involved in learning (cognitive, biological, cultural, social, and developmental) to promote evidenced based instructional practices. We continued our mental health model by applying evidence-based strategies to increase academic performance. We emphasized understanding the larger world of education including joining teaching staff for Common Core training, reading articles on the role of technology, science and math issues, and special education trends and issues.

Additionally, at the beginning of the school year, I shared the story of a young girl who attended multiple schools, whose parents did not go to the school unless called by the school, who did poorly on report cards, seemed shy, withdrawn, and without friends. I asked the staff how they think this young girl's life turned out. There was speculation but no one realized that it was me. This led to a discussion of the need to understand families, culture, the needs of military children, children whose families move often, are away from extended family, etc. We continue to emphasize the need to get out in the community, reach out to families, and collaborate to make sure that the schools, families and students are working together, that resilience is considered and we must consider differences, diversity, and strengths of our children and families and hold hope.

We had workshops on ethics and legal issues related to special education through outside speakers, and staff level school psychologists. I presented a workshop on risk management and Dan Reschly presented on appropriate preparation for due process hearings. Two pre-doctoral interns presented the NASP Model for Comprehensive and Integrated Services and Ethics.

I have worked to ensure that we have an integrated model of professional development from our internship program which incorporates the NASP model for appropriate supervision of practicum and intern students, first and second year young professionals, and availability of the supervisor and coordinator.

Helping a large urban district cover all of these facets will facilitate bringing the Model to all districts and the state education department so the level of training and skill we all bring to our students, families and schools based on the Model are understood by our consumers (families, communities, and schools).