

Ohio Delegate Candidate—John Biltz

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 NASP Model for Comprehensive and Integrated School Psychological Services is published conjointly with the NASP Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, and Principles for Professional Ethics. These documents “provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of effective school psychologists.” (p. 1)

The Services Model describes the services provided by school psychologists to children, families, and schools and represents the official policy of NASP regarding the delivery of comprehensive school psychological services. These NASP policy documents are intended to define school psychology; promote school psychologists’ services for children, families, and schools; and provide a foundation for the future of school psychology.

The very practice of school psychology involves numerous competencies. NASP has delineated 10 domains which are fundamental to our practice. They are identified as: Data-Based Decision Making and Accountability; Consultation and Collaboration; Interventions and Instructional Support to Develop Academic Skills; Interventions and Mental Health Services to Develop Social and Life Skills; School-Wide Practices to Promote Learning; Prevention and Responsive Services; Family-School Collaboration Services; Diversity in Development and Learning; Research and Program Evaluation; and Legal, Ethical, and Professional Practice.

Additionally, the model provides six Organizational Principles that should be assumed by the organizations that employ school psychologists. These Principles are: Organization of Service Delivery; Climate; Physical, Personnel, and Fiscal Support Systems; Professional Communication; Supervision and Mentoring; and Professional Development and Recognition Systems.

All practitioners should make themselves familiar with these documents, but especially the Model for Comprehensive and Integrated School Psychological Services. These documents are NASP’s vision of what we are as a profession, and where we are headed. They are intended to influence decision making at a local, state, and national level in regard to role and function, practice, and legislative influences about our practices.

How I would promote these principles would be by providing support and ideas to practitioners, trainers, and students to allow these documents to become a guide for their practices.

One such idea would be for school psychologists to compare the content of these documents to their present employer’s job description to see if updates and/or revisions are necessary. Another

idea would be to make decision-makers in the school districts aware of this information and be willing to share/explain how it can potentially affect their service delivery options.

Another related idea is for school psychologists to be aware of principles to consider in a school district when interviewing for a school psychologist position. As a part of the interview process the prospective employee may ask: “describe the professional development opportunities that will be available to me in/from your school district;” or “what opportunities would be available to me to participate in long-range planning with other school leaders?” These types of questions would be a quick way to ascertain the school district’s Organizational Principles status.

I would also use the listserv to have school psychologists discuss how they have been successful in putting these ideas into practice, or put together a panel to develop tips/suggestions which can be made available to others.

The NASP website offers a tremendous amount of resources supporting our service model. An activity I would do which would support the services model and the NASP website would be to highlight a feature of the NASP website and provide a live link to the resource as well as a description of ways the information can be used. The highlighted resource would be referenced back to where it would fit in the model.

For example: <http://capwiz.com/naspweb/home> will take you to NASP Advocacy Action Center web page. From here you can contact legislative representatives and share your opinions/concerns on a variety of topics germane to our practice as school psychologists/educators. This particular resource could fit in within the domain of *Legal, Ethical, and Professional Practice*. As is explained in the description of this category: “School psychologists advocate for professional roles as providers of effective services that enhance the learning and mental health of all children and youth” (p.9).

Making school psychologists aware of and familiar with these documents, which would in turn allow school districts to become aware of the principles specified in the model, would be an important undertaking that I would look forward to accomplishing as Ohio representative to NASP.

National Association of School Psychologists, (2010) Model for Comprehensive and Integrated School Psychological Services. Bethesda, MD.