

Utah Delegate Candidate—Fulvia Franco

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?

If I am re-elected as the NASP Delegate, there are some actions I would take in promoting the NASP Model for Comprehensive and Integrated School Psychological Services in our state. I believe that the NASP Practice Model provides a framework for best practice and emphasizes the breadth of training and skills that school psychologists possess. It is important for employers and consumers of our services to know the valuable asset that school psychologists can be in the lives of children and families. The NASP Practice Model includes ten domains of service delivery. These include the following: 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, preventive and responsive services, family-school collaboration services, diversity in development and learning, research and program evaluation and legal, ethical, and professional practice.

As your delegate, I would strive to be a resource to state association leaders in order to promote the endorsement or adoption of this model by our own state association, school districts and the Utah State Office of Education. First of all, I believe that members of our state association need to be as knowledgeable about the NASP Practice Model as possible. I would implement several strategies in order to facilitate knowledge about the Practice Model. As delegate, I would submit an article about the NASP Practice Model to our state association newsletter. In preparation for our state conferences, I would ask the NASP office to provide me with brochures or literature about the Practice Model that I could share and discuss with conference participants.

At a national level, I would encourage NASP leaders to provide delegates with successful examples of states that have obtained endorsements or adoption of the NASP Practice Model. These success stories could be helpful in guiding our state association leaders in seeking endorsement or adoption of this Practice Model. I would also encourage national leaders to provide presentations at the annual NASP convention regarding aspects of this model. I would also like to see an emphasis from national leadership in research areas that address the outcomes and efficacy of this model when school psychologists are able to provide service in these domains. Finally, I think that it is important for NASP leadership to provide national level presentations about the NASP Practice Model to allied organizations such as the National School Boards Association, National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and the

National Assembly of School-Based Health Care. These groups can influence allocation of funding for additional school psychologist positions.