Update on the APA Model Licensure Act

EFFECTIVE ADVOCACY BY THE ENTIRE SCHOOL PSYCHOLOGY COMMUNITY!
Presentation for the NASP Convention
March 2010
Chicago, IL
Recognition of strong collaboration in the school psychology community

- NASP Leaders and Staff

  ➢ Today’s Panelists:
    - Patti Harrison, NASP President
    - Brent Duncan, Chair, NASP GPR Committee
    - Amy Smith, NASP Program Manager for Advocacy
    - Rhonda Armistead, NASP Program Manager for Professional Standards
    - Stacy Skalski, NASP Director of Public Policy
Other NASP Team Members:
• Joan Bohmann, Gene Cash, Kathy Cowan, Tom Delaney, Susan Gorin, Jennifer Kitson, Joe Janela, Kathy Minke, Bill Pfohl, Kathy Pluymert

NASP GPR Committee:
• John Kelly, Sally Baas, Barry Barbarasch, Katie Eklund, Fulvia Franco, Jasolyn Henderson, Medina Mojaddedi, Jeanne Pound, Nick Silvestri, Allison Bollinger

NASP Executive Council, Delegate Assembly, and Workgroups
APA Division 16 Leaders:

- Bonnie Nastasi, President; Council of Representatives: Cindy Carlson, Frank Worrell, Beth Doll; MLA Task Force Liaisons: Deborah Tharinger, Randy Kamphaus and Tammy Hughes

- Steve DeMers from ASPPB

- National School Psychology Organizations

- State School Psychology Organizations

- YOU! School psychologists across the country
APA’s Model Act for State Licensure of Psychologists (MLA)

- Serves as a template, or model, for psychologist licensure laws in states
- Has included an exemption for individuals credentialed by their State Education Agencies to use the title “school psychologist”
- Revision in 1987; new revision was needed
History of MLA Revision

• Latest revision process began in 2006
• Drafts for public comments in 2007 and 2009
  » 2007: 10,000 public comments
  » 2009: 20,000 public comments
• Many individuals, as well as national groups, SEAs, LEAs, and others sent comments
• Thank you, school psychologists, for your continued advocacy
Revised MLA Proposed to APA Council of Representatives for February 19-21, 2010 Meeting

• Restricted term “school psychologist” to (a) doctoral degree in psychology, (b) certified by SEA, (c) use during public school practice

• Specialist level may use “psychology” or “psychological” in title but not “school psychologist”
Our NASP Position

- Specialist- and doctoral-level school psychologists are well-qualified to use the title “school psychologist.” TITLE IS IMPORTANT!
- The proposed MLA will infringe on the established authority of SEAs to credential (and use titles!) and regulate/provide oversight for professionals who provide services in schools.
- The title “school psychologist” appears in many federal and state law and regulations.
- No evidence that the proposed MLA restriction will serve the public good; no evidence that previous MLA exemption has caused harm.
- Change in title could create public confusion and impact public perception.
As outlined in a February 10, 2010 letter to the APA Council, NASP supports the:

Legal authority of SEAs to credential school personnel, select titles for the credentials they issue, establish standards and qualifications for who may provide services, and regulate school-based practice.
Any attempts to challenge SEA authority will be met with opposition!

• National education groups, state superintendents of public instruction/education, and others who administer and guide the important work of our nation’s schools will respond negatively and use every means to prevent infringement on the legal authority of SEAs.
GREAT NEWS! February 20, 2010: APA adopted a revised MLA that:

• Recognizes the right of State Education Agencies to credential and title
MLA (2010) Final Language

• Nothing in this act shall be construed to prevent (cite relevant state education authority or statutory provisions) from credentialing individuals to provide school psychological services in those settings that are under the purview of the state education agency. Such individuals shall be restricted in their practice and the use of the title so conferred, which must include the word "school", to employment within those settings.

This provision is not intended to restrict the activities of licensed psychologists.
Individuals Credentialed by SEAs to Provide School Psychological Services

• In 90% of states, the title “school psychologist” is used in the SEA credential.

• In almost all states, the minimum requirement for the SEA credential is a 60+ graduate credit program, consistent with NASP’s long-standing position.
“Specialist Level” Graduate Preparation

• 60+ graduate hours or equivalent in a school psychology program
• Field experiences including practica and internship
• Institution documentation of 60+ credit program completion varies. Examples: EdS., PsyS., SSP, masters + CAS/CAGS, 60+ hour masters,
• All are considered to be “specialist level” school psychologists.
Your advocacy at the national, state, and local levels continues to be important!

- MLA itself has no legal force
  » MLA is a template to guide drafting of state law.
  » Each state’s law eventually reflects compromises and circumstances specific to that state.

- STATES credential school psychologists and regulate practice... Unless a state makes changes to the current laws on the books, the status quo remains.
NASP appreciates:

• APA Council’s serious attention to this issue
• Division 16’s effective advocacy within APA
• Outreach of NASP members
• Strong support of so many members of the education and mental health communities.
School psychologists have a rich history and a bright future!

NASP WILL.....

• Continue to stand up for school psychology... and title and practice of school psychologists

• Promote the value of school psychologists’ services for children, families, and schools
ADVOCACY FOR SCHOOL PSYCHOLOGISTS AND OUR SERVICES FOR CHILDREN....

Must happen at the national, state, and local levels!
Advocacy at the National, State and Local Levels

NASP represents and supports school psychology and school psychologists... through leadership and advocacy to enhance the mental health and educational competence of all children. At every level, we need to make the case for our services. No one else will do it for us.

Your Voice - Your Students - Your Job
What Worked with the MLA will Continue to Work: Coordinated & Cooperative NASP & State Level Planning and Action

No need to reinvent the wheel in developing state level plans!!

NASP can help, but since credentialing occurs at the state level, state leaders must take the lead to be vigilant in protecting the title and the practice of school psychology.
NASP’s concern about initial, proposed changes to the MLA was....

The proposed MLA would have changed the long-standing “school psychologist” exemption in ways that would seriously constrain the title of the majority of school psychologists and put the provision of necessary services to children, families, and schools at-risk.
The Solution: Action Steps in Responding to Proposed MLA

- Identified Key Leaders to lead the Response
  - NASP Executive Leaders, GPR, Credentialing & ATS Committees, MLA Task Force, NASP Staff
- Developed key messages
- Developed supporting materials linked to messages
- Identified external stakeholder groups (national organizations, SEAs, LEAs, APA affiliates)
- Engaged Grassroots Advocacy Network (SPAN, state leaders, interested NASP members)
The Solution: Action Steps in Responding to Proposed MLA

• Educated Grassroots Network on Key Messages and Recommended Actions
  » GPR Regional conference calls, CQ, NASP Announce, Advocacy Alerts, website postings, PPI, GPR state trainings, convention sessions, state association meetings

• Reached out and educated External Stakeholder Groups
  » Letters, emails, phone calls, personal meetings
The Solution: Action Steps in Responding to Proposed MLA

- Requested Specific Actions
  - Public input to APA MLA Task Force
  - Outreach to APA staff and leaders
  - Outreach to Division 16
  - Outreach to external stakeholder groups

- Division 16 Communicated and Collaborated Internally within APA
The Outcome

• Over 30,000 letters were sent to APA supporting the retention of the School Psychologist exemption over the last 3 years!

• Over 100 organizations joined NASP in support of retaining the school psychologist exemption including major education organizations at the national level, state and local superintendents of public instruction, many state professional organizations, state boards of education, and APA affiliate organizations.
The Outcome

- 108 state leaders participated in 4 webinars leading up to the APA Council of Representatives vote & prepared for the next steps should the exemption be removed.

- On Feb. 20, the APA Council of Representatives voted to retain an exemption for school psychologists that protected the use of title and practice for specialist-level and doctoral level school psychologists!
The Outcome: Final APA (2010) Model Act Language that was adopted:

Advocacy Lesson #8...Words matter

“Such individuals shall be restricted in their practice and the use of the title so conferred, which must include the word "school", to employment within those settings.”
Moving forward … 2010 – 2011
National, State, and Local
Advocacy Priorities
The Advocacy Horizon: NASP Priorities—National Perceptions

• Bringing the school psychology community together to settle longstanding disagreements

• Recognition of the special expertise of school psychologists and the importance of our work for school improvement & student success
  » School mental health and social-emotional learning
  » School climate and school safety (prevention & response)
  » Data based decision making & school accountability
  » Special education evaluation, decision-making, planning, interventions, and consultation expertise
  » Collaborative partnerships between schools and communities
The Advocacy Horizon: NASP Priorities—State Level

- Promoting and Preserving School Psychology
  - Protecting TITLE and PRACTICE by promoting the new NASP Credentialing and Training standards
  - Recognizing State Education Agencies authority to credential School Psychologists
  - Promoting state credentialing reciprocity for those holding the NCSP
  - Protecting School Psychologists as eligible providers of Medicaid services in schools
  - Advocating for NCSP Parity
  - Recognition of the value and importance of SP to student achievement
  - Promoting the new Model of Comprehensive and Integrated School Psychological Services (NASP, 2010)
Professional Services by School Psychologists

### Practices That Permeate All Aspects of Service Delivery
- Data-Based Decision Making and Accountability
- Consultation and Collaboration

### Direct and Indirect Services for Children, Families and Schools

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<td>Develop Academic Skills</td>
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### Foundations of School Psychologists’ Service Delivery
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice
The Advocacy Horizon: NASP Priorities—State Level

- **NASP Advocacy Roadmap: Preserving and Promoting School Psychological Services**
- The purpose of these integrated advocacy and communications resources is to help school psychologists preserve their jobs and promote their role at a time of extraordinary risk and opportunity.
The Advocacy Horizon: NASP Priorities—Local Level

• *Promoting and Preserving School Psychology*
  » Public Awareness Campaign Efforts
  • Building grassroots advocacy of school psychologists
  • Focus on building relationships between school psychologists and building administrators
  • Provide materials, resources, and activities for school psychologists to use in their schools
  • Provide professional development/dialogues for SP & Principals to help build these relationships
  • Cosponsored events, articles/publications, and collaboratively developed resources with NAESP and NASSP
The Advocacy Horizon: NASP Priorities—Local Level

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How to Obtain NASP Assistance

• One source for all information: www.nasponline.org
• NETSCAN: A Critical Tool for States to maintain vigilance regarding legislative and regulatory proposals
• The GPR-NETSCAN-SPAN-Credentialing networks
• State Credentialing Committee
  » Kathy Pluymert, Chair jkpluymert@aol.com
• Assistance-to-States Committee
  » (Joan Bohmann, Chair jcb200850@yahoo.com
  » Nick Silvestri, Co-Chair nsilvestri@aacps.org
How to Obtain NASP Assistance

• GPR State Trainings Contact: brentduncan@humboldt.edu

• Attend 2010 GWU/NASP Public Policy Institute
  » Comprehensive 3 day grassroots advocacy training in Washington, DC; July 7 - 10, 2010
NASP Convention (2010)
Advocacy Sessions
Convention Advocacy Sessions

• Meeting 24: GPR/SPAN State SPAN Contacts Meeting (TODAY, 1:00 - 2:20; All SPAN Contacts, State GPR Chairs or designees Crystal Ballroom B Green Level (West Tower)

• SPECIAL SESSION 22 Grassroots Advocacy to Promote Your School Psychological Agenda TODAY, 2:30 - 3:50; Plaza B Green Level (East Tower)

• SPECIAL SESSION 07 Using Your Degree for Diplomacy: Putting Advocacy Into Action (TODAY, 3:00 - 4:20; Skyway 272 Blue Level (East Tower)
Conventional Advocacy Session

• **Special Session 12: Training for State Credentialing Point People & SPAN Contacts**
  *(Thur., March 4, 10:00 - 11:20)*
  Plaza A, Green Level (East Tower)

• **SPECIAL SESSION 33 Promoting and Preserving School Psychology**
  *(TODAY, 3:00 - 4:50)*
  Grand Ballroom B, Gold Level (East Tower)

• **SPECIAL SESSION 23 Communication Matters: Preserving and Promoting Your Role in a Tough Professional Climate**
  *(Fri. March 5, 11:00 - 12:50)*
  Plaza A Green Level (East Tower)

• **Meeting 03: Assistance to States Meeting**
  *(Fri. March 5)*
  By Invitation only - State Presidents & President-Elects
THANK YOU TO YOU ALL!!!
NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth.