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State Delegate Candidate: New York
Statement 2

NASP Leaders have adopted five strategic goals that guide the association's work. In your state, what are some gains being made in school psychology practice related to these goals, and what are some pressing challenges?

As an officer and long-time board member of both NYASP and TSPNY, I have been fortunate enough to lead, collaborate, or be a part of activities around New York that promote the NASP Strategic Goals (SG). These organizations have long advocated for licensure at the specialist level so that school psychologists can better meet the growing mental health needs of children both inside and outside the school walls (SG2). NYASP has joined with state organizations such as the Office of Mental Health to do on-campus workshops regarding suicide prevention (SG2). NYASP has also collaborated with the New York Jets to support the Upstander of the Week program (SG5). NYASP's annual conference is rich in its traditions in promoting the SGs, especially in its endorsement of school psychologists as mental and behavioral health providers.

Other NYASP board members and I have been able to represent school psychologists as a DASA Task Force Member to address issues of inequities, bias, and exclusion in our schools (SG5). Through my positions in NYASP and at Saint Rose, I helped coordinate workshops that showcase the incredible New York based organizations such as the Alberti Center for Bullying Abuse Prevention as well as the Reading League (SG2&5).

New York is fortunate to have over 20 remarkable and unique training programs, graduating a high volume of NCSPs. Most are NASP accredited/approved programs which promote the NASP Practice Model to their students as well as their school district partners in New York and around the country (SG3). The Saint Rose program was able to secure a federal grant to provide significant tuition monies for school psychology students who are from underrepresented groups (SG1). The training programs and NYASP have robust leadership training and support systems in place to ensure that school psychology grows as a more vibrant and a more diverse field in the years to come (SG4).

Even with all of these great initiatives, the shortages issue and the continued challenges of COVID are immense. The shortage of school psychologists, especially bilingual SPs, is real throughout much of NY. As one administrator stated, "we have the money to pay, but no people to pay". The loss of teaching and community building due to COVID has many children and educators feeling more tired, uncertain, and disconnected. All around NY, behavioral and academic referrals are skyrocketing, increasing the pressures that are already put upon us. Over the next few years, it will be imperative for NASP to provide simple, concise systemic interventions that can be immediately implemented with ease. If not, the shortage issue will be exacerbated as SPs and other educators exit the field.

As your delegate, I would look forward to serving on committees that create and organize resources which impact the day-to-day professional lives of all New York school psychologists.

My years of experience, leadership, and broad knowledge base of national and statewide issues will allow me to ably serve as a conduit between NASP and the school psychologists of New York.