The mission of the National Alliance of Specialized Instructional Support Personnel (NASISP) is to ensure all students have the supports, services, and skills necessary to succeed in school and life.

NASISP is a coalition of national professional organizations whose members provide and support a variety of school-based prevention and intervention services to assist students in becoming effective learners and productive citizens. NASISP organizations represent more than one million members, including school counselors, school nurses, psychologists, school psychologists, social workers and school social workers; occupational therapists, physical therapists, art therapists, dance/movement therapists, and music therapists; speech-language pathologists; audiologists; teachers, students, parents, and administrators. NASISP promotes interdisciplinary practice and cooperation, and advocates for ensuring access to quality specialized instructional support services (i.e., pupil services and related services under ESEA and IDEA, respectively) for all students.

Specialized Instructional Support Personnel Perform Critical Tasks in Schools

- Supporting effective teaching and improved student learning and facilitating collaboration among school staff, families, and the community
- Providing a variety of prevention and intervention services in schools that promote effective classroom learning and teaching
- Working with teachers and administrators to develop a positive school climate, improving classroom management skills, providing behavioral interventions to reduce discipline infractions, improving school safety, and removing barriers to learning
- Providing educational programs and activities that support student learning and teaching, including consultation with teachers and families, assessments linked to instruction, individual and group counseling, problem-solving instruction, and remedial interventions
- Collaborating with teachers and school staff to ensure students receive high quality instruction responsive to the diverse and developmental needs of all students, creating a continuum of support services for all students, and providing various instructional strategies to facilitate learning in all classrooms
- Participating, as members of the school team, in professional development to ensure high quality learning
- Fostering collaboration not only between general and special education, but also between community and schools and schools and parents

Art Therapy Services

Art therapy services in the school setting can be tailored to support academic and social/emotional requirements. Students in individual art therapy may work toward improved cognitive growth, emotional control, the mastery of sensory-motor skills, and positive adjustment to the classroom experience. School art therapy services have been successfully used to facilitate students’ ability to function as effectively as possible within the academic environment.

- Art therapy services implemented for students in a ninth-grade English classroom of an urban high school were successful in reducing drop-out rates, decreasing school failure, and improving students’ attitudes about school, family, and self.

- A 12-year-old female whose academic performance decreased after her parents divorced received art therapy treatment, which focused on problem solving and self-concept. Art therapy was found to be a useful school-based intervention, as results indicated a notable increase in both self-concept and academic performance.


- Twenty-five elementary school children who were victims of the Los Angeles earthquake in 1994 received art therapy services, which were instrumental in accessing the children’s internal processes and helping them return to normal functioning.


- Art therapy treatment implemented with two boys who had similar classroom behavior disorders was found to be effective in altering locus of control and in improving behavior.


- Pregnant adolescent females from economically and socially disadvantaged environments participated in a comprehensive treatment program enhanced by art therapy, which provided them with opportunities for positive self-growth.


- A group of university professors helped graduate art therapy students and special education students facilitate the total educational, emotional, and physical development of the children in their classes.


**Dance/Movement Therapy Services**

Since 1974 Dance/movement therapists have provided services to children in regular and special education classes in schools and agencies across the country. Dance/movement therapy is used to enhance learning, improve physical skills, and address emotional and social difficulties through the nonverbal medium. Increasing these aspects of a child’s development assists children to take full advantage of the learning environment. Research supports the unique contribution of Dance/movement therapy to children, families, and teachers.

- Dance/movement therapy techniques utilized to foster parenting skills resulted in positive changes in awareness of nonverbal interaction, increased quality of interactions, and increased coping skills to aid in infant-parent conflict.

Dance/movement therapy sessions were integrated into the curriculum of children in regular and special education classes after a successful pilot project in Madison, WI. Reduction of violence and better resolution of conflict assisted children to feel safe and secure.


An eight-year research project describes the use of measuring progress of child development through the use of this movement profile.


Successful measurement of educational progress of children in a multi-cultural setting.


**Music Therapy Services**

Music Therapy is an established health profession in which music is used to address physical, emotional, cognitive, behavioral and/or social functioning. Music therapy can facilitate development in communication and sensorimotor skills, promote learning and skill acquisition, stimulate attention, and increase motivation to participate more fully in other aspects of the educational setting. Recognized as a related service, music therapy serves as an integral component in helping the child with special needs attain educational goals identified by his/her IEP team, either through direct or consultant services.

Music therapy for children with autism spectrum disorders engages and fosters their capacity for flexibility, creativity, variability and tolerance of change, creating a balance with the more structured and behaviorally driven education required in school settings. Music therapy interventions are an effective method for increasing joint attention skills.


Research demonstrates the efficacy of music used in the curriculum to enhance literacy skills. Musical cueing is effective to improve word recognition, logo identification, print concepts and prewriting skills of children in early intervention programs. Shared reading paired with song rehearsal of text facilitates greater text accuracy than spoken rehearsal with kindergarten students.


Selected verbal language and speech skills are enhanced through music activities in special education populations. Musical presentation of new vocabulary words results in an increased number of words learned and transferred in elementary school-age children. Music is effective as a prompt and reinforcer to increase verbal response in preschool-age children with limited verbal communication.

- An overall positive direction is noted in meta-analytic reviews of the literature on the subject of music therapy and autism in terms of an array of outcomes related to both therapeutic and specific educational goals.

- Music-facilitated interactions and structured instrument playing are effective techniques for improving social skills and problem solving skills in school-age populations.

- Research supports the use of music to structure and organize information in order to increase learning and retention of number concepts. Sequential verbal information, such as telephone numbers and multiplication tables, set to melodic and rhythmic patterns are more effectively memorized and recalled than through non-music presentation.

**Occupational Therapy Services**

School-based occupational therapy focuses on helping students engage in important learning activities, or “occupations,” needed to participate successfully in school activities and routines. Services include evaluation and assessment, intervention, prevention, and health and wellness promotion, and address students’ underlying motor, process and communication/interaction skills and their impact on performance. Occupational therapists work with students individually and in small groups and consult with parents, teachers and other school personnel to help raise student achievement and school success.

- A variety of occupational therapy interventions may improve children’s handwriting skills.


**Occupational therapists have unique skills valuable to transition planning, particularly in areas of daily living skills, work, and leisure, and community participation.**


**Interventions using sensory integration strategies can be effective in reducing behaviors that interfere with function and participation.**


**Occupational therapy treatment can help improve children’s visual-motor skills.**


**Occupational Therapy interventions can be beneficial to children with and without disabilities.**


**Occupational therapists’ knowledge of and skill with the psychosocial and social participation needs of people position them to be critical members of the team for addressing the mental health needs of children in school settings.**

School Psychological Services

School psychologists provide services to children, adolescents, families, and school staff by drawing on their expertise in the science and practice of both psychology and education. They provide a range of psychological services including assessment; intervention; prevention; crisis preparation and response; individual, group, and family counseling; teacher consultation; health promotion, and program development and evaluation. Their special focus is the developmental processes of children and youth within the context of schools, families, and other systems.

- School psychologists work with students, their families, and school staff to support the development of students’ social, emotional, and behavioral health skills, and research has shown that such interventions help students achieve better academically in school.

- School psychologists work with parents to encourage effective parenting and discipline strategies, and there is substantial research evidence for the effectiveness of interventions designed to prevent the development of aggressive and antisocial behavior and related problems.

- School psychologists provide services via school-based early childhood programs, and such services for low-income children are associated with a wide range of positive outcomes, including higher rates of school completion, higher levels of educational attainment, lower rates of depressive symptoms, and lower rates of felony arrests in adulthood.

- School psychologists work to design and implement comprehensive school mental health programs, and such programs in elementary schools have been found to reduce special education referrals; improve aspects of the school climate; and reduce conduct disordered behavior, attention deficit/hyperactivity, and depression among children with severe emotional and behavioral problems.

School psychologists provide consultation for other educators, and evidence has shown that such practices help remediate academic and behavior problems for children; change teacher’s and parent’s behavior, knowledge, attitudes, and perceptions; and reduce referrals for psycho-educational assessments.


School psychologists work with students and their families to enhance home–school collaboration, and research has demonstrated the power of such partnerships to positively impact children’s school success and their general well-being into adulthood.


School psychologists work with teachers and administrators to create classroom environments and school climates that are conducive to learning, and research has shown that improving school climate is associated with increases in student performance in reading, writing, and mathematics, both in low- and high-performing schools.


**School Counseling Services**

Professional school counselors develop comprehensive school counseling programs that promote and enhance student learning, utilize data to improve program implementation and identify students in need, and ensure all students are college/career-ready. Above all, school counselors are student advocates who work cooperatively with other individuals and organizations to promote the development of children, youth, and families in their communities. School counselors, as members of the educational team, consult and collaborate with teachers, administrators, and families to assist students to be successful academically, vocationally, and personally.

Comprehensive school counseling programs serve as a “central contributing factor to student academic success,” and also positively impact school safety and post-secondary outcomes.


- Elementary school students do better on both national tests of academic knowledge and on state tests of academic achievement when there is a comprehensive developmental school counseling program in their school.


- School-based programs designed to decrease students' aggressive behavior show considerable success in impacting behaviors, related feelings of safety, and disciplinary events.


- School counseling practices improve social skills of students, particularly those who are at risk. Social skills training also has a positive effect on children with learning disabilities.


- Students who participate in career development curriculum show significantly more understanding of career possibilities, more future orientation, and greater self-efficacy and increased school engagement.


- Career development strategies that are implemented by school counselors serve to prevent school drop out.


- School counselors play a significant role in the career planning of high school students. Studies show that career planning interventions by school counselors have a positive effect on students’ career development/career plans and that services are effective for a wide range of students, including children with learning disabilities and minorities.


- Career development programs and interventions by school counselors have been found to have a positive effect on the career goals, career planning skills, and attendance of students.


- Career development programs promote student academic achievement, career development, and more supportive school climates.

School counselors can help students develop a “college mindset” to consider post-high school education options.


School counselors are also instrumental in the school to work transition.


**School Social Work Services**

School social workers provide direct mental health services to students, including one to one counseling, group work, classroom presentations, crisis intervention, and assessment. School social workers work as part of a multidisciplinary team in providing special education services and determining eligibility for special education and related services. They work closely with other school personnel and consult with individual teachers and groups of teachers on issues related to behavior management, classroom management, and special concerns about individual students.

School social workers help schools adopt, implement, and evaluate positive behavior support and response to intervention initiatives.


School social workers embrace evidence-based practice.


School social workers help students succeed in school by increasing the connection between the student’s family and school personnel. Family outreach and case management services provided by school social workers are associated with positive academic progress for students in school.


School social work services can be cost effective in the reduction of problem behaviors and school exclusion. School social workers initiate programs to improve children’s social development and reduce challenging behaviors.

School social workers address school policy issues.


The presence of a school social worker at Individual Family Service Plan meetings resulted in more family assessment and family-centered data on the Individual Family Service Plan.


School Nurse Services

School nurses are extensions of the public health system and a vital component of the care of children with chronic health conditions and disabilities. School nurses provide risk management of student health and safety; health promotion and disease prevention; episodic care of student illness and injury; and case management related to chronic health conditions and academic access. A significant proportion of health care in the United States is provided daily in schools. Many of the children school nurses see are not served by the traditional health care system. School nurses connect students to CHIP, and families to Medicaid. They help many of the school children who live every day in the margins of society to connect to a medical home. Often times, the school nurse provides the only health care accessible to some school aged children.

School nurses influence attendance, which influences achievement and graduation rates.
Repeated studies have identified that school nurses reduce absenteeism (Maughan, 2003.) and the literature shows a higher nurse-to-student ratio is related to better attendance rates (Pennington & Delaney, 2008).

African- American students with asthma in schools with full time school nurses, missed significantly fewer school days than children in school with part time nurses (Telljohann, Dake, & Price, 2004).

School nurses are significantly less likely to dismiss a student from school early than non-licensed personnel (Pennington & Delaney, 2008; Wyman, 2005).

Through case management of chronic illness, school nurses play a pivotal role in the health and well-being of children and contribute to improved health and education outcomes.

School nurses case management of asthma resulted in significantly more students with needed medication at school (Taras, Wright, Brennan, Campana& Lofgren, 2004) and fewer exacerbations resulting in visits to the school nurse office (Erickson, Splett, Mullett, Jensen, Belseth, 2006; Splett, Erickson, Belseth, & Jensen, 2006).

School nurses caring for children with diabetes resulted in better monitoring of blood glucose levels and a lower A1c and were more likely to detect low blood glucose levels (Nguyen, Mason, Sanders, Yazdani, & Hetulla, 2008).

School nurses are an essential arm of public health promoting wellness and preventing injury.

Registered nurses in schools are correlated with increasing immunization rates (Ferson, MJ, Fitzsimmons, G, Christie, D, & Woollett, H, 1995; Salmon et al., 2005).

Salmon et al. (2005) found parents were significantly less likely to request an exemption from immunizations than school personnel without health care training. Unlicensed school personnel were unaware of the seriousness of vaccine-preventable diseases, as well as the susceptibility of the unimmunized children (Salmon et al., 2004).

School nurses are among the specialized instructional support services personnel beneficial to the mental health of students.

School nurses spend 32% of their time providing mental health services (SAMHSA, 2005).

Speech-Language Pathology Services

Speech-language pathologists provide services for students with speech, language, and swallowing disorders and provide services to students with other disabilities such as learning disabilities, autism, cerebral palsy, and mental retardation/developmental disabilities. Other important roles for speech-language pathologists involve collaborating with teachers to develop and provide intervention strategies to enhance literacy skills and intervention to improve social communication skills for all students.

Teachers and parents recognize the benefits of speech-language pathology services.

Speech-language pathology services are an important determinant of students’ eventual communicative functioning.

Caseload characteristics appear to play a role in influencing student outcomes. Larger caseloads limit the range of service delivery options.


Research supports a link between instructional group size and student engagement for students with moderate disabilities.

❖ A relationship exists between instructional group size and academic achievement.


❖ Evidence suggests that students served in smaller instructional groups have improved performance and achievement. Smaller size instructional groups allow more opportunities to practice verbal communication. Communication skills appear to be positively influenced by small treatment group size.


For more information go to: www.NASISP.org or contact info@nasisp.org