The NASP Practice Model helps schools successfully:

Improve Academic Engagement and Achievement
High expectations and academic rigor for all students set the foundation for schools that bénéficie students and achieve academic and career growth goals. However, providing rich content and rigor alone is not enough for struggling students. School psychologists work with educators and families to:

• Identify and address barriers to learning for all students in a culturally-responsive way, including those with disabilities or health problems.
• Work with educators to create safe, positive learning environments.
• Promote appropriate academic behaviors such as those designed to improve attention, organization, and language, attitudes toward school, past experiences, access to support services, and time focused on learning.
• Increase school attendance and graduation rates.

Facilitate Effective Instruction
Rigorous, quality curricula must be matched with effective instructional strategies to make content accessible to every student.

School psychologists consult with teachers on how to:

• Implement appropriate social–emotional and behavioral strategies such as those designed to improve attention, organization, and language, attitudes toward school, past experiences, access to support services, and time focused on learning.

Supportive Learning Environments
Because the learning environment can interfere with student outcomes, School psychologists work with educators and families to:

• Create a positive school climate.
• Navigate special education processes.
• Ensure access to learning, behavior, and mental health services.

Data Collection and Analysis
A critical part of making informed decisions is the effective use of data. School psychologists bring the evidence of data collection and analysis to school improvement efforts by:

• Generating and interpreting valuable student outcome data.
• Using assessment, data, and evaluation tools and further guidance to assist in this process; available online at www.nasponline.org/practicemodel. The comprehensive National Association of School Psychologists. (2020). Model for comprehensive and integrated school psychological services.

In school. At home. In life. Helping children thrive.
The NASP Practice Model Improves Outcomes for Students and Schools

All children deserve a high-quality, equitable, and accessible education that supports their academic achievement and healthy development and prepares them for responsible citizenship and success in a global economy. Services and supports that lower barriers to learning, like those provided by school psychologists, are central to this mission.

School psychologists are uniquely qualified members of school teams that support teachers’ ability to teach and children’s ability to learn. They provide direct academic, behavioral, and mental health services to children and youth, as well as work with families, school administrators, educators, and other professionals to create safe, supportive learning and social environments for all students.

The NASP Practice Model is framed on six organizational principles that reflect and delineate what services can reasonably be expected from school psychologists across 10 domains of practice, and provide an evidence-based framework within which services should be provided to ensure effective service delivery.

06 Domains of Practice

Domain 1: Data-Based Decision Making
School psychologists have knowledge of and utilize assessment methods and a problem-solving framework to identify strengths and needs, to develop effective interventions, services, and programs, and measure progress and outcomes within a multi-systemic framework of supports.

Domain 2: Consultation and Collaboration
School psychologists are uniquely qualified members of school teams that support teachers’ ability to teach and students’ ability to learn. They provide direct academic, behavioral, and mental health services to children and youth, as well as work with families, school administrators, educators, and other professionals to create safe, supportive learning and social environments for all students.

Domains 1-5 of the NASP Practice Model reflect and delineate what services can reasonably be expected from school psychologists across 10 domains of practice. This framework provides a mechanism for guidance to ensure appropriate, consistent, and comprehensive service delivery.

6 Organizational Principles

Organizational Principle 1: Organization and Evaluation of Service Delivery
Comprehensive school psychological services are provided by appropriately licensed and/or certified school psychologists who have earned competitiveness; school psychologists across 10 domains of practice; services, and programs; and measure progress and outcomes within a multi-systemic framework of supports.

Domain 2: Consultation and Collaboration
School psychologists have knowledge of and utilize assessment methods and a problem-solving framework to identify strengths and needs, to develop effective interventions, services, and programs, and measure progress and outcomes within a multi-systemic framework of supports.

Domain 3: Academic Interventions and Instructional Supports
School psychologists understand the educational, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies and evaluation.

Domain 4: Mental and Behavioral Health Services and Interventions
School psychologists understand the biological, cultural, social, and emotional influences on mental health; and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities.

Domain 5: Research and Evidence-Based Practice
School psychologists understand and utilize principles and research related to family systems, strengths, needs, and varied data collection and analysis techniques sufficient for understanding issues and trends in policy, demanding interventions, and evaluating programs in applied settings.

Domain 6: Legal, Ethical, and Professional Practice
School psychologists have and apply knowledge of legal and ethical principles and standards and other factors related to professional identity and efficacy practice in school psychology.

NASP Practice Model

The National Association of School Psychologists (NASP) has set standards for the provision of psychological services for over 40 years. These standards, known as the NASP Practice Model, represent NASP’s official policy regarding the delivery of school psychological services. It delineates what services can reasonably be expected from school psychologists across 10 domains of practice, and the six organizational principles that guide the overall framework within which services should be provided to ensure effective service delivery.

The NASP Practice Model is framed on six organizational principles that reflect and delineate what services can reasonably be expected from school psychologists across 10 domains of practice, and provide an evidence-based framework within which services should be provided to ensure effective service delivery.

Domain 1: Data-Based Decision Making
School psychologists have knowledge of and utilize assessment methods and a problem-solving framework to identify strengths and needs, to develop effective interventions, services, and programs, and measure progress and outcomes within a multi-systemic framework of supports.

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