



Improving School Psychological Service Delivery Using the NASP Practice Model

Focus Today

- Overview of the NASP Practice Model
- Connection of the comprehensive role of school psychologists to student outcomes
- Strategies for working toward implementation of the model

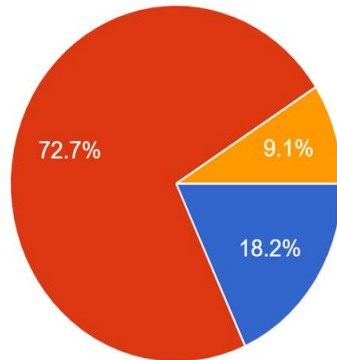
Critical Realities

- ✓ **Training matters.** School psychologists' training combines mental and behavioral health, learning and teaching, individual and group factors, school systems and law. This training is essential to effective service delivery in the school context.
- ✓ **Context matters.** The professional conditions, culture, and systems within which school psychologists work determine the scope and efficiency of service delivery.
- ✓ **Ratios matter.** The national recommended ratio is 1:500. Higher ratios constrain school psychologists' capacity to meet students' diverse and comprehensive needs.

Where are Vermont School Psychologists Working?

Please indicate your current employment setting

22 responses

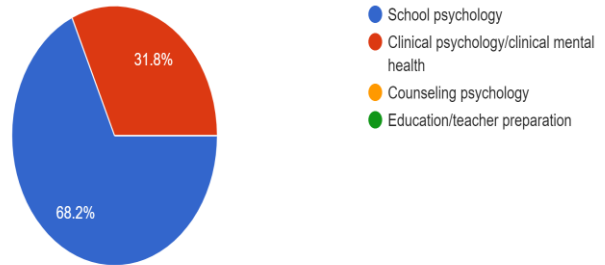


- I am employed by a district to provide services to one school (e.g. you are housed in one building)
- I am employed by a district to provide services to multiple schools and/or the district (e.g. you move among multiple buildings)
- I am contracted to provide services to one or more districts though a vendor or similar contract (e.g. you receive a W-9 for your services)

What is the Educational Background of Vermont School Psychologists?

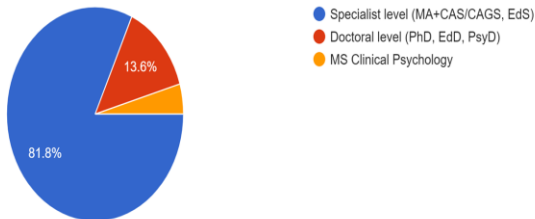
What area of speciality is your graduate degree associated with your certification/licensure in school psychology?

22 responses



What level of degree do you hold associated with your certification/licensure in school psychology?

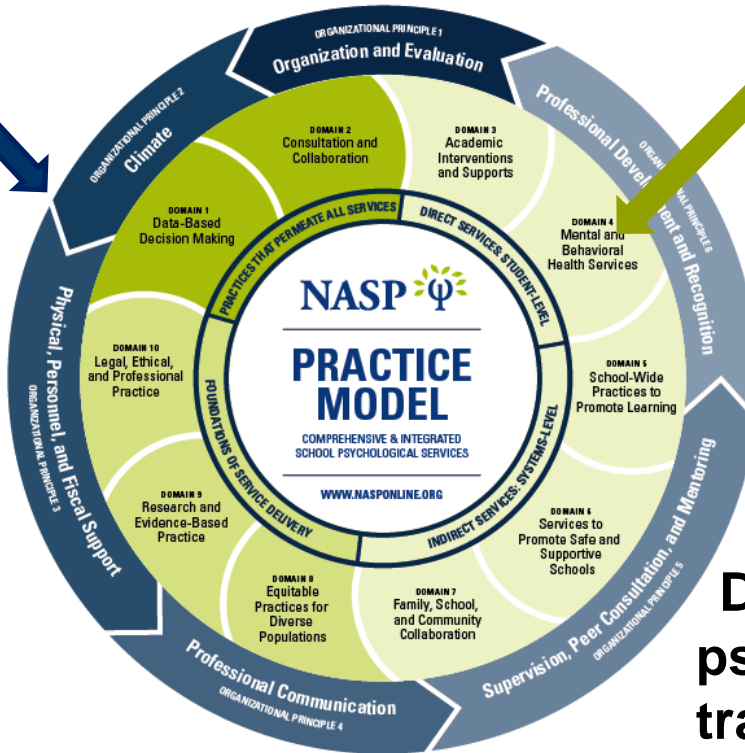
22 responses



6 Organizational Principles

10 Domains of Practice

Create the systems necessary to support effective service delivery.



Define school psychologists' training, skills, and knowledge.

10 Domains of Practice

Knowledge, training, and skills to meet the needs of students, families and schools



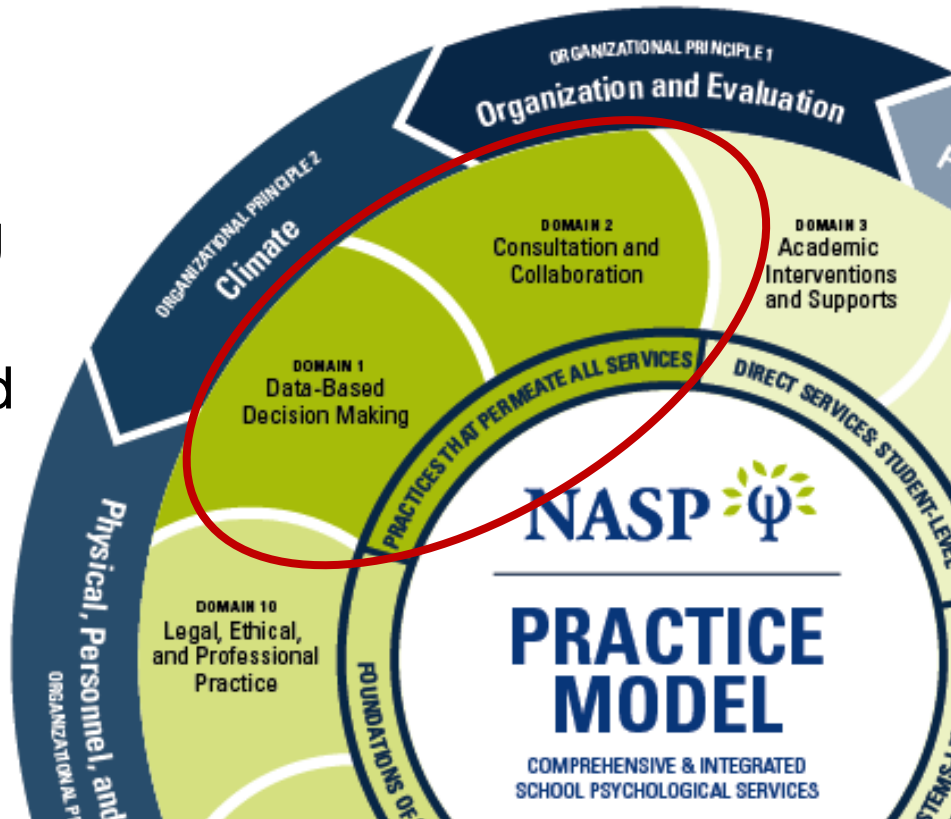
Practices That Permeate All Aspects of Service Delivery

Domain 1:

Data-Based
Decision Making

Domain 2:

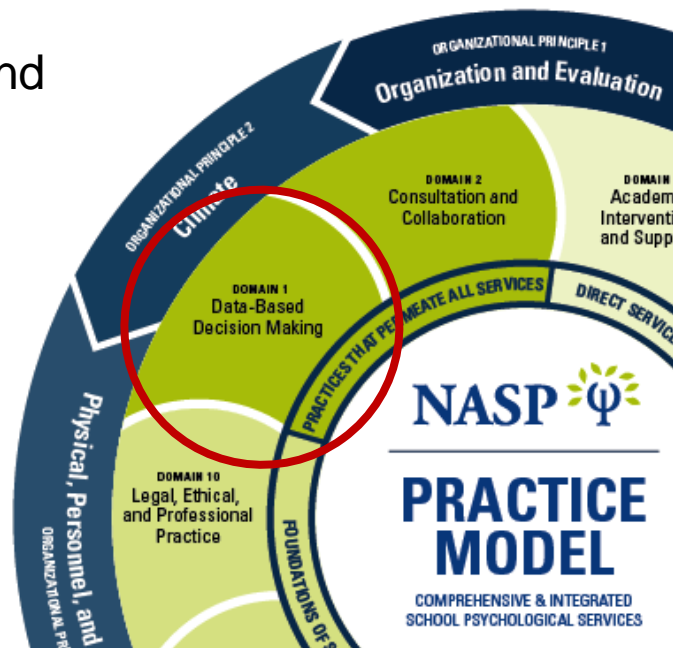
Consultation and
Collaboration



Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making

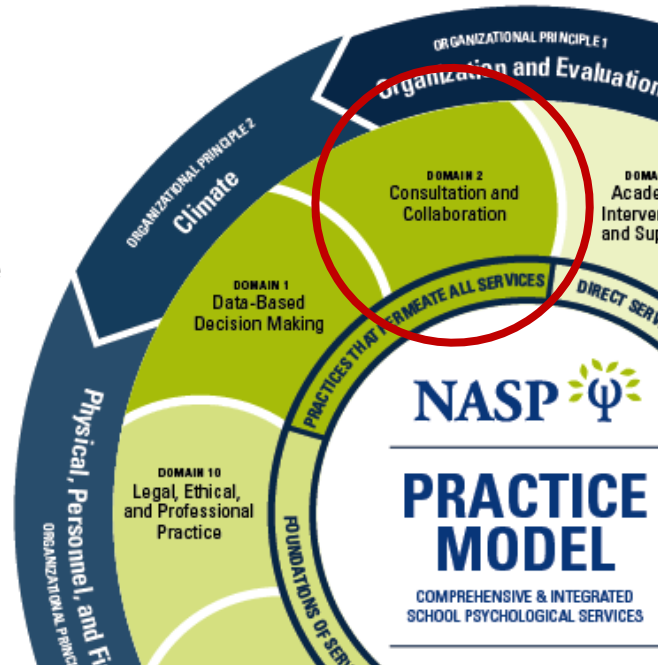
- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.



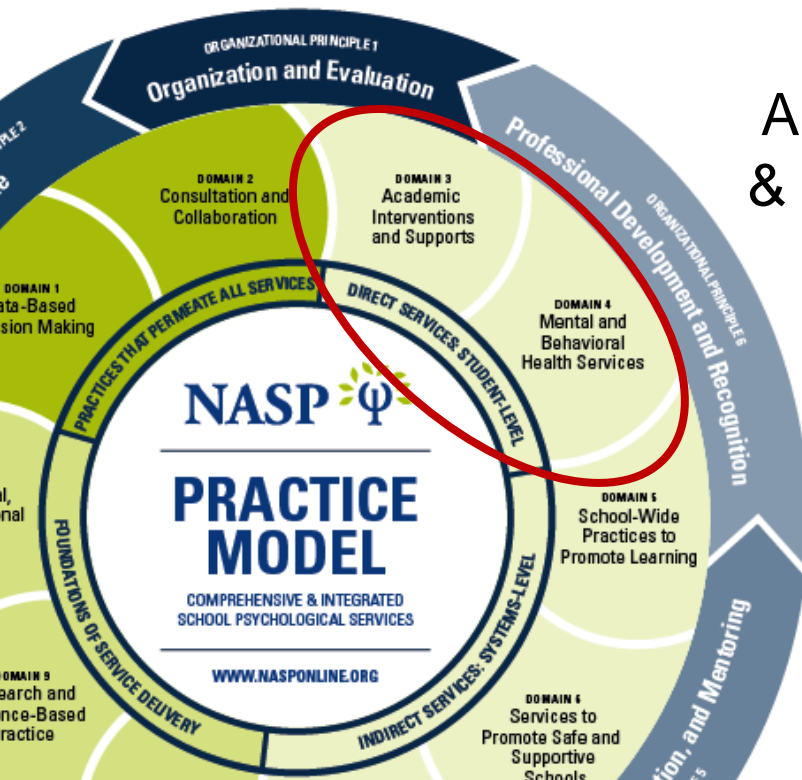
Practices That Permeate All Aspects of Service Delivery

Domain 2: Consultation & Collaboration

- School Psychologists have knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services.



Direct Services—Student Level



Domain 3:

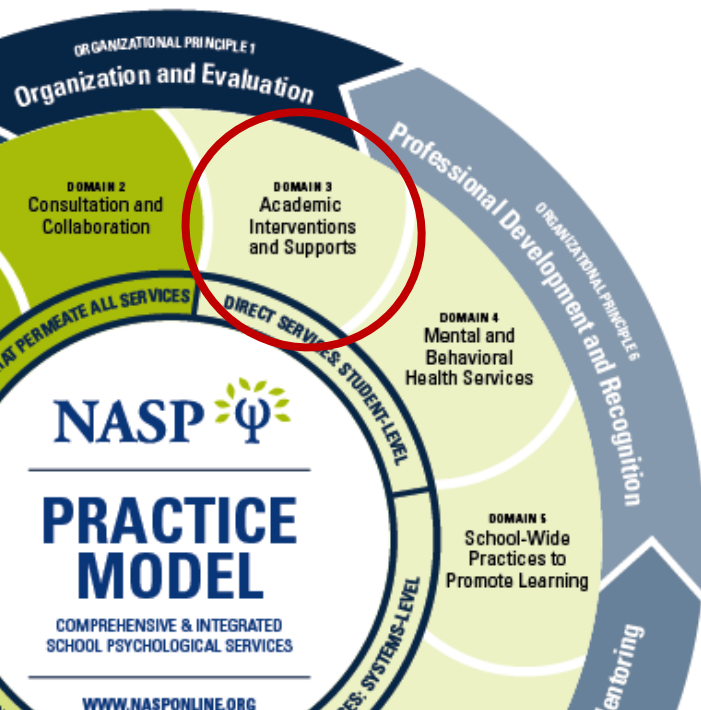
Academic Interventions & Instructional Supports

Domain 4:

Mental & Behavioral Health Services & Interventions

Direct Services—Student Level

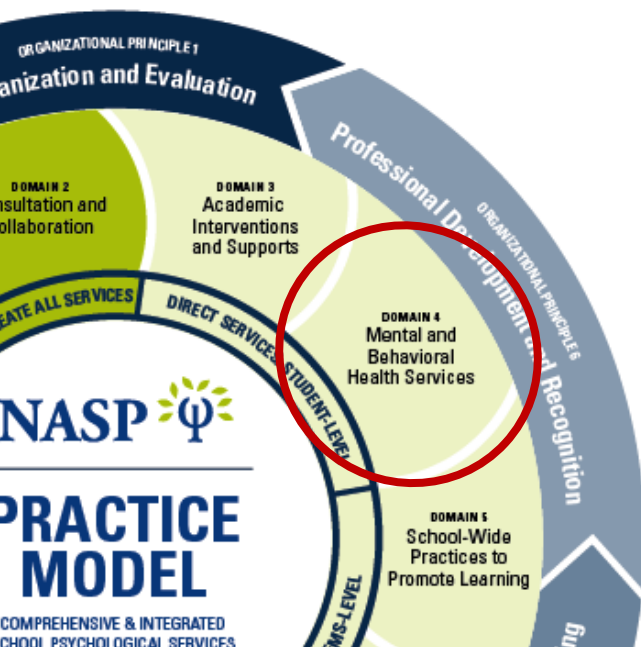
Domain 3: Academic Interventions & Instructional Supports



- School psychologists use assessment and data collection methods to implement and evaluate services that support academic skill development.
- Requires understanding of biological, cultural, and social influences on academic skills.

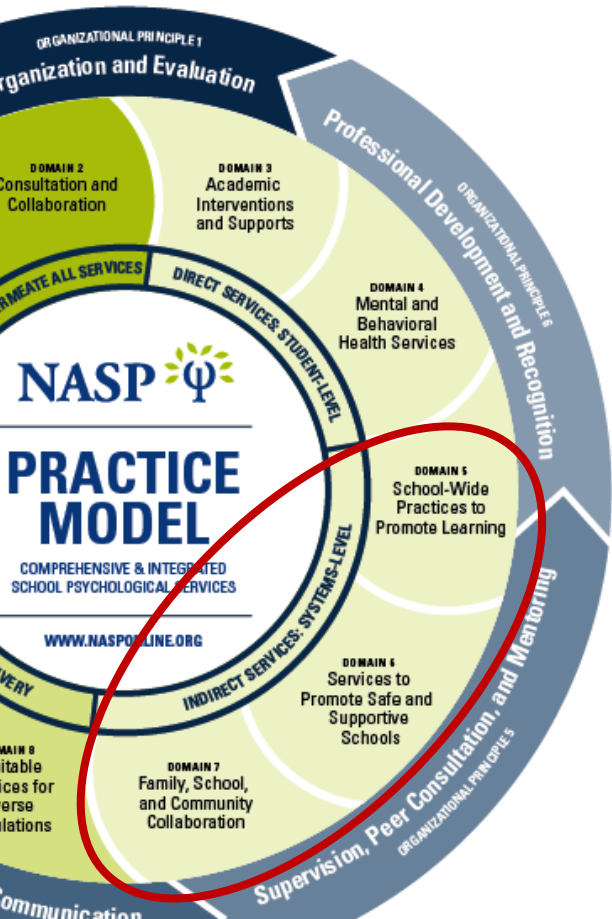
Direct Services—Student Level

Domain 4: Mental & Behavioral Health Services & Interventions



- School psychologists design, implement, evaluate services to promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- Understanding of behavioral and emotional impacts on learning and of evidence-based strategies to promote social-emotional functioning.

Indirect/Systems-Level Services



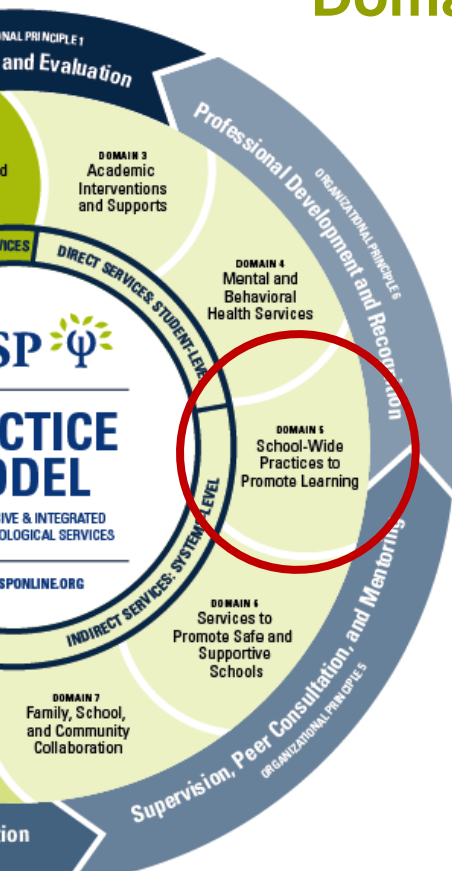
Domain 5:
School-Wide Practices to Promote Learning

Domain 6:
Services to Promote Safe & Supportive Schools

Domain 7:
Family, School, and Community Collaboration

Indirect/Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning



- School psychologists develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- Knowledge about systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.

Indirect/Systems-Level Services

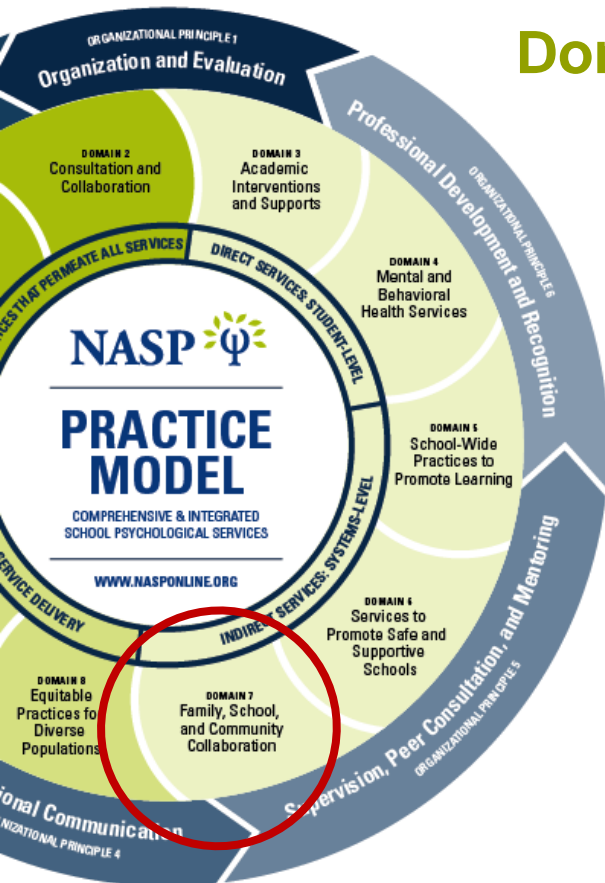
Domain 6: Services to Promote Safe & Supportive Schools



- School psychologists promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- Knowledge of research related to social-emotional well-being, resilience, and risk factors in learning and mental and behavioral health; services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

Indirect/Systems-Level Services

Domain 7: Family, School, and Community Collaboration



- School psychologists design, implement, and evaluate services that respond to culture and context.
- Facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Foundations of School Psychological Service Delivery

Domain 8:

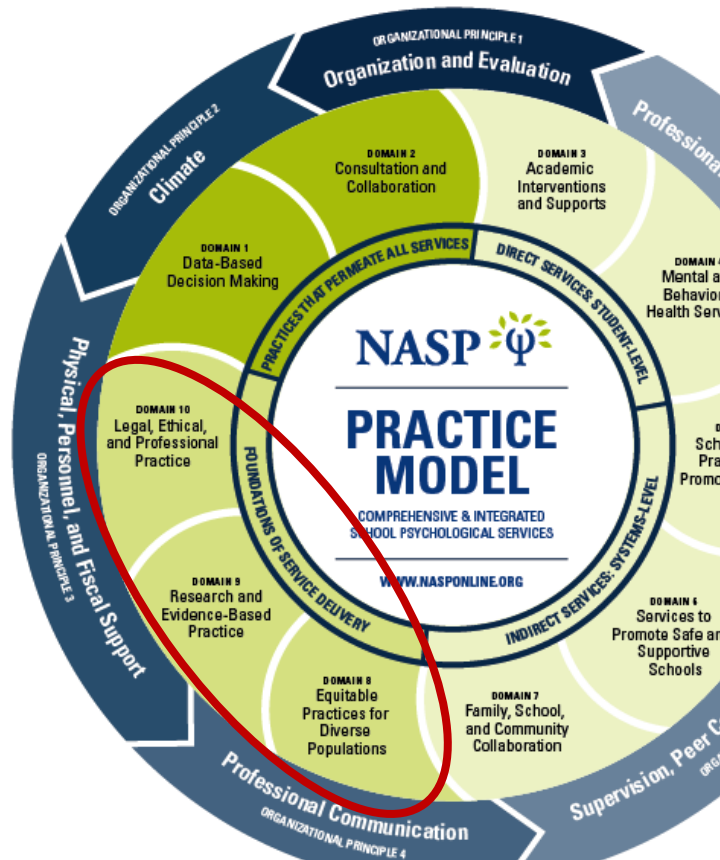
Equitable Practices for Diverse Student Populations

Domain 9:

Research & Evidence-Based Practice

Domain 10:

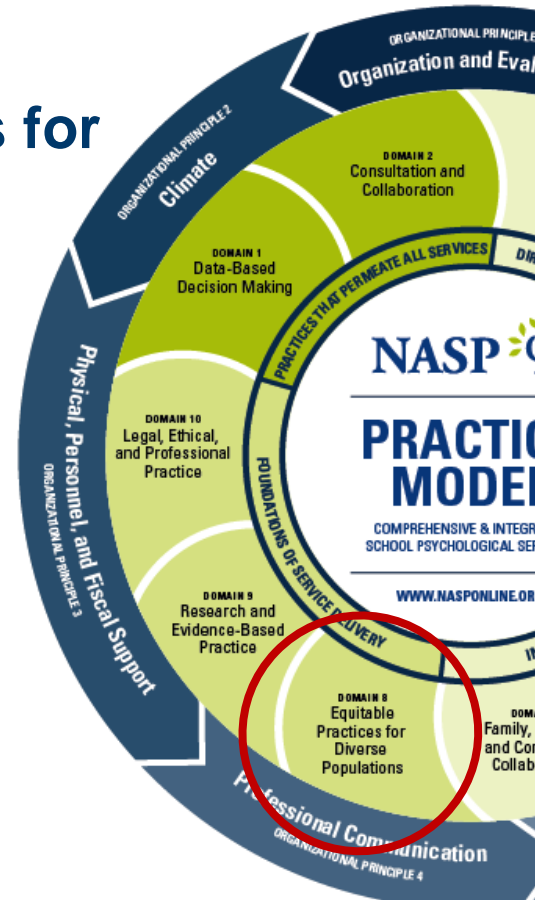
Legal, Ethical, and Professional Practice



Foundations of School Psychological Service Delivery

Domain 8: Equitable Practices for Diverse Student Populations

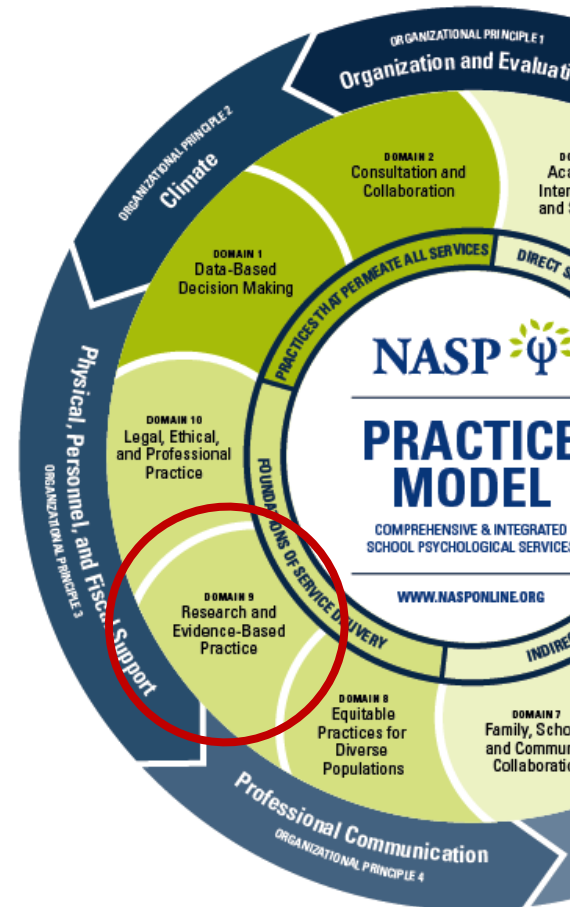
- School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.
- Advocacy for social justice and equity that eliminates systemic barriers for minoritized populations and ensures that each student receives what they need to benefit from opportunities.



Foundations of School Psychological Service Delivery

Domain 9: Research & Evidence-Based Practice

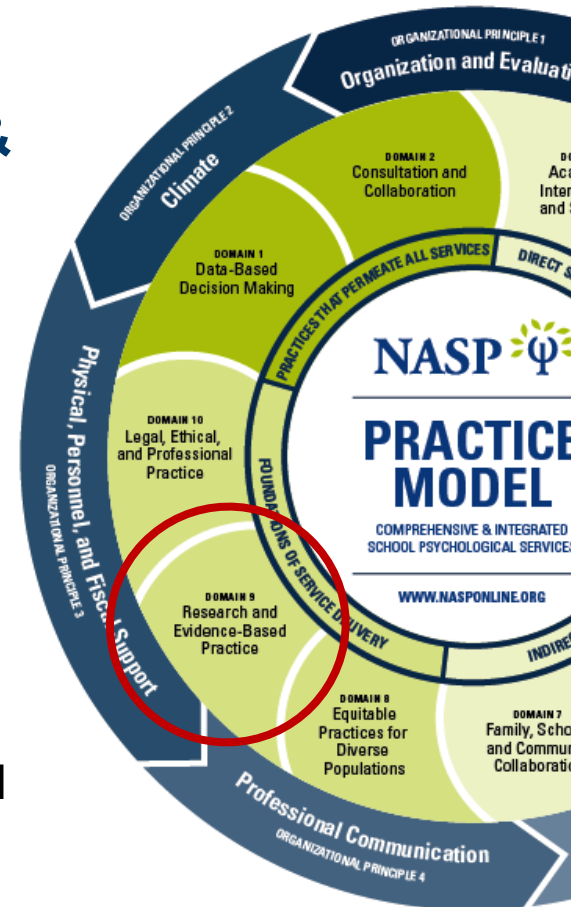
- School psychologists evaluate and apply research as a foundation for service delivery.
- Use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and systems levels.



Foundations of School Psychological Service Delivery

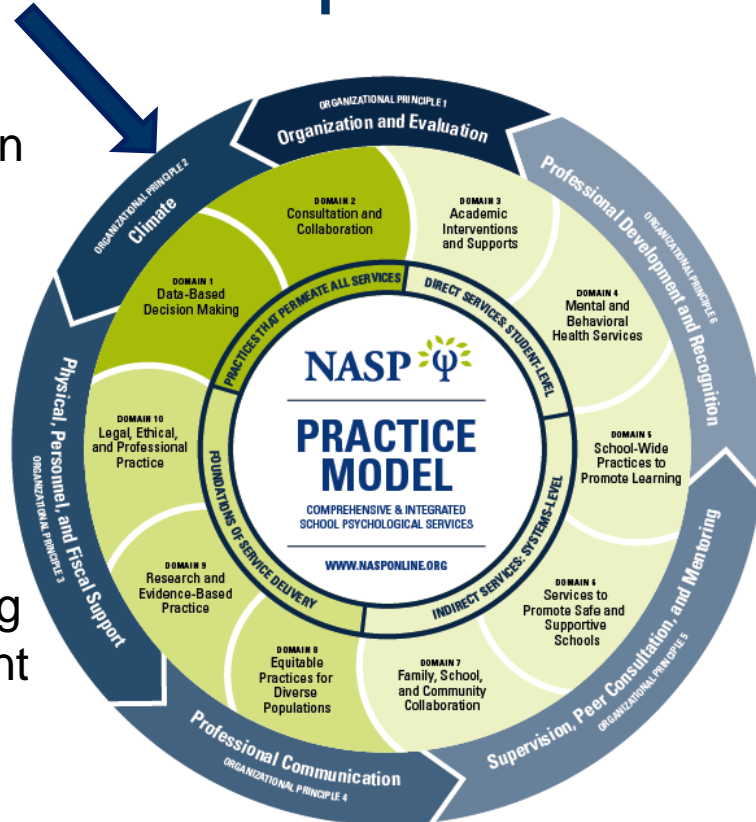
Domain 10: Legal, Ethical, & Professional Practice

- School psychologists apply professional work characteristics needed for effective practice, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and commitment to social justice and equity.



Organizational Principles

1. Organization & Evaluation of Service Delivery
2. Climate
3. Physical, Personnel, & Fiscal Support Systems
4. Professional Communication
5. Supervision, Peer Consultation, & Mentoring
6. Professional Development & Recognition Systems



Barriers to Implementing the Practice Model



Common Barriers to Implementing the NASP Practice Model

- Limited understanding of broad scope of practice
- Narrow role defined by district
- Poor ratios of school psychologists to students
- Critical shortage of school psychologists and positions to fulfill the role
- Funding structures

What are the Current Ratios?

- NASP Recommended Ratio

1:500

- Vermont's 2019-2020 Reported Ratio

1:1040

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey," 2019–2020 V.19.

<https://nces.ed.gov/ccd/>

Overcoming Barriers to Implementing the Practice Model

- Expand others' understanding of the comprehensive range of services
- Support the recommended ratio (example: [Delaware House Bill](#))
- Ensure job descriptions and personnel evaluations align with the practice model
- Support university training programs
 - Paid internships
- Ensure current stakeholders (e.g. Agency of Education, Legislative committees) utilize the knowledge of school psychologists when developing policies, procedures, and regulations

Overcoming Barriers

- Examine funding structures (e.g. Medicaid eligible providers)
- Provide respecialization and recertification options through the AOE
- Provide mentoring programs for newly licensed school psychologists
- Make recruitment and retention a priority
- Highlight and recognize schools/districts implementing a comprehensive model

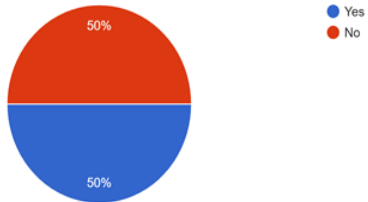
Vermont School Psychologists and Special Education Rule Changes



Training in RTI

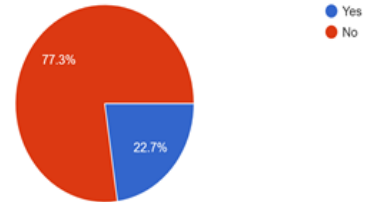
Do you have graduate coursework in the use of RTI for SLD identification?

22 responses



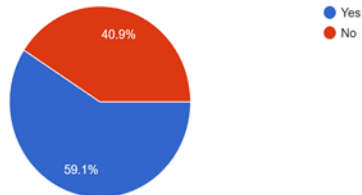
Have you taken online courses in the use of RTI for SLD identification?

22 responses



Have you attended workshops in the use of RTI for SLD identification?

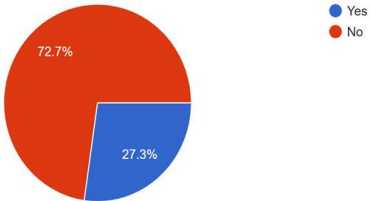
22 responses



Training in PSW

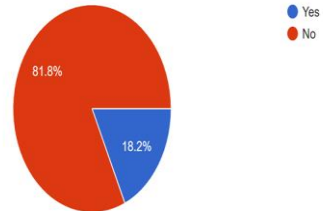
Have you taken graduate coursework in the us of PSW for SLD identification?

22 responses



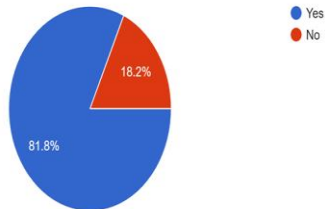
Have you taken online courses in the use of PSW for SLD identification?

22 responses



Have you attended workshops in the use of PSW for SLD identification?

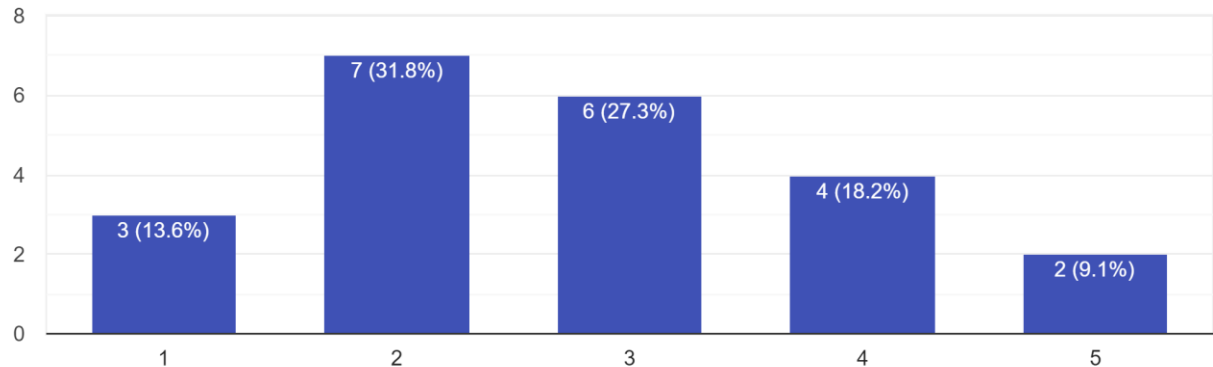
22 responses



Comfort Levels with the Two Approaches to SLD Identification (RTI)

How comfortable are you in your knowledge/skills to use RTI data for SLD identification?

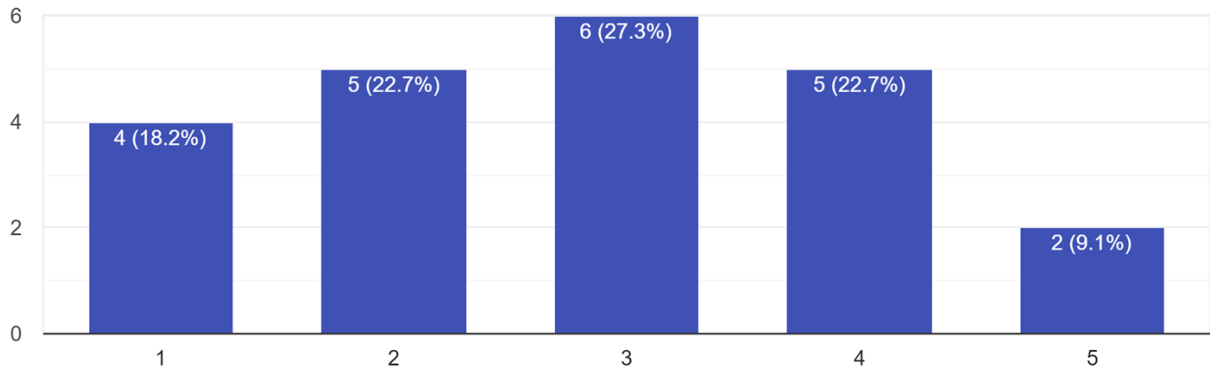
22 responses



Comfort Level of the Two Approaches (PSW)

How comfortable are you in your knowledge/skills to use PSW data for SLD identification?

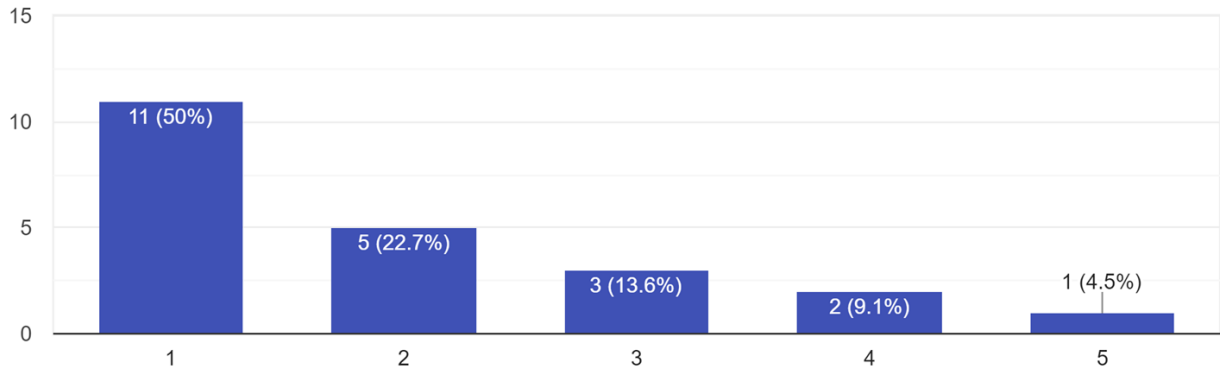
22 responses



Perceived District Preparedness for Implementation

How prepared is your district to implement the special education rule changes on July 1, 2022?

22 responses





Helping Children Thrive • In School • At Home • In Life