

Model for Comprehensive and Integrated School Psychological Services

2010

INTRODUCTION

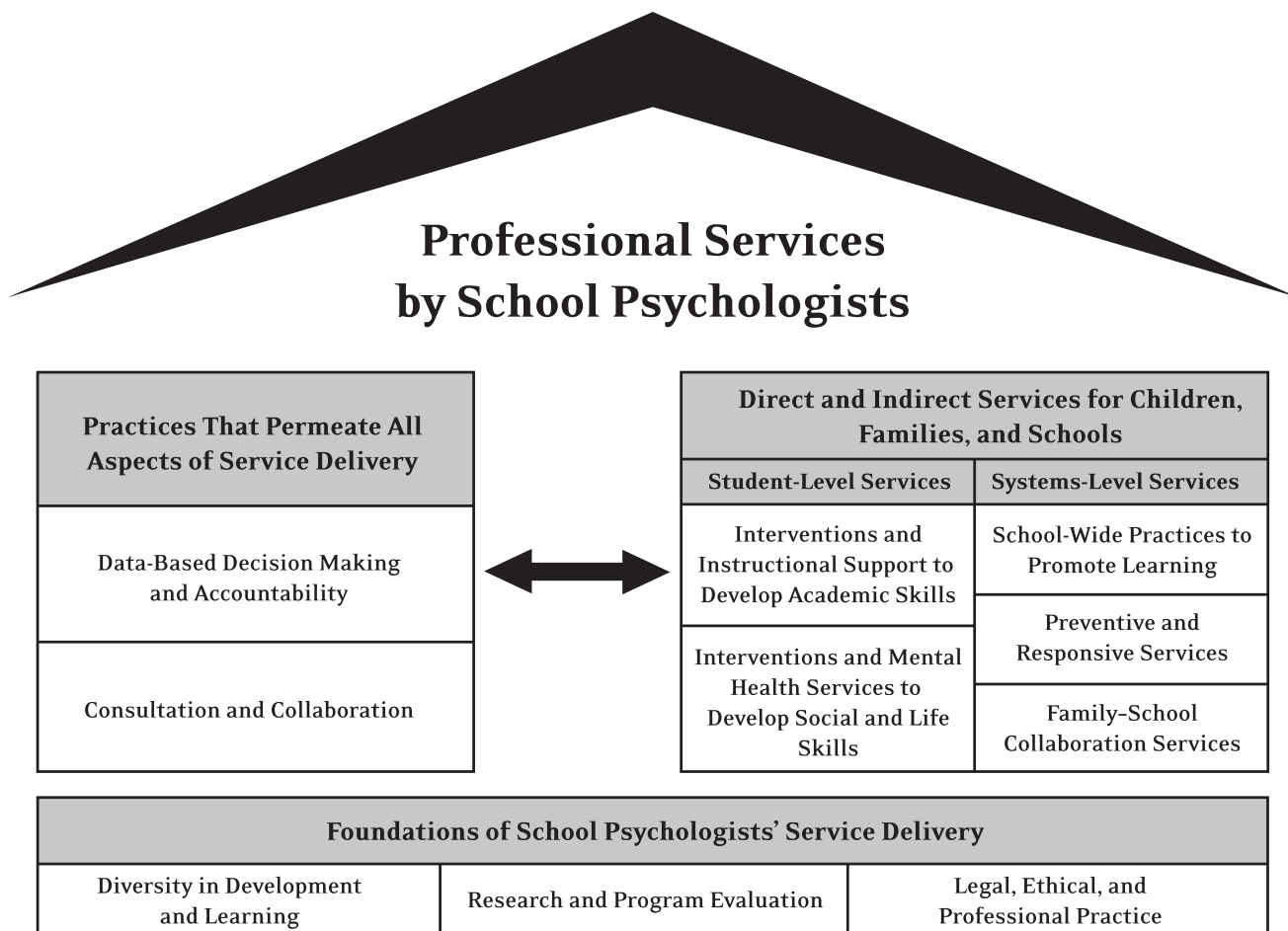
The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives.

School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and

well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family–school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Figure 1, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts.

The NASP *Model for Comprehensive and Integrated School Psychological Services* is designed to be used in conjunction with the NASP *Standards for Graduate Preparation of School Psychologists*, *Standards for the Credentialing of School Psychologists*, and *Principles for Professional Ethics* to provide a unified set of national principles that guide graduate education, credentialing, professional practice and services, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels.

Figure 1. Model of comprehensive and integrated school psychological services.



The *Model for Comprehensive and Integrated School Psychological Services* represents the official policy of NASP regarding the delivery of comprehensive school psychological services. First written in 1978 as the *Guidelines for the Provision of School Psychological Services*, revised in 1984, 1992, 1997, 2000, and 2010, the model serves as a guide to the organization and delivery of school psychological services at the federal, state, and local levels. The model provides direction to school psychologists, students, and faculty in school psychology, administrators of school psychological services, and consumers of school psychological services regarding excellence in professional school psychology. It also delineates what services might reasonably be expected to be available from most school psychologists and, thus, should help to further define the field. In addition, the model is intended to educate the profession and the public regarding appropriate professional practices and, hopefully, will stimulate the continued development of the profession.

The *Model for Comprehensive and Integrated School Psychological Services* addresses the delivery of school psychological services within the context of educational programs and educational settings. In addition to providing services to public and private schools, school psychologists are employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and in private practice. This revision of the *Guidelines for the Provision of School Psychological Services*, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to schoolchildren. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the National Association of School Psychologists's (2010) *Principles for Professional Ethics* and the American Psychological

Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* for guidance on issues not addressed in the model.

The model includes two major sections, which describe responsibilities of individual school psychologists and the responsibilities of school systems to support comprehensive school psychological services. The first section describes *Professional Practices* aligned with each of 10 domains of practice that are the core components of this model of school psychological services. The second section outlines *Organizational Principles* that should be assumed by the organizations that employ school psychologists. These principles describe the organizational conditions that must be met in order to ensure effective delivery of school psychological services for children, families, and schools.

Not all school psychologists or school systems will be able to meet every standard contained within this document. Nevertheless, it is anticipated that these guidelines will serve as a model for effective program development and professional practice on federal, state, and local levels. The 10 domains provide a *general framework of basic competencies* that practitioners should possess upon beginning practice as school psychologists. School psychologists will perceive that it is in their own best interest—and that of the agencies, parents, and children they serve—to adhere to and support the model. NASP encourages state and federal legislators, local school boards, and the administrative leaders of federal, state, and local education agencies to support the concepts contained within the model.

NASP acknowledges that this model sets requirements for services not presently mandated by federal law or regulation and not always mandated in state laws and administrative rules. Future amendments of such statutes and rules, and the state and local plans resulting from them, should incorporate the recommendations contained in this document. Furthermore, NASP understands that school psychological services are provided within the context of ethical and legal mandates. Nothing in the model should be construed as superseding such relevant rules and regulations.

The model provides flexibility, permitting agencies and professionals to develop procedures, policies, and administrative organizations that meet both the needs of the agency and the professional's desire to operate within recognized professional standards of practice. At the same time, the model has sufficient specificity to ensure appropriate and comprehensive service provision.

COMPREHENSIVE AND INTEGRATED SERVICES: DOMAINS OF SCHOOL PSYCHOLOGY PRACTICE

School psychologists provide comprehensive and integrated services across 10 general domains of school psychology, as illustrated in Figure 1 on page 5 of this document. Graduate education in school psychology prepares practitioners with basic professional competencies, including both *knowledge* and *skills*, in the 10 domains of school psychology, as well as the ability to integrate knowledge and apply professional skills across domains in the practice of school psychology. The 10 domains of school psychology reflect the following principles:

- ◆ School psychologists have a foundation in the knowledge bases for both psychology and education, including theories, models, research, empirical findings, and techniques in the domains, and the ability to explain important principles and concepts.
- ◆ School psychologists use effective strategies and skills in the domains to help students succeed academically, socially, behaviorally, and emotionally.
- ◆ School psychologists apply their knowledge and skills by creating and maintaining safe, supportive, fair, and effective learning environments and enhancing family–school collaboration for *all* students.
- ◆ School psychologists demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- ◆ School psychologists ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and schools.
- ◆ School psychologists integrate knowledge and professional skills across the 10 domains of school psychology in delivering a comprehensive range of services in professional practice that result in direct, measurable outcomes for children, families, schools, and/or other consumers.

The domains are highly interrelated and not mutually exclusive. The brief descriptions and examples of professional practices in each of the domains provided below outline major areas of knowledge and skill, but are not intended to reflect the possible full range of competencies of school psychologists. Figure 1 represents the 10 domains within a model of comprehensive and integrated services by school psychologists. It is important to emphasize that the 10 domains provide a *general frame of reference for basic competencies* that program

graduates should possess upon beginning practice as school psychologists.

The *Model for Comprehensive and Integrated School Psychological Services* describes the services provided by school psychologists to children, families, and schools. Because these services are based on the needs of children, families, and schools, the model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience and advanced graduate education will result in areas of specialization by individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the 10 domains of practice described in this model.

PART I: PROFESSIONAL PRACTICES

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. Examples of professional practices associated with data-based decision making and accountability include the following:

- School psychologists use a problem-solving framework as the basis for all professional activities.
- School psychologists systematically collect data from multiple sources as a foundation for decision-making and consider ecological factors (e.g., classroom, family, community characteristics) as a context for assessment and intervention in general and special education settings.

- School psychologists collect and use assessment data to understand students' problems and to select and implement evidence-based instructional and mental health services.
- School psychologists, as part of an interdisciplinary team, conduct assessments to identify students' eligibility for special education and other educational services.
- School psychologists use valid and reliable assessment techniques to assess progress toward academic and behavioral goals, to measure responses to interventions, and to revise interventions as necessary.
- School psychologists assist with design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented (i.e., treatment fidelity).
- School psychologists use systematic and valid data-collection procedures for evaluating the effectiveness and/or need for modification of school-based interventions and programs.
- School psychologists use systematic and valid data-collection procedures to evaluate and document the effectiveness of their own services.
- School psychologists use information and technology resources to enhance data collection and decision-making.

Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.
- School psychologists effectively communicate information for diverse audiences, such as parents, teachers and other school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate at the individual, family, group, and systems levels

- School psychologists facilitate communication and collaboration among diverse school personnel, families, community professionals, and others
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions for increasing the amount of time students are engaged in learning.
- School psychologists incorporate all available assessment information in developing instructional strategies to meet the individual learning needs of children.
- School psychologists share information about research in curriculum and instruction with educators, parents, and the community to promote improvement in instruction, student achievement, and healthy lifestyles.
- School psychologists facilitate design and delivery of curriculum and instructional strategies that promote children's academic achievement, including, for example, literacy instruction, teacher-directed instruction, peer tutoring, interventions for self-regulation and planning/organization, etc.
- School psychologists use information and assistive technology resources to enhance students' cognitive and academic skills.
- School psychologists address intervention acceptability and fidelity during development, implementation, and evaluation of instructional interventions.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

Student-Level Services

Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote the principles of student-centered learning to help students develop their individual abilities to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists work with other school personnel to ensure the attainment of state and local academic benchmarks by all students.
- School psychologists apply current empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems level.

Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Examples of professional practices associated with development of social, emotional, behavioral, and life skills include the following:

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children.
- School psychologists facilitate design and delivery of curricula to help students develop effective behaviors, such as self-regulation and self-monitoring, planning/organization, empathy, and healthy decision-making.
- School psychologists use systematic decision-making to consider the antecedents, consequences, functions,

and potential causes of behavioral difficulties that may impede learning or socialization.

- School psychologists address intervention acceptability and fidelity during development, implementation, and evaluation of behavioral and mental health interventions.
- School psychologists provide a continuum of developmentally appropriate mental health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral support, and parent education and support; this may include attention to issues such as life skills and personal safety for students with lower levels of functioning.
- School psychologists develop and implement behavior change programs at individual, group, classroom, and school-wide levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, and positive psychology) to student discipline and classroom management.
- School psychologists evaluate implementation and outcomes of behavioral and mental health interventions for individuals and groups.

Systems-Level Services

School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Professional practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of effective policies and practices in areas such as discipline, instructional support, staff training, school and other agency improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, and more.
- School psychologists use their knowledge of organizational development and systems theory to assist in

promoting a respectful and supportive atmosphere for decision making and collaboration, and a commitment to quality instruction and services.

- School psychologists are actively involved in the development of school improvement plans that impact the programs and services available to children, youth, and families, and the manner in which school psychologists deliver their services.
- School psychologists incorporate evidence-based strategies when developing and delivering intervention programs to facilitate successful transitions of students from one environment to another environment (e.g., program to program, school to school, age-level changes, and school to work transitions).
- School psychologists promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening programs to identify students in need of additional instructional or behavioral support services, as well as progress monitoring systems to ensure successful learning and school adjustment.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered continuum of services to support all students' attainment of academic, social, emotional, and behavioral goals.
- School psychologists apply the problem-solving process to broader research and systems-level problems that result in the identification of factors that influence learning and behavior, the evaluation of the outcomes of classroom, building, and system initiatives and the implementation of decision-making practices designed to meet general public accountability responsibilities.

Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. Examples of

effective practices associated with preventive and responsive services include the following:

- School psychologists promote recognition of risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, truancy, dropout, bullying, youth suicide, or school violence.
- School psychologists participate in school crisis teams and use data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, preparation, response, and recovery.
- School psychologists provide direct counseling, behavioral coaching, and indirect interventions through consultation for students who experience mental health problems that impair learning and/or socialization.
- School psychologists develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems.
- School psychologists collaborate with school personnel, parents, students, and community resources to provide competent mental health support during and after crisis situations.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to good health for children; (b) facilitating environmental changes conducive to good health and adjustment of children; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists participate in the implementation and evaluation of programs that promote safe and violence-free schools and communities.

Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. Examples of professional practices associated with family–school collaboration include the following:

- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental health outcomes for students.
- School psychologists identify diverse cultural issues, contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and address these factors when developing and providing services for families.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists advocate for families and support parents in their involvement in school activities, for both addressing individual students’ needs and participating in classroom and school events.
- School psychologists educate the school community regarding the influence of family involvement on school achievement and advocate for parent involvement in school governance and policy development whenever feasible.
- School psychologists help create linkages between schools, families, and community providers, and help coordinate services when programming for children involves multiple agencies.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery. Examples of professional practices that promote and respect diversity include:

- School psychologists apply their understanding of the influence of culture, background, and individual learning characteristics (e.g., age, gender or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.
- School psychologists, in collaboration with others, address individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental health outcomes for all children in family, school, and community contexts.
- School psychologists provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.
- School psychologists work collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners.
- School psychologists utilize a problem solving framework for addressing the needs of English language learners.
- School psychologists recognize in themselves and others the subtle racial, class, gender, cultural and other biases they may bring to their work and the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students.
- School psychologists promote fairness and social justice in educational programs and services.
- School psychologists incorporate techniques for data collection, analyses, and accountability in evaluation of services at the individual, group, and system levels.
- School psychologists, in collaboration with others, collect, analyze, and interpret program evaluation data in applied settings.
- School psychologists provide support for classroom teachers in collecting and analyzing progress monitoring data.
- School psychologists apply knowledge of evidence-based interventions and programs in designing, implementing, and evaluating the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance in schools and other settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.
- School psychologists incorporate various techniques for data collection, measurement, analysis, accountability, and use of technology resources in evaluation of services at the individual, group, and/or systems levels.

Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and program evaluation include the following:

- School psychologists evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery.

Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists use supervision and mentoring for effective practice.
- School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.

- School psychologists assist administrators, teachers, other school personnel, and parents in understanding and adhering to legislation and regulations relevant to regular education and special education.
- School psychologists advocate for professional roles as providers of effective services that enhance the learning and mental health of all children and youth.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists participate in continuing education activities at a level consistent with maintenance of the NCSP credential (i.e., a minimum of 25 hours of professional development per year).

PART II: ORGANIZATIONAL PRINCIPLES

ORGANIZATIONAL PRINCIPLE 1: ORGANIZATION OF SERVICE DELIVERY

School psychological services are provided in a coordinated, organized fashion and are delivered in a manner that ensures the provision of a comprehensive and seamless continuum of services. Services are delivered in accordance with a strategic planning process that considers the needs of consumers and utilizes an evidence-based program evaluation model.

- 1.1 School psychological services are planned and delivered on the basis of a systematic assessment of the educational and psychological needs of the students and families in the local community. School systems ensure that services provided directly by school psychologists are based on a strategic plan. The plan is developed based on the collective needs of the school system and community, with the primary focus being the specific needs of the students served by individual school psychologists.
- 1.2 School psychological services are available to all students on an equal basis and are not determined by a specific funding source. Services are provided to students based on their need, not based on their eligibility to generate specific funding.
- 1.3 School psychological services are integrated with other school and community services. Students and their families should not be responsible for the integration of these services based on funding, setting, or program location. Therefore, school psychological and mental health services are provided through a “seamless” system of care.

When school psychological services are provided by outside consultants, the school system maintains responsibility for the quality of services and for oversight of planning and implementation of services.

- 1.4 Contractual school psychological services are provided in a manner consistent with this model, *NASP Principles for Professional Ethics*, and other relevant professional guidelines and standards. Contractual school psychological services are not used as a means to decrease the type, amount, and quality of school psychological services provided by an employing agency. They may be used to augment and enhance programs.
- 1.5 School systems conduct regular evaluations of the collective delivery of educational, mental health, and other student services as well as those services provided by individual school psychologists. The evaluation process focuses on both the nature and extent of the services provided (process) and the student- or family-focused effects of those services (outcomes). Evaluation of services from outside consultants who provide school psychological services is the responsibility of the school system, and the evaluation process should be consistent with that used for services provided by school psychologists who are school district employees.
- 1.6 The school system provides a range of services to meet the academic and mental health needs of students. As indicated in this model, school psychologists collaborate with other school personnel to provide both direct and indirect services to students and families. The consumers of and participants in these services include the following: students, teachers, counselors, social workers, administrators, other school personnel, families, care providers, other community and regional agencies, and resources that support the educational process.
- 1.7 School systems support the provision of consultative and other services by school psychologists to teachers, administrators, and other school personnel for the purpose of improving student outcomes.

ORGANIZATIONAL PRINCIPLE 2: CLIMATE

It is the responsibility of the school system to create a climate in which school psychological services can be delivered with mutual respect for all parties. Employees have the freedom to advocate for the services that are necessary to

meet the needs of consumers and are free from artificial, administrative, or political constraints that might hinder or alter the provision of appropriate services.

- 2.1 School systems promote cooperative and collaborative relationships among staff members in the best mutual interests of students and families. Conflicts are resolved in a constructive and professional manner.
- 2.2 School systems provide an organizational climate in which school psychologists and other personnel may advocate in a professional manner for the most appropriate services for students and families, without fear of reprisal from supervisors or administrators.
- 2.3 School systems promote work environments that maximize job satisfaction of employees in order to maintain a high quality of services provided to students. Measures of work climate are included in organizational self-evaluation.
- 2.4 School systems promote and advocate for balance between professional and personal lives of employees. Supervisors monitor work and stress levels of employees and take steps to reduce pressure when the well-being of the employee is at risk. Supervisors are available to employees to problem solve when personal factors may adversely affect job performance and when job expectations may adversely affect the personal life of the employee.

**ORGANIZATIONAL PRINCIPLE 3:
PHYSICAL, PERSONNEL, AND FISCAL
SUPPORT SYSTEMS**

School systems ensure that (a) an adequate recruitment and retention plan for employees exists to ensure adequate personnel to meet the needs of the system; (b) all sources of funding, both public and private, are used and maximized to ensure the fiscal support necessary to provide adequate services; (c) all employees have adequate technology, clerical services, and a physical work environment; and (d) employees have adequate personnel benefits necessary to support their work, including continuing educational professional development.

- 3.1 School systems assume professional responsibility and accountability for services through the recruitment of qualified and diverse staff and the assurance that staff function only in their areas of competency.

- 3.2 School systems support recruitment and retention of qualified staff by advocating for appropriate ratios of school psychology services staff to students. The ratio of school psychologists to students is a critical aspect of the quality of services to students. This ratio should be determined by the level of staffing needed to provide comprehensive school psychological services in accordance with the system's needs assessment. Generally, the ratio should not exceed 1,000 students to 1 school psychologist. When school psychologists are providing comprehensive and preventive services (i.e., evaluations, consultation, individual/group counseling, crisis response, behavioral interventions, etc), this ratio should not exceed 500 to 700 students for 1 school psychologist in order to ensure quality of student outcomes. Similarly, when school psychologists are assigned to work primarily with student populations that have particularly intensive special needs (e.g., students with significant emotional or behavioral disorders, or students with autism spectrum disorders), this student to school psychologist ratio should be even lower.
- 3.3 School systems provide advanced technological resources in time management, communication systems, data management systems, and service delivery.
- 3.4 School systems provide staff with access to adequate clerical assistance, appropriate professional work materials, sufficient office and work space, adequate technology support (e.g., e-mail, computer), and general working conditions that enhance the delivery of effective services. Included are assessment and intervention materials, access to private telephone and office, clerical services, therapeutic aids, and access to professional literature.

**ORGANIZATIONAL PRINCIPLE 4:
PROFESSIONAL COMMUNICATION**

School systems ensure that policies and practices exist that result in positive, proactive communication among employees at all administrative levels of the organization.

- 4.1 School systems provide opportunities for employees to communicate with each other about issues of mutual professional interest on a regular basis.
- 4.2 School systems support collaborative problem solving approaches to the planning and delivery of school psychological services. Decision making

and strategic planning regarding school psychological services is done in collaboration with other departments and outside agencies to ensure optimal services for students.

- 4.3 School systems ensure that staff members have access to the technology necessary to perform their jobs adequately and to maintain appropriate and confidential communication with students, families, and service providers within and outside the system.
- 4.4 The school system's policy on student records is consistent with state and federal rules and laws and ensures the protection of the confidentiality of the student and his or her family. The policy specifies the types of data developed by the school psychologist that are classified as school or pupil records. The policy gives clear guidance (consistent with *the Family Educational Records and Privacy Act* or similar state/court regulations) regarding which documents belong to the school and the student/guardian and which documents (such as clinical notes) are the personal property of the school psychologist. Although test protocols are part of the student's record, the school system ensures that test security is protected and copyright restrictions are observed. Release of records and protocols is consistent with state and federal regulations. The policy on student records includes procedures for maintaining student confidentiality and privacy in the use of electronic communications. The *NASP Principles for Professional Ethics* provides additional guidance for schools with regard to responsible school-based record keeping.

ORGANIZATIONAL PRINCIPLE 5: SUPERVISION AND MENTORING

The school system ensures that all personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services. Supervision and mentoring are provided through an ongoing, positive, systematic, collaborative process between the school psychologist and a school psychology supervisor or other school psychology colleagues. This process focuses on promoting professional growth and exemplary professional practice leading to improved performance by all concerned, including the school psychologist, supervisor, students, and the entire school community.

- 5.1 Supervisors have a valid state school psychologist credential for the setting in which they are employed, and have a minimum of 3 years of experience as a practicing school psychologist. Education and/or experience in the supervision of school personnel are desirable.
- 5.2 Supervision methods should match the developmental level of the school psychologist. Interns and novice school psychologists require more intensive supervisory modalities, including regularly scheduled face-to-face sessions. Alternative methods, such as supervision groups, mentoring and/or peer support can be utilized with more experienced school psychologists to ensure continued professional growth and support for complex or difficult cases.
- 5.3 School systems allow time for school psychologists to participate in supervision and mentoring. In small or rural systems, where a supervising school psychologist may not be available, the school system ensures that school psychologists are given opportunities to seek supervision and/or peer support outside the district (e.g., through regional, state, or national school psychologist networks).
- 5.4 The school system should develop and implement a coordinated plan for the accountability and evaluation of all school psychological services. This plan should address evaluation of both implementation and outcomes of services.
- 5.5 Supervisors ensure that practica and internship experiences occur under conditions of appropriate supervision including (a) access to professional school psychologists who will serve as appropriate role models, (b) provision of supervision by an appropriately credentialed school psychologist, and (c) provision of supervision within the guidelines of the training institution and *NASP Graduate Preparation Standards for School Psychology*.
- 5.6 Supervisors provide professional leadership through participation in school psychology professional organizations and active involvement in local, state, and federal public policy development.

ORGANIZATIONAL PRINCIPLE 6: PROFESSIONAL DEVELOPMENT AND RECOGNITION SYSTEMS

Individual school psychologists and school systems develop professional development plans annually. The school system ensures that continuing professional development of its

personnel is both adequate for and relevant to the service delivery priorities of the school system. School systems recognize the need for a variety of professional development activities. These activities could include those provided by the school system, NASP-approved providers, other educational entities, or other activities such as online training, formal self-study, and professional learning communities.

6.1 Professional Development Responsibilities

- The school system provides support (e.g., funding, time, supervision) to ensure that school psychologists have sufficient access to continuing professional development at a level necessary to remain current regarding developments in professional practices that benefit children, families, and schools.
- The school system provides technology and personnel resources to assist in providing a system for documenting professional development activities.

6.2 Professional Development Plans and Application of New Skills

- The school system provides supervision of school psychologists by an appropriately credentialed and experienced school psychologist, so that the development of professional skills is continued and maintained over time. School psychologists seek and use appropriate types and levels of supervision as they acquire new knowledge, skills, and abilities by creating and following a personal plan of professional development.
- Supervision supported by the school system makes available the opportunities to provide feedback to the school psychologist about the quality of new skill applications.

6.3 Advanced Recognition of Professional Development:

The school system provides levels of recognition (e.g., salary, opportunity to use new skills) that reflect the professional growth of individual school psychologists.