



A Season for Champions

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Michigan Association of School Psychologists
Fall Conference, 11/14/23
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My Background



- Family
- Practitioner mostly in Boulder CO
- Clinical practice
- CSSP Leader (2000-2020)
- NASP Leader (2014-2021; 2022-2025)

Learning Objectives

Explore your identity as a school psychologist and reaffirm a deep purpose in your work.

Learn ways to cultivate your agency as a champion for children and youth.

Identify practices that will empower you and sustain you through difficult seasons.

Limitations and Considerations

I am a practitioner, not a researcher. I always strive to be evidence-based in my work.

The information and ideas I am presenting today come from my own experiences and knowledge of best practices rather than through my affiliation with NASP as the current President.

I have no commercial ties to topics being discussed today.

There are no guarantees that suggested strategies will be effective in every case.

Meeting the Moment: A Season of Societal Challenges

Pandemic, death, anxiety, income loss

Hunger and food insecurity

Racism and racial inequality

Gun violence

LGBTQ+ rights/safety

Climate change

Polarization, culture wars

Educator fatigue

Violence in Israel/Palestine

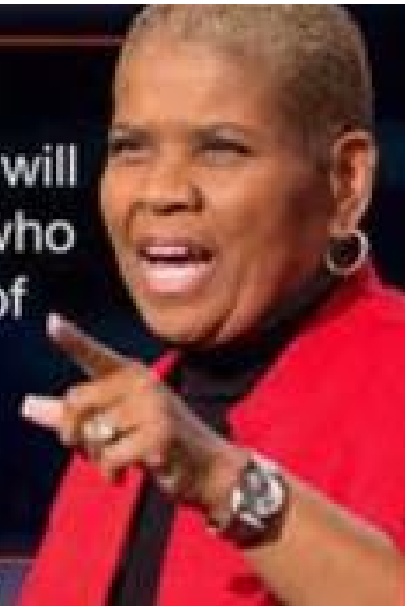



Every Child Deserves a Champion...



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

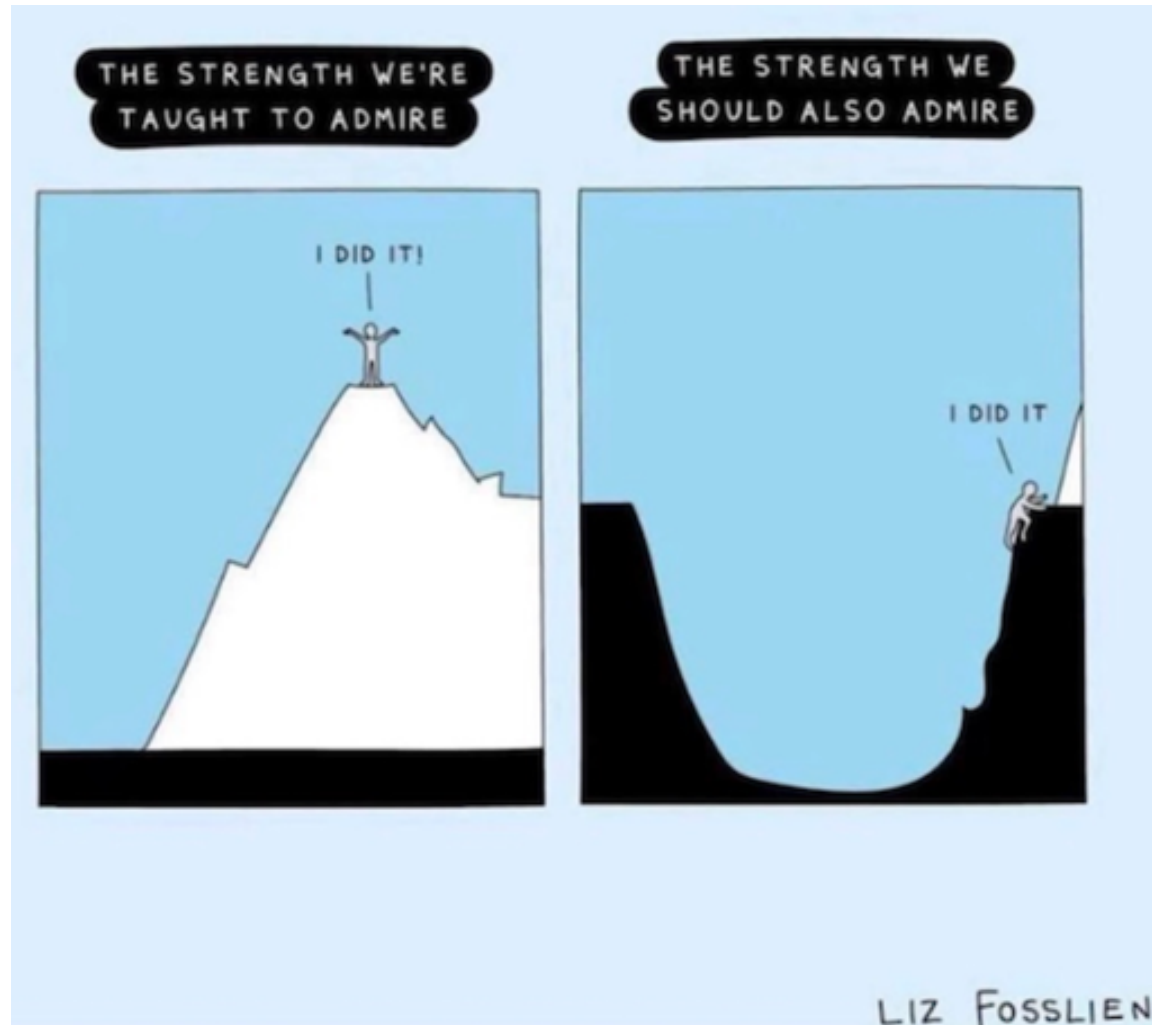




Thank you for Being Champions for Children!

- *you continue to serve the public with courage and compassion*
- *you are really good at solving problems*
- *you are highly educated and knowledgeable*
- *you are hanging in there and showing up*
- *none of this is easy*
- *you deserve many thanks for doing this every day!*

School Psychologists Have Strength



Who are we and why are we here?



Affirming Your Purpose

- Why did you choose this field?
- What are some meaningful moments or *wins* that encourage you in your work?
- What would you like to find more time for in your work?

What can we tell people about what we do?

SCHOOL PSYCHOLOGISTS

support students' ability to learn and teachers' ability to teach.

THEY ARE EXPERTS IN



Learning



Behavior



Mental Health



School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response



THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making

THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice



RECOMMENDED RATIO

1 school psychologist per 500 students

Lowering barriers to learning is critical to children's success in school.

Contact your school psychologist to find out how they can help.

School Psychologists:
Helping Children Thrive • In School • At Home • In Life
www.nasponline.org

NASP 
NATIONAL ASSOCIATION OF
School Psychologists

What is our Identity as School Psychologists?

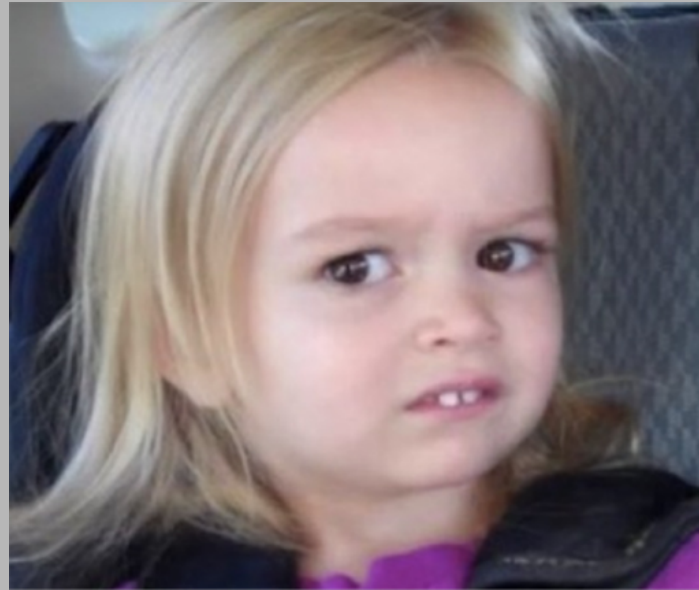


NASP 2020 Practice Model

Our standards
that clarify what
we are trained
to do.

Ready to help. Let's work together.



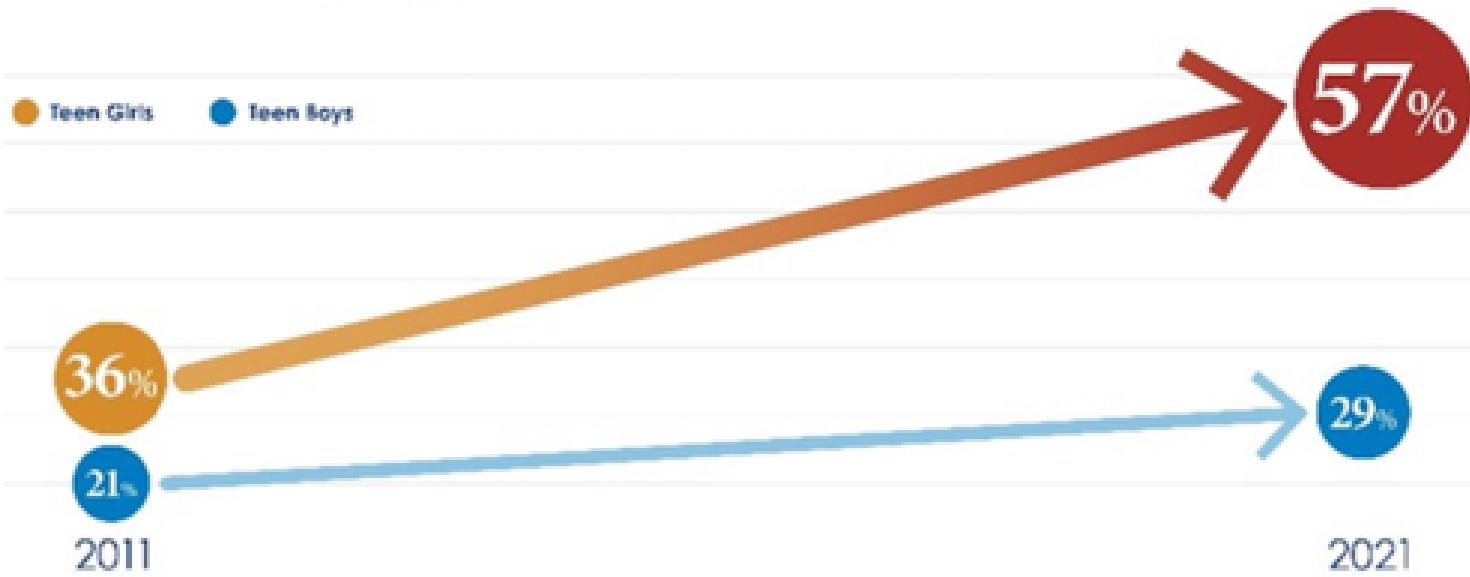


Possible reactions when the Practice Model is mentioned...

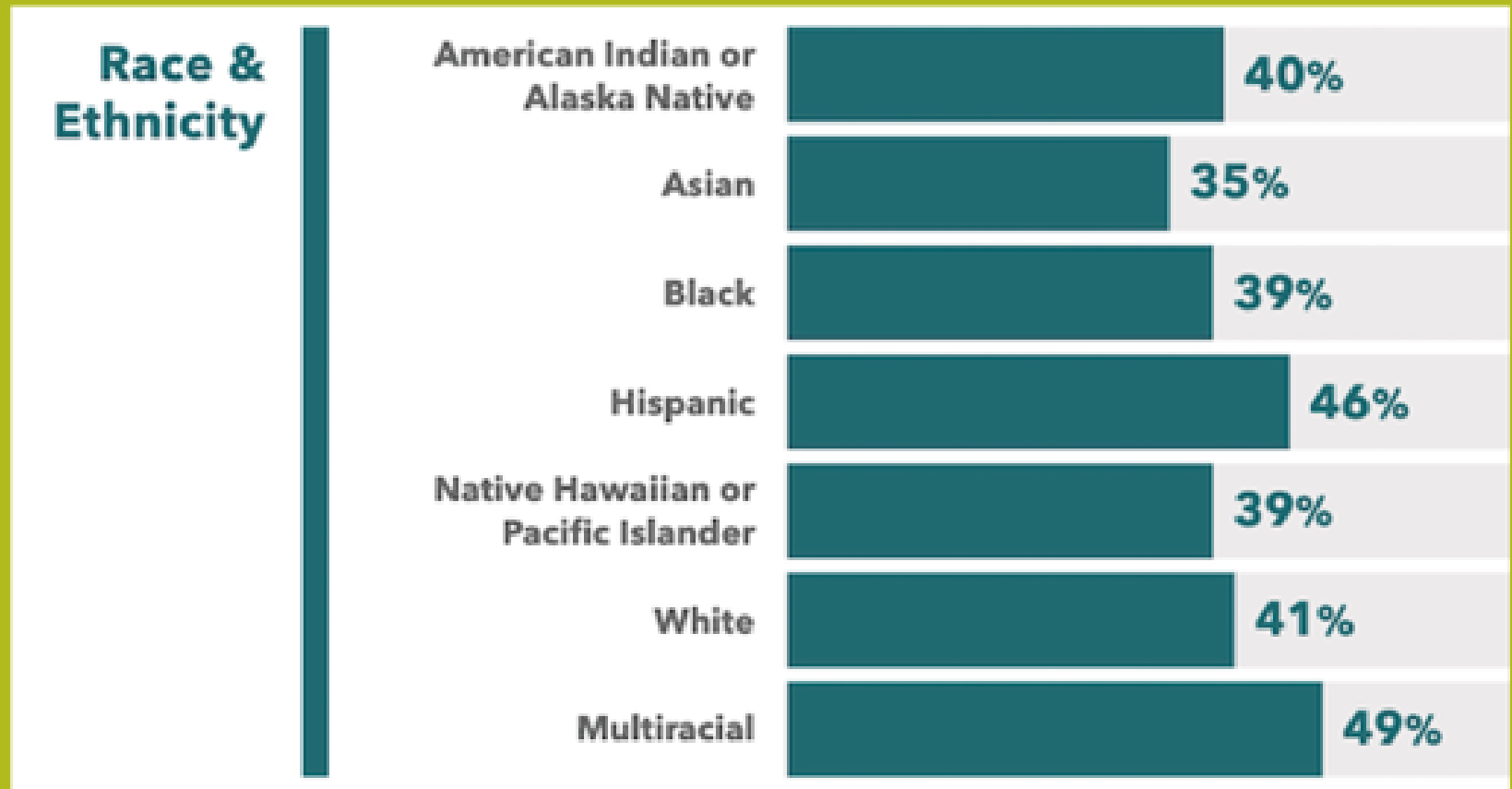


Meeting the Moment: Youth Mental Health

TEEN GIRLS WHO PERSISTENTLY **FELT SAD OR HOPELESS** INCREASED DRAMATICALLY FROM 2011 TO 2021



Experienced Persistent Feelings of Sadness or Hopelessness over the Past Year



LGBTQ+ Youth

41% of LGBTQ young people seriously considered attempting suicide in the past year — and young people who are transgender, nonbinary, and/or people of color reported higher rates than their peers.



56% of LGBTQ young people who wanted mental health care in the past year were not able to get it.



Roughly half of transgender and nonbinary young people found their school to be gender-affirming, and those who did reported lower rates of attempting suicide.



A majority of LGBTQ young people reported being verbally harassed at school because people thought they were LGBTQ.



Nearly 2 in 3 LGBTQ young people said that hearing about potential state or local laws banning people from discussing LGBTQ people at school made their mental health a lot worse.



The Trevor Project
2023 US National Survey

CDC Calls for Schools to Help

Increase **school connectedness** across all grades and for all youth.

Increase **access to needed services** by improving school-based services and connecting youth and families to community-based sources of care.

When students feel like they **belong**, and they receive the affiliation and support they need, they want to come to school, and...

- ...discipline and suspensions go down
- ...academic achievement goes up
- ...student-teacher relationships flourish
- ...professional development and student support meetings are more positive
- ...parents feel welcome and show support for the school
- ...there is higher educator morale and less burnout
- ...school is fun!**



Cultivating Your Agency as a Champion for Children and Youth



Agency confers the wherewithal to impact positively on this psychological and social reality. It reflects hope and self-direction.

Jagers, et al., 2021

Problems That Get us Stuck in the Muck

What are some of these for you?

What makes the job so hard sometimes?

What drains your energy?





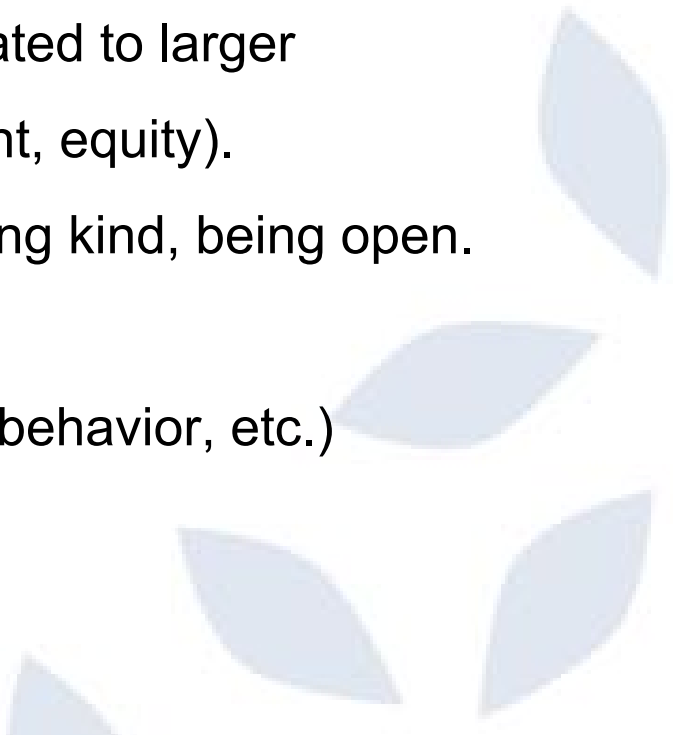
When you're stuck in the muck, widen the lens!

Agency & Mattering

Mattering is the feeling of being valued and having personal significance to others.

Flett, 2021

Does what I do matter? Does anyone even know what I do?

- Start with nurturing your relationships & community.
 - Principal, AP, Special Ed, Gen Ed Teachers, Classified
 - Communicate about areas of interest related to larger educational issues (learning, development, equity).
 - Develop reputation of being a leader, being kind, being open.
 - Create opportunities, volunteer to help.
 - Consider giving a talk (trauma-informed, behavior, etc.)
- 

Small Steps Create Hope



Can I Take Small Steps to Address a Systemic Problem?

- Climate Surveys
- Creating an inclusive, welcoming environment
- Special ed programming
- Parent population - how to engage in healthy and effective ways
- Intervention menus - social-emotional-behavioral, academic

PACE YOURSELF, PLEASE



When school psychologists **create connections** among schools, families, and community providers, they validate family engagement as one of the most powerful predictors of children's development, educational attainment, and success in school.

Weiss, Lopez, & Caspe (2018).

Problems with a One: One Approach

If Sabrina works part-time in her school of 800, and 40% of them need MH support...



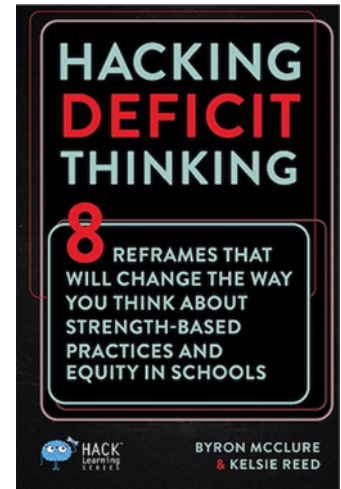
Embracing a Strengths-Based Approach vs a Deficit Model of Psychology

Martin Seligman

- pioneer of Positive Psychology
- categorization of virtues and character strengths
- focus on strengths is key to a good life

Byron McClure & Kelsie Reed

- Dedicated to improving equity in schools
- Reframe: go from what's wrong to what's strong!



Victor Rios

- Sociologist at UCSB
- From gang member to professor
- Teacher's belief in him
- From At Risk to At Promise

UNGIFTED

Intelligence Redefined

The Truth About Talent, Practice, Creativity, and the Many Paths to Greatness



SCOTT BARRY KAUFMAN

Scott Barry Kaufman

- Cognitive Scientist & Humanistic Psychologist
- From special ed student to prolific researcher and professor
- IQ testing; calling for a new theory of intelligence that incorporates passion and engagement

Increasing School Connectedness: Where to Start



- Needs assessment
 - Partnership with administration is key
 - Climate surveys - either system-wide or make your own (google forms)
- What are the desired outcomes?
- How will you measure growth?
 - Measures of school quality (climate, safety)-->essential for accountability for the public
 - Include key interested parties in planning, including students & parents

Attend to the Community Foundations First

Start with **PBIS**, if not in place already. Why?

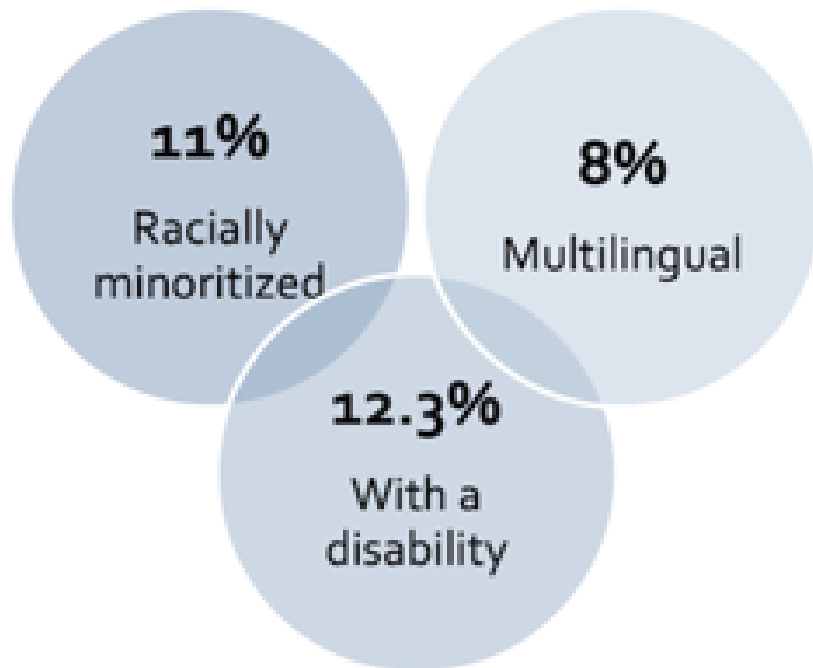
- Common values (poll students, families, staff)
- Common language
- Expectations apply to adults and kids both
- Clarity of expectations
- Recognition that anyone can earn - “average Joe”
- Builds relationships and positivity
- Helps teacher morale

But Is it culturally responsive? Could that be improved? Is more input from students or families needed?

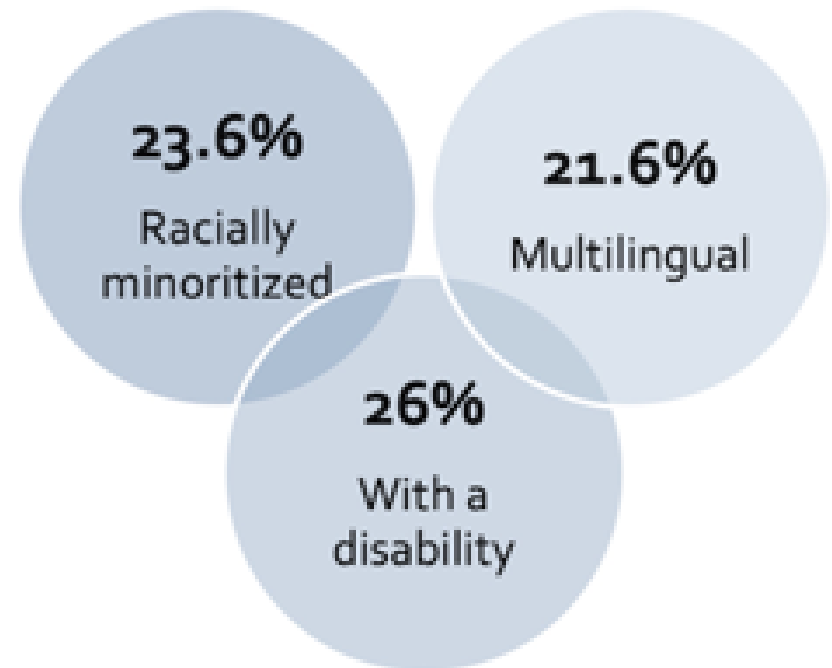
Demographics of School Psychology in Context

(Goforth et al., 2021; U.S. Census Bureau, 2021)

School Psychology



U.S. Population



Slide credit given to Celeste Malone, with gratitude

Culturally Responsive Services

Making school systems more responsive to the cultures and communities they serve.

Goal: Enhance Educational Equity

Developing the "ability to learn from and relate respectfully with people of your own culture as well as those from other cultures." -- National Center for Culturally Responsive Educational Systems.

Key Elements of Culturally Responsive Practice

Highlights from the work of Dr. Janine Jones

★ **Cultural self-awareness**

★ **Awareness and sensitivity to the worldviews of others**

Explore your own culture, beliefs, and values.

Believe that you can serve individuals of a different race or ethnicity.

Complete intentional multicultural interviews.

Learn more about the cultures of students through students and families.

Work from a strengths perspective.

Assume there is heterogeneity within an ethnic group but the foundation of cultural values is likely to be homogenous.

Keep the family active in the intervention planning and progress monitoring.

Engage in dialogue with colleagues and continue to increase cultural literacy.

Develop a list of professionals for consultation on multicultural issues.

Jones, J.M. (2014). Best practices in providing culturally responsive interventions. In A. Thomas & P. Harrison (Eds.), Best Practices in School Psychology (6th ed). Bethesda: National Association of School Psychologists.

EQUITABLE

5 Equitable Action Activities for Educators Using Social and Emotional Learning

1 SELF-AWARENESS

Equitable Action to Reduce Unconscious Bias:

Increase awareness of diverse social identities.

Recognize possible biases and explore constructive ways to overcome those biases.

Example Activity:

Have staff **read** to them to consider negative stereotypes. For example, assume students are more likely to use through ways to overcome unconscious bias.

2 SOCIAL AWARENESS

Equitable Action to Reduce Unconscious Bias:

Research different cultures and learn why diversity exists.

Example Activity:

Share **Dr. Melissa Talk** with your staff learning experience. American youth and educators can reduce disproportionate effects.

3

SELF-MANAGEMENT

Equitable Action to Reduce Unconscious Bias:

Understand and learn about equitable behaviors as a first step to managing one's behavior.

Learn strategies for coping with stress caused by discrimination or prejudice.

Example Activity:

Involve your staff in the process of creating school norms and rules around disciplinary action. Address unconscious bias and build in checks and balances to ensure all students are treated fairly.

4

RELATIONSHIP SKILLS

Equitable Action to Reduce Unconscious Bias:

Build relationships with diverse individuals and groups.

Example Activity:

Encourage staff to build relationships with diverse individuals in low-stakes settings, such as volunteering activities or multi-cultural networking events.

5

DECISION-MAKING

Equitable Action to Reduce Unconscious Bias:

Strive to build inclusivity and define mutually beneficial solutions.

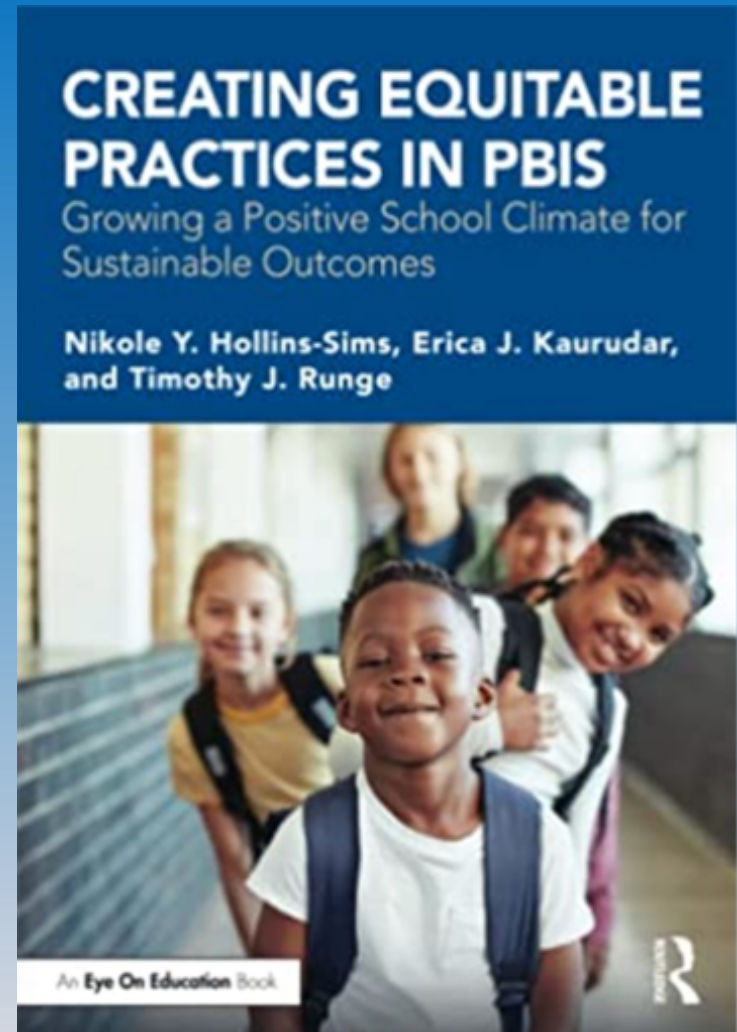
Consider how decisions affect others.

Example Activity:

Encourage educators to **reflect** on how a suspension or expulsion might affect a student's future. Set a school or district goal to decrease disciplinary referrals by a certain percent.

Nikole Hollins-Sims

- Drawn from real life in schools
- Comprehensive guidance
- Clearly written for educators
- Practical tools for each step
- Vignettes
- Applicable to different types of marginalization
- Speaks to learning journey



Practical Realities that Influence Our Effectiveness





Help Wanted

**Does your district have a
problem with school
psychologist shortages?**

1:500??

What is your school psych to student ratio?





Do you feel your role is dictated by district traditions?

My personal experience with this...



You Must Be Organized



You Cannot Be a Perfectionist



The person who moves a mountain
begins by carrying away small stones.

-Confucius



Do We Have Options?



One size
does NOT
fit all.



Build on what is working

What strengths & existing programs can you build on and/or tweak?



Don't make this an “extra”

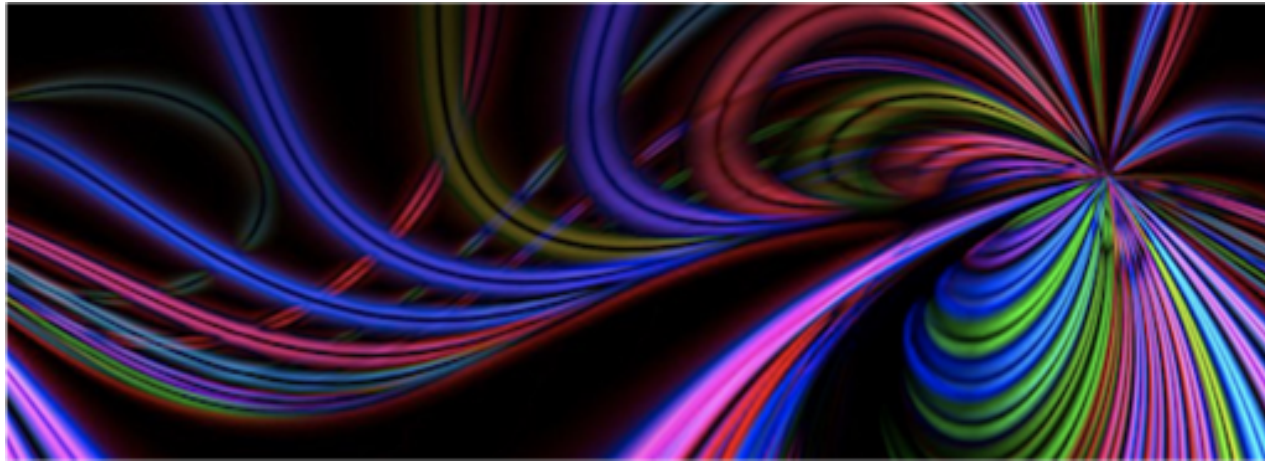
Formalize and link to
yearly school
improvement plans.

You can also link it to your
yearly personnel
evaluation in terms of
setting goals.

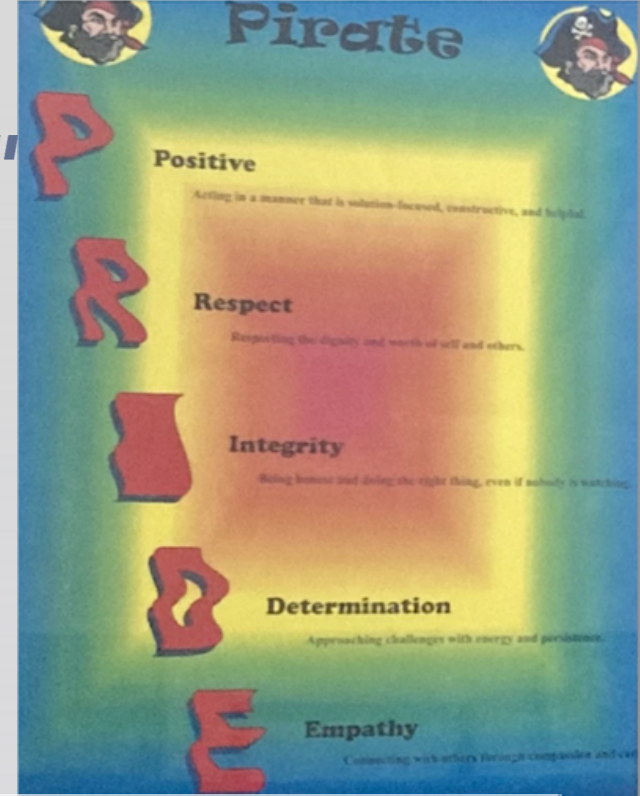


Create and commit to a good vibe

- Provide a LOT of positive reinforcement to staff. Make it rewarding and inspiring.
- Enlist staff by building on their strengths and common ambitions for the school.



One PBIS Example



At Louisville Middle School, we envision a learning community where these fundamental values form the foundation of the House of PRIDE:

Positivity propels us to transform challenges into opportunities.

Respect compels us to honor the dignity and worth of self and others.

Integrity inspires us to do the right thing, especially when no one else is watching.

Determination dares us to approach life with energy and persistence.

Empathy calls us to connect with others through compassion and caring.

PBIS/SEL Activities

Small group assemblies in middle school (with open mic!) where topics and multimedia presentations teach skills for self-control, respect, doing the right thing, compassion, leadership, standing up to bullies, using technology appropriately, challenging stereotypes, increasing acceptance of differences, helping everyone to feel they belong.

Students help come up with the lesson plans, activities, and performances.

Practices that will Empower and Sustain you through Difficult Seasons





Champions and Wellness

Admirable to a Point...

**“THE VISION OF A CHAMPION IS
SOMEONE WHO IS BENT OVER,
DRENCHED IN SWEAT, AT THE
POINT OF EXHAUSTION WHEN
NO ONE ELSE IS WATCHING.”**

-Anson Dorrance



Similar to what athletic champions sometimes experience, there's a fine line between working hard and overworking...



Wellness

*The Global Wellness Institute defines wellness as **the active pursuit of activities, choices and lifestyles that lead to a state of holistic health.***



Most Common Components of Wellness

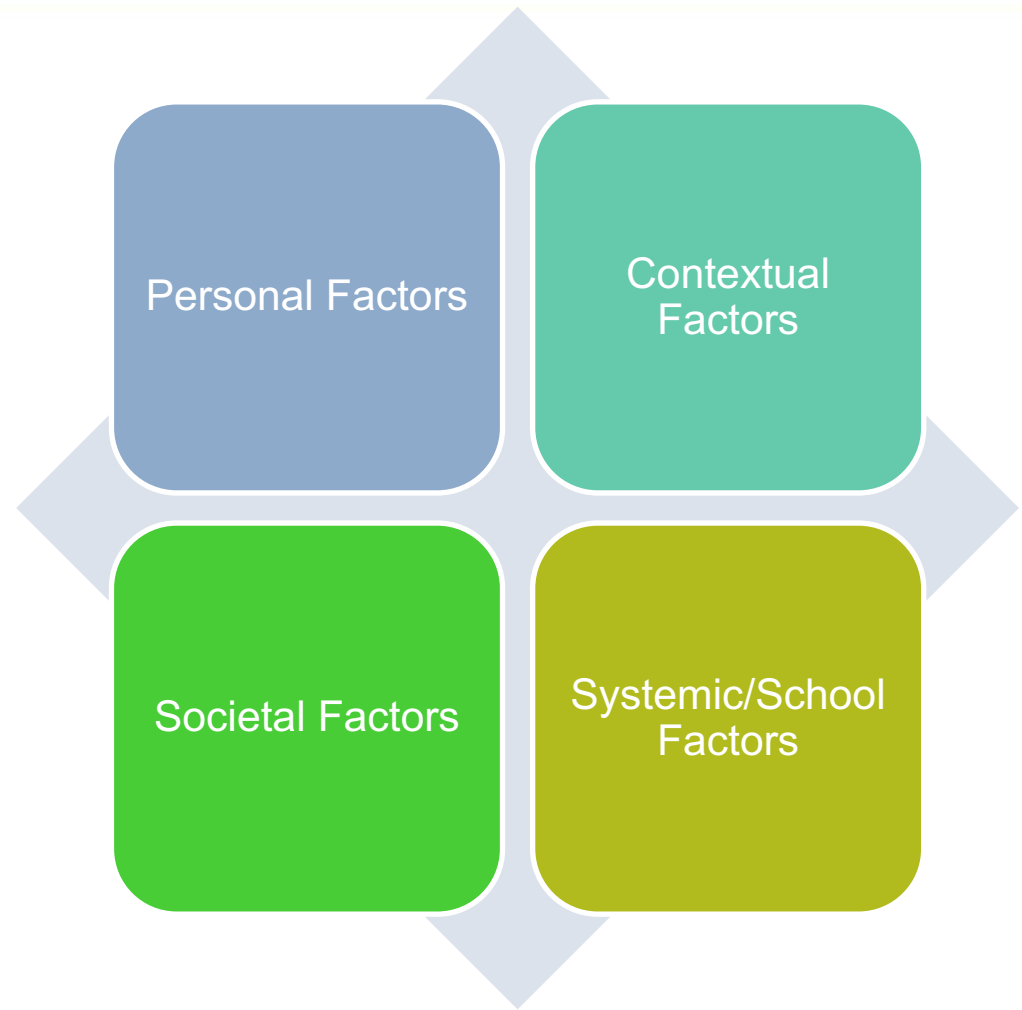
5-8 Components:

- Physical
- Emotional
- Social
- Intellectual
- Occupational
- Spiritual
- Financial
- Environmental



EIGHT DIMENSIONS OF WELLNESS*

Factors that Impact Wellness in School Psychology



Factors that Impact Wellness in School Psychology

CONTEXTUAL FACTORS

- experience level
- social supports
- family supports
- job expectations
- intensity of school population needs
- debriefing opportunities
- frequency of crisis response
- evaluation caseload
- quality of collegial relationships

Factors that Impact Wellness in School Psychology

PERSONAL FACTORS

- trauma history
- vulnerabilities to anxiety or depression
- physical illness/health
- family health/turmoil
- loss/grief
- income
- student loan debt
- age
- boundary-setting
- resiliency
- membership in marginalized group

Factors that Impact Wellness in School Psychology

SOCIETAL FACTORS

- culture wars
- politics
- supportive local culture
- minoritized/ marginalized identity
- economic issues, inflation
- community disasters (fires, floods, shootings)
- local support for public schools

Factors that Impact Wellness in School Psychology

SCHOOL FACTORS

- your principal
- your AP
- attention to MH, SJ
- shared leadership
- OK to ask for help
- stressors
- funding
- test scores
- school climate (fun? safe? inspiring?)
- school climate for BIPOC
- presence or absence of MTSS
- functioning level of district programs
- school board

I DON'T KNOW WHAT IT IS, DOCTOR, BUT I'M MUCH LESS HAPPY THAN I WAS TWENTY YEARS AGO.



I SEE. HAS YOUR HEALTH CHANGED?

NO. SAME.



JOB STRESS?

SAME.



LIVING SITUATION?

SAME.



FINANCES?

SAME.



DIET?

SAME.



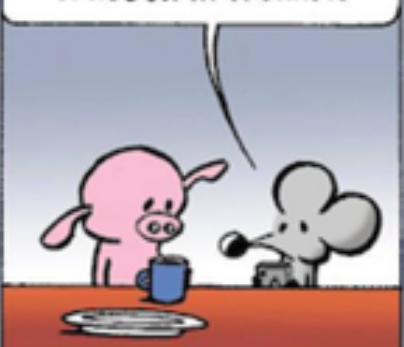
WELL, THAT IS VERY MYSTERIOUS.



HEY, WILD GUESS HERE, BUT DO YOU HAPPEN TO HAVE A COMMUNICATION DEVICE ON YOU THAT HAS TURNED ALL SEVEN BILLION PEOPLE ON EARTH INTO FULL-TIME CRITICS, MADE US ALL FEEL INADEQUATE AND CONSTANTLY EXPOSED US TO ALL OF THE WORLD'S WORST NEWS?



I MAY HAVE HAD A BREAK-THROUGH IN THERAPY.



Burnout, Compassion Fatigue, and Secondary Traumatic Stress



Burnout



...in its many forms

Burnout

Secondary Traumatic Stress

Vicarious Traumatization

Compassion Fatigue

Burnout

Experienced across different occupations

A state of physical, mental, and emotional exhaustion experienced within the context of one's work (Mayo Clinic, 2012).

...includes a reduced sense of personal accomplishment (Lee & Ashforth, 1996).

An occupational phenomenon...a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed (World Health Organization, 2019).

Secondary Traumatic Stress

Possible outcome when exposed to someone
else's trauma

- PTSD symptoms -

A syndrome among professional helpers that mimics post-traumatic stress disorder and occurs as a result of exposure to the traumatic experiences of others (Baird & Kracen, 2006).

Vicarious Traumatization

Mental Schema Correlates/Cognitive Changes

Harmful changes that occur in helping professionals' views of themselves, others, and the world as a result of exposure to graphic and/or traumatic material (Baird & Kracen, 2006).

Associated with disruptions to sense of:

- Safety
- Trust
- Esteem
- Intimacy
- Control

Compassion Fatigue

Loss of ability to empathize...

Applies to those in the helping professions.

Burnout is one component.

Secondary Traumatic Stress is the other.

- “Empathy Overload”

Physical Symptoms

Physical exhaustion, chronic fatigue

Sleep problems

Increased startle response

Joint/muscle aches

Headaches

Stomachaches, GI issues

Loss of appetite

Cognitive Symptoms

Difficulty w/decision-
making, inattention

Reduced capacity for fluent
writing, verbal expression

Rumination

Distressing thoughts

Emotional Symptoms

Increased anxiety, worry,
nightmares

Emotional numbness,
depersonalization, numbing

Hopelessness, dread,
helplessness, demoralization

Irritability, rage reactions

Depression, suicidal
thoughts

Behavioral Symptoms

Social withdrawal;
eating/drinking too little/too
much

Increased conflict in
relationships

Reduced motivation,
productivity, task
completion

Absenteeism from work,
resignation

Other Impacts of Burnout

Ultimately, when left untreated, this can affect the quality of our work with children and families.



Prevalence of Burnout

General population:
52%
(Indeed, 2021)

School Psychologists:
*Sometimes 57%, Often 30%,
Always 2%* (Schilling et al.,
2018)

Minoritized/marginalized:
*increased risks of
traumatic experiences*

Factors Contributing to Burnout in School Psychology

- Administrative pressure to practice unethically

(Boccio, Weisz, and Lefkowitz, 2016)



Factors Contributing to Burnout in School Psychology

- Role overload
- Lack of support from administration

(Schilling, Randolph, & Boan-Lenzo, 2018)



Overworking Leads to Burnout

Pressure to overwork as
SP

Perceptions about the
PM

The tendency to reduce
scope of practice in
order to survive.

Systemic pressures

Pressures experienced
by
minoritized/marginalized
individuals and groups

Overworking?
Or Feeling
Underutilized?



Ways to Promote Wellness & Prevent/Reduce Burnout

Secondary Traumatic Stress, Compassion Fatigue, and Burnout: Who Me?

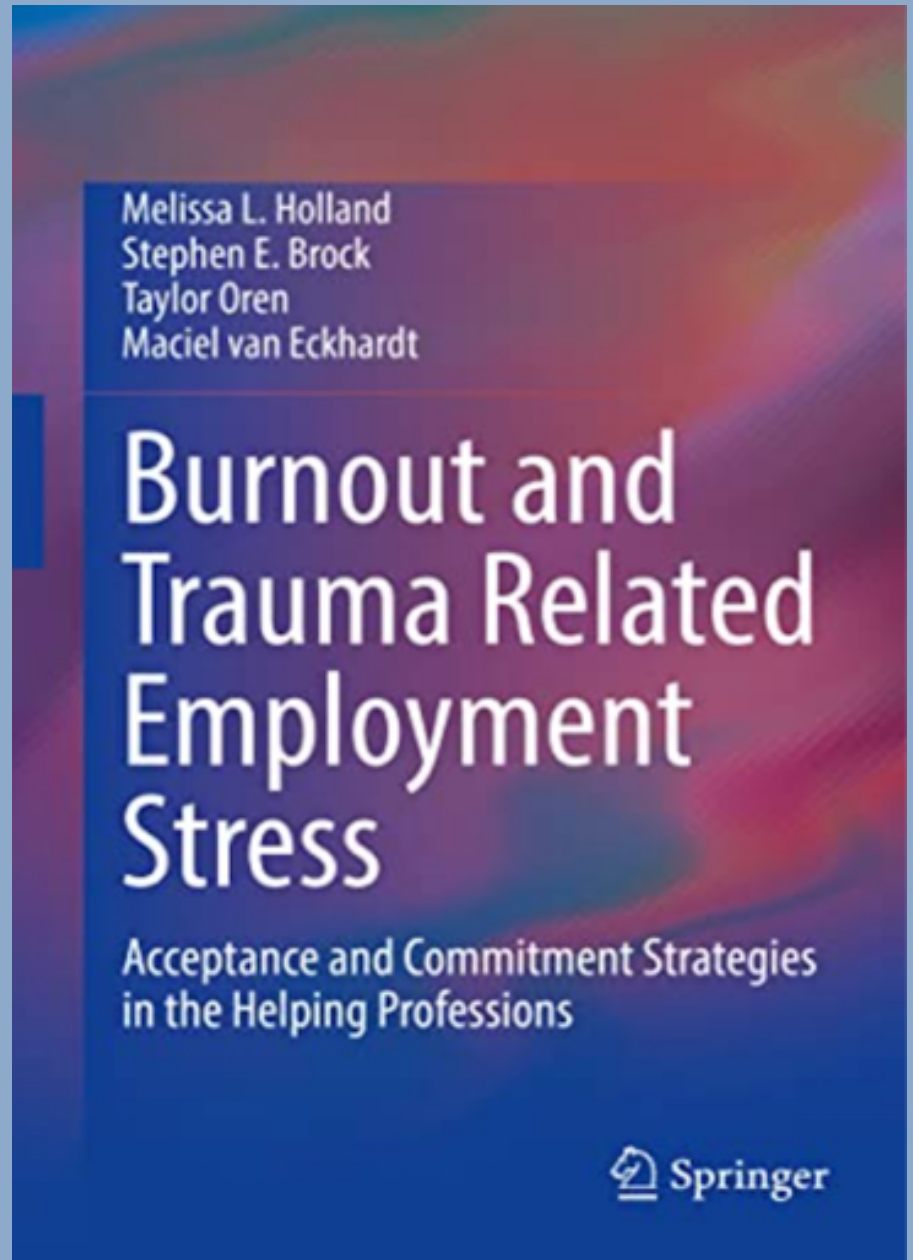
- Franci Crepeau-Hobson, 2023

Suggestions from Bruce Perry's work on the neurobiological impacts of trauma:

- Foster your relationships & social supports
- Mindfulness combats anxiety & depression
- Walking (repetitive & calming; exercise)
- Set intentions for how you want to show up today, being more compassionate to yourself and others
- Practicing gratitude

Consider Using ACT Strategies as a Component of Self-Care

October, 2021



Acceptance & Commitment Strategies



Acceptance & Mindfulness Strategies +



Commitment & Behavior Change Strategies =



Psychological Flexibility is the Goal

ACT

Accept

Accept your thoughts and emotions

Choose

Choose a valued direction

Take

Take action

Rebecca Branstetter

Available on Amazon and as a Free
Download

the
THRIVING
School
Psychologist



4 STEPS TO BETTER TIME MANAGEMENT,
LOWER STRESS, AND MORE IMPACT IN YOUR
SCHOOL COMMUNITY – BEYOND TESTING

By Rebecca Branstetter, Ph.D.

Illustrations by Amber Kelner

Beyond Self-Care Sunday: Four Surprising Ways to Prevent School Psychologist Burnout by Dr. Branstetter (Aug 2021)

“Burnout for school psychologists rarely looks like phoning it in - in fact, it's often the opposite - it's overworking and feeling underutilized.”

Burnout Prevention Strategy Tips

- 1. Thriving school psychologists eliminate and streamline bureaucracy.*
- 2. Carve out time for a small passion project that aligns with a bigger need at your school.*
- 3. Make a plan for connecting with other school psychologists.*
- 4. Practice self-compassion in addition to self-care.*

When you treat your burnout as a systematic issue in our profession and not just a personal self-care fail, you can thrive.

- **Rebecca Branstetter**

Dipping your toes
into systems work
as a survival
strategy

A thrival strategy?



**Schoolwide
Elements
That Could
Often Benefit
from Help or
Optimization**

Special Education Processes

PBIS/School Climate

MTSS/Interventions (Academic & MH/Behavior)

Parent Engagement

ELD Supports

LGBTIQ+ Supports

EDUCATOR EXHAUSTION AND BURNOUT: BUILDING A SUPPORTIVE STAFF CARE CULTURE

Educator and caregiver exhaustion and chronic stress can significantly increase when pervasive societal stressors occur concurrently (e.g., a pandemic, economic challenges, systemic racism, school safety challenges). Because of the continuing nature of these stressors, schools must take action to promote resiliency and reduce burnout among teachers, school psychologists, counselors, and other caregivers. School leaders must actively strive to build a culture that encourages school personnel to prioritize personal well-being.

WHAT CAN SCHOOLS DO SYSTEMATICALLY?



- Create a 'shout out' wall of gratitude notes.
- Designate calm spaces in school buildings for adults to go when a 'brain break' is needed.
- Build in peer supports (e.g., teacher peer pairing, buddy classrooms, adequate substitute pools whenever possible).



- Provide professional development emphasizing educator/caregiver self-care (e.g., use of calming self-talk strategies and visualization).
- Provide opportunities outside the school to connect or learn (e.g., district-wide programs, support and time for staff membership participation in state or national associations).





- Provide regular time at staff meetings for open dialogue about common realities and creative solutions (e.g., How will we recognize chronic stress and fatigue in ourselves or colleagues and what can be done to assist? How will we address the 'glamorization of busyness' that is so common and reinforced in the workplace?).

- Recognize that individuals from minoritized backgrounds may carry much or all the burden for being the ones to speak up for their unique support needs, placing them at higher risk for burnout. To assist with that challenge, schools must proactively recognize the need for and value of, and provide space for, educator/caregiver affinity groups (e.g., BIPOC, LGBTQ+, persons of other diverse backgrounds).



For additional guidance, visit
<https://www.nasponline.org/care-for-caregivers>

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NASP 

NATIONAL ASSOCIATION OF
School Psychologists

Don't Dismiss Self-Care

Basic Principles of Self-Care

- Make it routine
- Five Minute Self-Check (a.m.)
 - Mind
 - Body
 - Set intentions
- Big 5:
 - Sleep
 - Healthy nutrition
 - Physical exercise
 - Relaxation
 - Socializing

- Amy M. Williams, Ph.D.

Basic Principles of Self-Care

- Practice self-compassion
- Seek & use mentoring and supervision
- Focus on Compassion Satisfaction

- Kerry A. Schwanz, Ph.D.



Compassion Satisfaction

*The Pleasure and Satisfying Feeling that
Comes from Helping Others*

(Stamm, 2002)

- happy file
- focus on something you did well each day
- develop rituals that help you switch between work and off-work modes



Bring the fun

What are some of the fun activities or events that life morale?

How can you introduce more fun into your day/week?



Intentional Hope & Joy

Making time for special projects (Branstetter)

Making time for working on things that matter to you

Optimizing something within your immediate sphere of influence

Collaborating to improve the system



Elements We Can Control

- Where do YOU feel you have most control?
- Do you feel most confident working on your own habits & structures, or have you exhausted those changes already?
- Is it time to advocate for some changes at the school level, district level, state level?

Emphasize gratitude

Model it and try
to incorporate
it into your
practice
individually
and as a
school



Almost everything
will work again if
you unplug it for a
few minutes,
including you.

- Anne Lamott



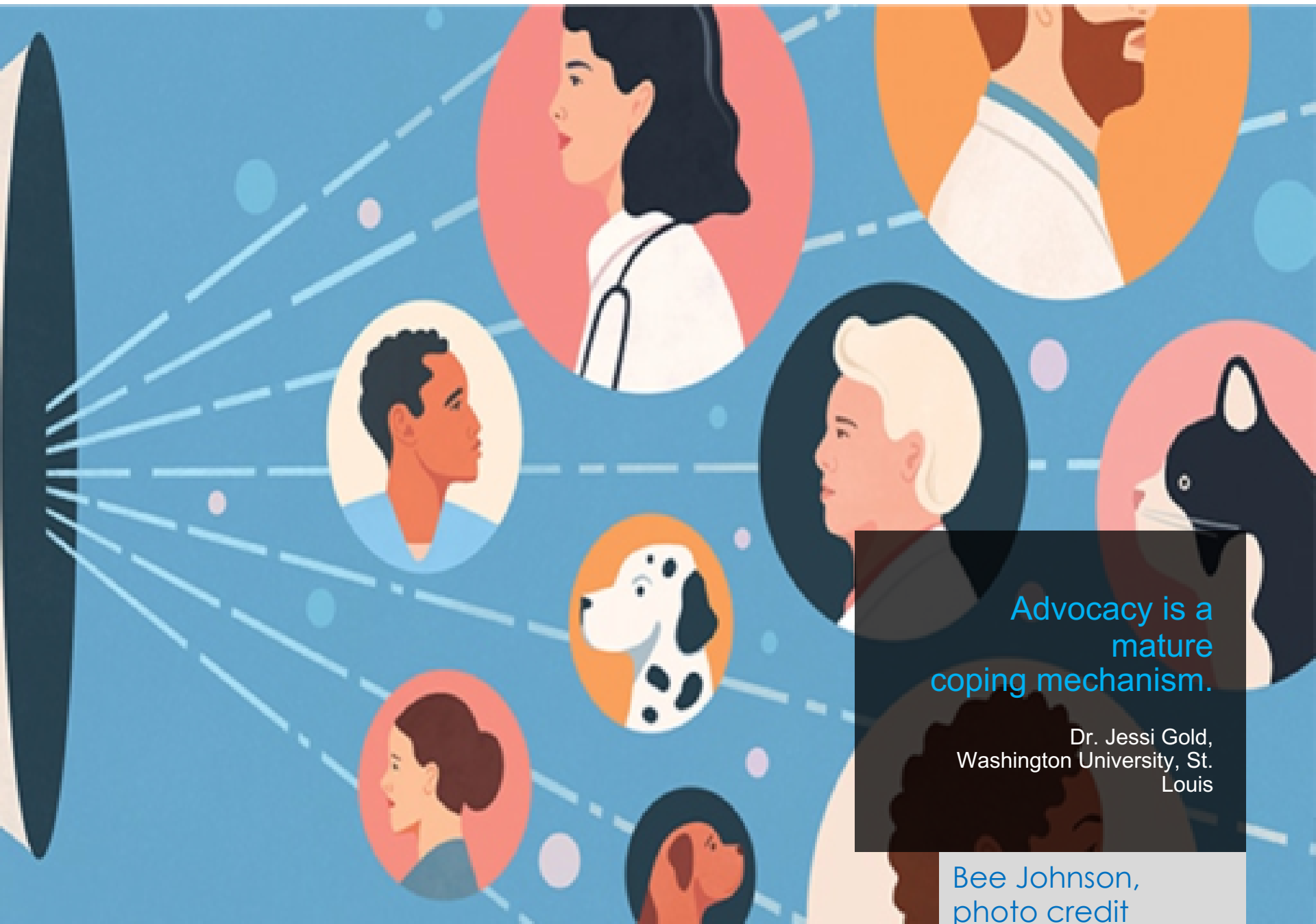
When Changes are Needed Beyond Self-Care

Can you communicate successfully with your administrators and effect some changes in the workplace? Increase supports for staff?

Should you consider moving within your district to a new school(s)? To a new level? To a different type of role, if available?

Should you consider moving to a different district?

What other options can you think of?



Advocacy is a
mature
coping mechanism.

Dr. Jessi Gold,
Washington University, St.
Louis

Bee Johnson,
photo credit

Retention

Your services are needed!
Whatever it takes to keep
you in the field should be
considered.

AND

Your needs are
IMPORTANT. Staying
healthy and actively
pursuing wellness must be
the top priority.



self-compassion
snuggle
enough
recreate
breathe
de
laugh
appreciation
linger
dance
rest
create
stop
fulfill
walk
boundary
change
affinity
streamline
belonging
nap
recogn
consider
connect

We all question the worth of our contributions. The juxtaposition of our self-doubt and the grandiosity of our mission can oftentimes make us feel like frauds. But don't wait for confidence to deliver. Just by wanting to give something of importance, you are someone of importance.

- Amy Fast, Ed.D.





NASP Update 2023-2024

A Season for Champions—
Helping Children Thrive
#ItsWhatWeDo

NASP Strategic Goals 2022-2027



Advancing workforce shortage solutions



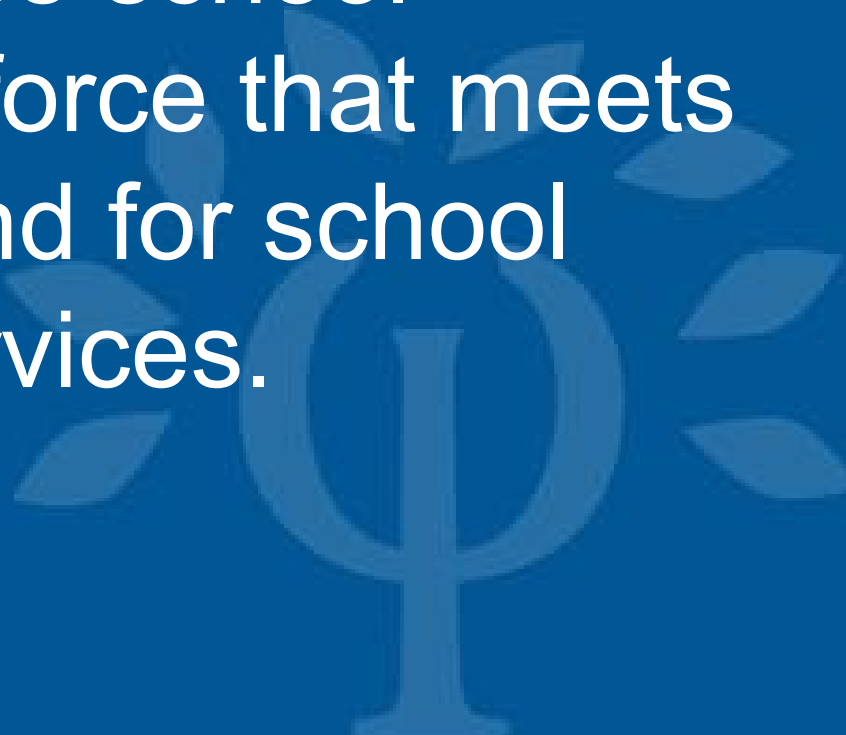
**Expanding implementation of the
NASP Practice Model**



**Advancing social justice for
all children and youth and within the
profession of school psychology**

Workforce Shortage Solutions

NASP will work towards a high-quality and diverse school psychology workforce that meets the critical demand for school psychological services.



Workforce Shortage Solutions

Tools:

- Shortages Resource Guide
- Advocacy tips/key messages
- Shortages dashboard
- Model legislation
- Mentorship program
- Interstate Compact



The screenshot shows the NASP website's 'Shortages in School Psychology Resource Guide' page. The page features a navigation bar with links for 'About School Psychology', 'Research & Publications', 'Professional Development', 'Standards & Certification', 'Research & Policy', and 'Membership & Community'. The main content area includes a section titled 'In This Section' with links for 'Recruitment', 'Retention Strategies', and 'Advocacy'. A central image shows a group of people in a meeting. To the right, there is a 'Model Legislation' section with text about developing legislation to address shortages and an 'Exposure Project' link. The page also includes a search bar and a 'Home' link.



<https://www.nasponline.org/shortages>

NASP Mentorship Program

- Supports retention and collegial connection
- Tailored matching based on mentee's needs
- Opportunity for group mentorship
- Kickoff event for all mentees and mentors
- Dedicated online community
- Ability to earn CPD



Interstate Compact for School Psychologists (ICSP)

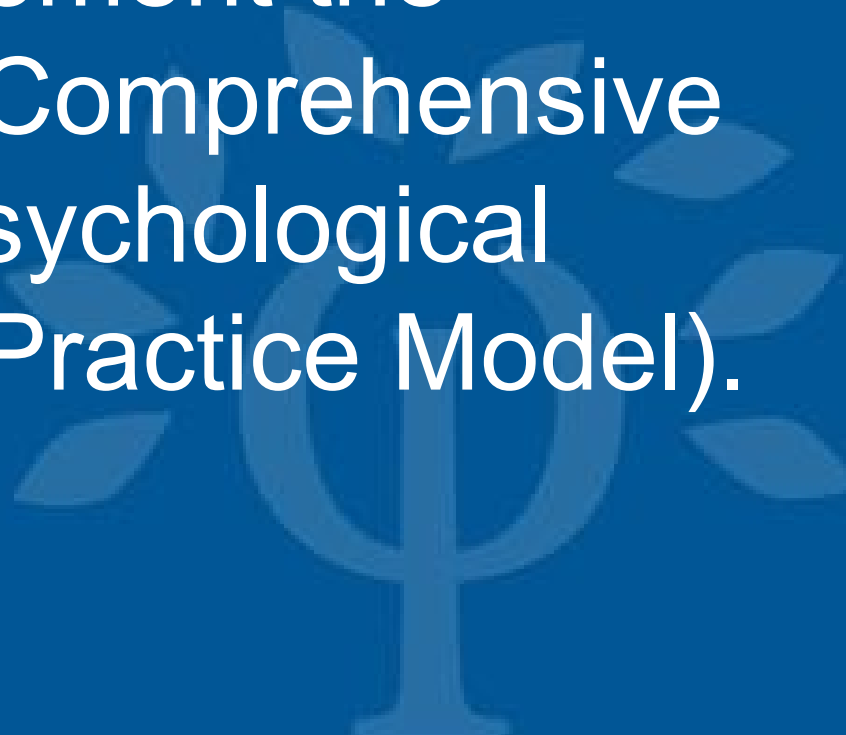
- Improves certification/licensure portability and mobility
- Eliminates the need to pursue individual state credentials across multiple states
- Enhances access to services
- Strengthens state certification and licensure
- Maintains state regulatory authority



<https://compacts.csg.org/compact-updates/the-interstate-compact-for-school-psychologists/>

NASP Practice Model

School psychologists and school systems will implement the NASP Model for Comprehensive and Integrated Psychological Services (NASP Practice Model).



NASP Practice Model



- Incorporates 6 Organizational Principles
- Reinforces conditions necessary to practice comprehensive role
- Delineates 10 Domains of Practice

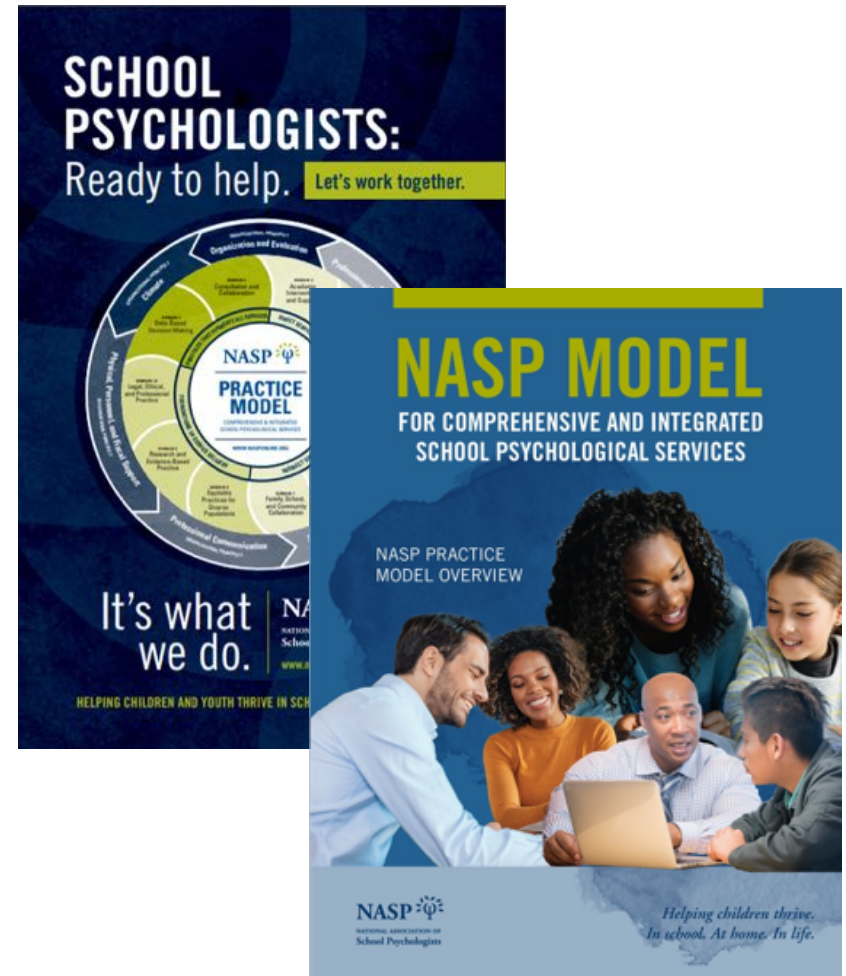
Recommended Ratio

1:500

www.nasponline.org/standards/practice-model/

NASP Practice Model Resources

- Implementation Guide
- Advocacy tools and key messages
- Promotional resources
- Overview webinars
- Graduate education guidance for integrating the model into practicum and internship
- State association supports



www.nasponline.org/standards/practice-model/

Excellence in School Psychological Services (ESPS) Recognition Program

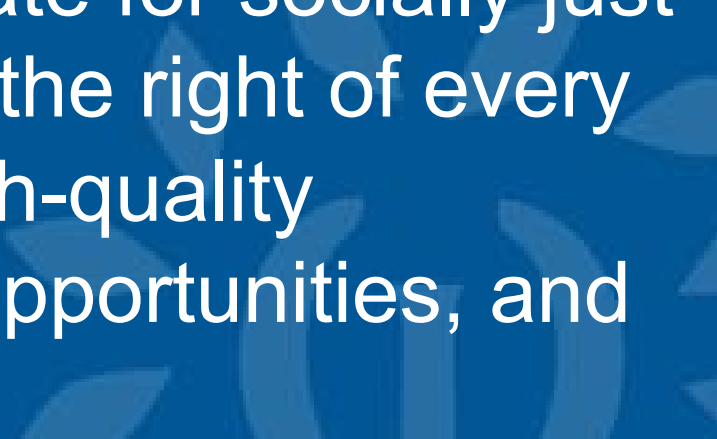


- Structured self-evaluation tool
- Method to facilitate change
- Mechanism to raise the profile of school psychologists
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits
- Formal, public recognition
- 4 levels of recognition to highlight improvement

www.nasponline.org/standards/practice-model/

Social Justice

School psychologists will have the self-awareness and critical consciousness to engage in and advocate for socially just practices that protect the right of every student to receive high-quality educational access, opportunities, and experiences.



Social Justice and Equity

- Social Justice definitions
- Annual Social Justice Book Read
- EDI Podcast Series
- Town Halls
- Resources for Difficult Conversations
- Resources to Amplify Student Voices
- Lesson Plans, Discussion Guides, CQ series

www.nasponline.org/social-justice

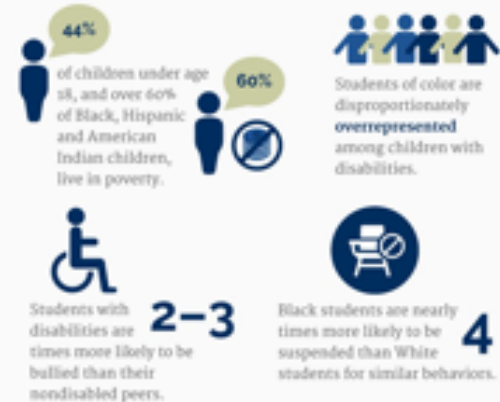
#SP4SJ

SCHOOL PSYCHOLOGISTS PRACTICE

SOCIAL JUSTICE IN SCHOOLS

School psychologists work to promote safe, welcoming learning environments for **ALL** students.

SOCIAL JUSTICE MATTERS



SCHOOL PSYCHOLOGISTS CAN

- Recommend strategies to reduce disproportionate practices
- Design culturally responsive interventions
- Conduct culturally competent assessments and consultation to reduce disproportionate special education referrals
- Provide comprehensive mental and behavioral health services to meet the needs of ALL students

APPLIED NASP PRACTICE MODEL DOMAINS

- Consultation and Collaboration (Domain 2)
- Schoolwide Practices to Promote Learning (Domain 5)
- Diversity in Development and Learning (Domain 8)

The NASP Practice Model encompasses 8 Organizational Principles and 10 Domains of Practice that enable schools to maximize school psychological services.

NASP

NASP Advocacy Voice

Leading on Critical Issues

#NASPadvocate

NASP Statement
March 1, 2022

NASP Opposes Censorship in Public Education

Beltsville, MD—The National Association of School Psychologists (NASP) joins over 600 teachers, administrators, and parent and family organizations supporting their collective effort to restore parents' rights to a safe and healthy environment for their children and to ensure that all students have the opportunity to learn and thrive in a safe and healthy environment.

NASP stands for the right to a safe and healthy environment for all children and young adults in our schools. We are committed to ensuring that all children and young adults in our public schools have the opportunity to learn and thrive in a safe and healthy environment. We are committed to ensuring that all children and young adults in our public schools have the opportunity to learn and thrive in a safe and healthy environment.

NASP Statement
May 11, 2022

NASP Applauds Bicameral, Bipartisan Introduction of Bill to Address Critical Shortages of School Psychologists

Beltsville, MD—Yesterday, Congresswoman Blaine Luetkemeyer (R-MO) and Senator Tim Scott (R-SC) introduced the "Mental Health in Schools (MHS) Program Act" to both chambers of Congress. The National Association of School Psychologists (NASP) commends the bill sponsors for their leadership in introducing this legislation, which will improve access to school mental health services for America's children and youth by encouraging incentives to pursue a career in school mental health.

"Schools play a critical role in meeting the mental and behavioral health needs of children and youth. Expanding schools to meet the mental and behavioral health needs of students comes at a high price, as we address the ongoing youth mental health crisis," said NASP President Colleen Minton.

School health problems can interfere with students' academic achievement, behavior, social-emotional development, engagement, and overall well-being, as well as potentially affect individual or community safety. The in-school mental health workforce is currently estimated to be approximately 30% of what is needed to meet the increasing demand. Our data also shows a shortage of one-to-one mental health services in schools. Research shows that students are more likely to receive mental health services if they are offered at school. School psychologists and other school-employed mental health providers are specially trained to provide services in schools, which results in higher rates of effectiveness. This includes school-wide prevention and culture promotion, assessment and evaluation of needs, individual and group counseling, consultation with teachers and administrators, and crisis intervention and recovery supports such as trauma-informed supports and crisis risk and threat interventions.

"Unfortunately, we are facing a shortage of these professionals, which is impeding schools' ability to meet the growing needs of students and their families," continued Minton. "We applaud the bill sponsors for their leadership in introducing legislation that will help ensure the part of professionals' important role to support our children's learning and mental health at school."

This legislation is a critical step toward addressing the shortage and improving access to services by providing funding, grants to the Department of Education and state education agencies to meet the need of students who remain in 0 years of service in the field post graduation. The Department may contribute up to 50% of the cost of attendance for a participating student, which the graduate assistance would match the other 50%. If enacted, NASP believes this comprehensive, multi-pronged legislation will make a remarkable positive, long-term impact on students, schools, and communities.

NASP urges all Members of Congress to support this legislation in the immediate and long-term interests of our children and families. For more information on how school psychologists work with students, administrators, families, and other providers to support students' mental health and learning, visit www.nasps.org.

2022

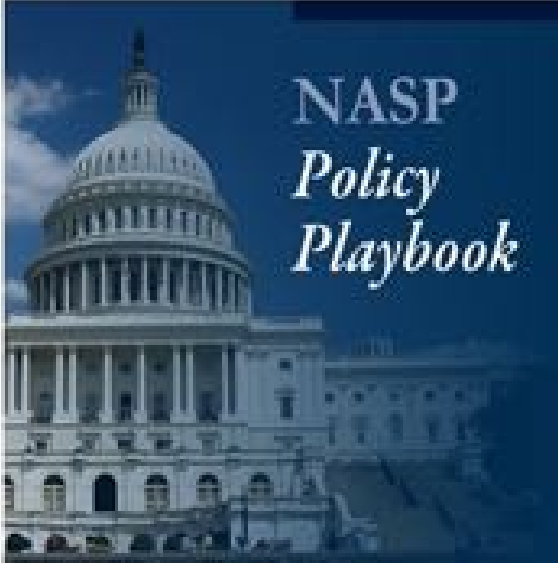
NASP National Statement: Bipartisan Introduction of Bill to Address Critical Shortages of School Psychologists
 For More Information Please Visit The National Association of School Psychologists | www.nasps.org | 800-497-8875

Advocacy Action Center



Make your voice heard. NASP's Advocacy Action Center is a one-stop shop for you to advocate on the policy issues that matter to school psychologists by writing or calling your congressional representatives.

NASP Policy Playbook



NASP
 National Association of School Psychologists

Resources to Educate and Activate

Infographics, Guidance at a Glance

www.nasponline.org/infographics

SCHOOL PSYCHOLOGISTS
support students' ability to learn and teachers' ability to teach.

THEY ARE EXPERTS IN

- Learning
- Behavior
- Mental Health
- School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response

THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making

THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice

RECOMMENDED RATIO
1 school psychologist per 500 students

Lowering barriers to learning is critical to children's success in school.
Contact your school psychologist to find out how they can help.

School Psychologists:
Helping Children Thrive • In School • At Home • In Life
www.nasponline.org

NASP
NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

SUPPORTING CHILDREN'S MENTAL WELLBEING FOR FAMILIES AND CAREGIVERS

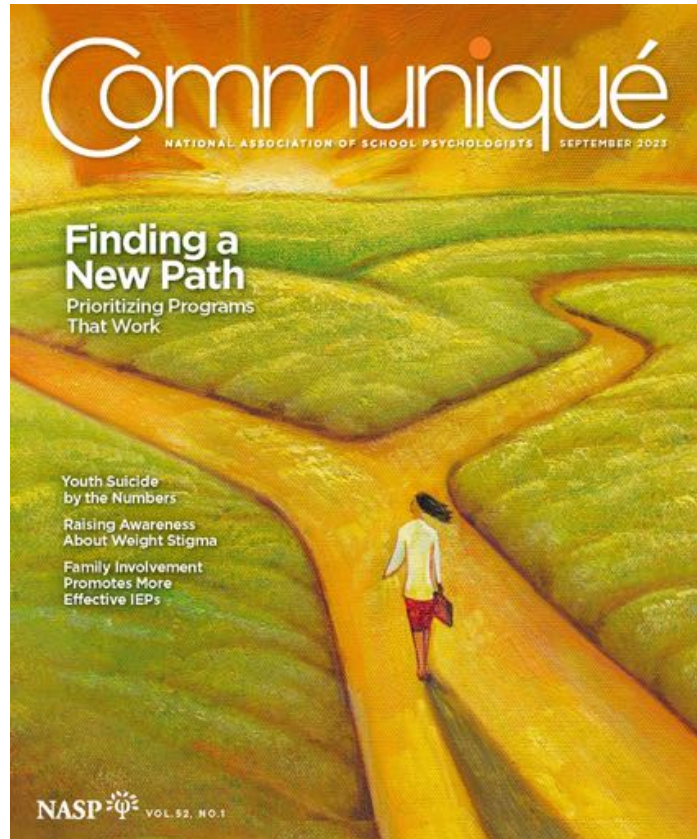
KEY TAKEAWAYS

- 1. Children's mental health is a critical component of their overall well-being and academic success.
- 2. Families and caregivers play a vital role in supporting their children's mental health.
- 3. Schools and community organizations can provide valuable resources and support for families and caregivers.
- 4. Early identification and intervention are key to addressing children's mental health needs.
- 5. Collaboration between schools, families, and community organizations is essential for effective support.

RECOMMENDED RATIO
1 school psychologist per 500 students

NASP
NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

Communiqué



Communiqué Editor, Meaghan Guiney

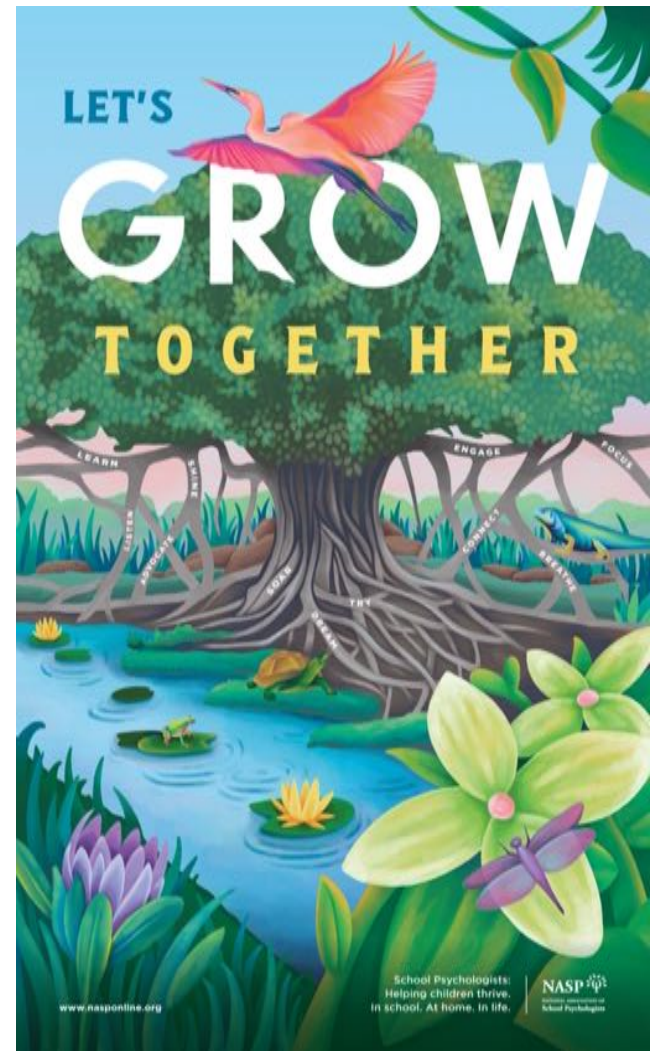
Access complete issues online at
www.nasponline.org/resources-and-publications

National School Psychology Week

November 6-10, 2023

“Let’s Grow Together”

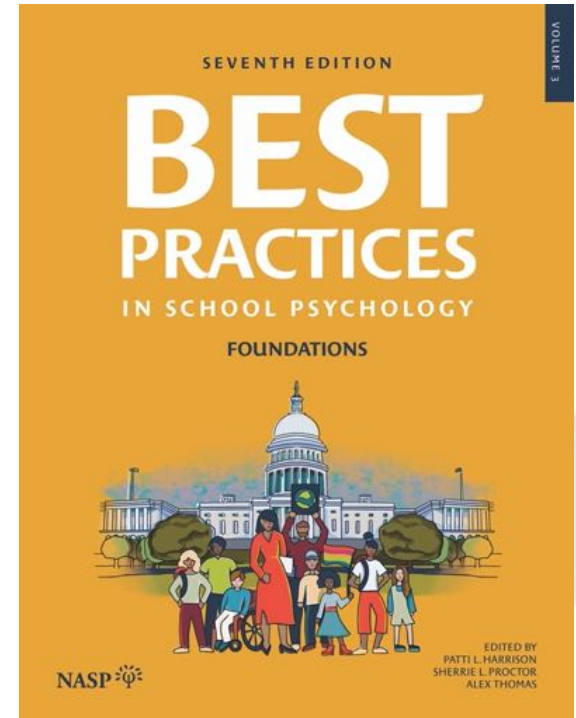
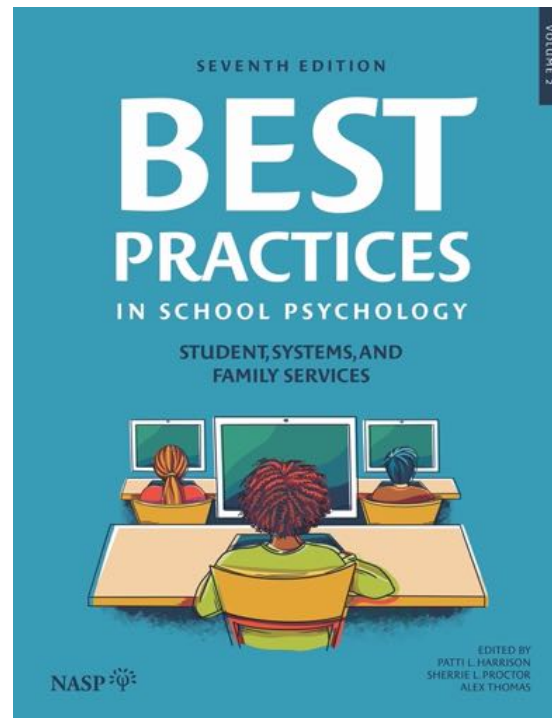
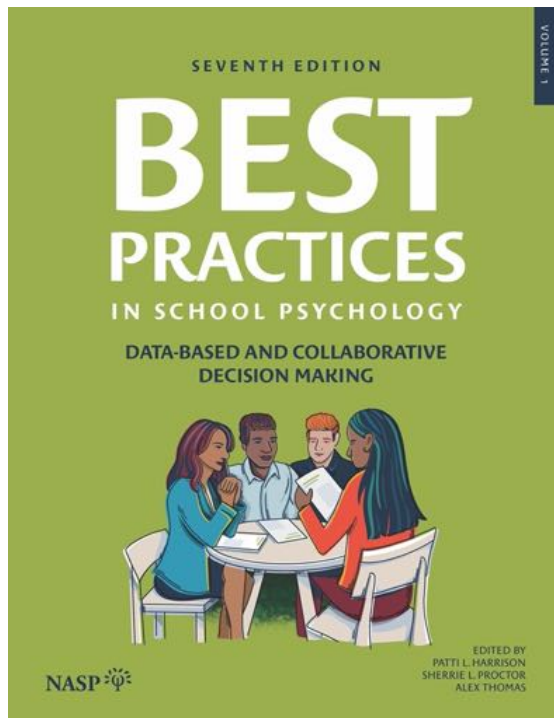
- Adaptable resources and activities to do with staff and students
- Virtual Hill Day
- Gratitude Works Program
- Possibilities in Action Partners colleague recognition program
- Student POWER Award recognition program



www.nasponline.org/nspw #SchoolPsychWeek

Best Practices in School Psychology 7

www.nasponline.org/bp7



Available as:

- Individual volumes or a set
- In-print and digitally
- A 1-year subscription or perpetual purchase

PREPaRE School Safety and Crisis Training Curriculum, 3rd Edition

- Comprehensive school safety and crisis training
- Crisis team and plan development
- Interdisciplinary/ interagency collaboration
- Online materials, adaptable resources
- Sustainable and affordable
- #NASPprepared



www.nasponline.org/prepare

Advanced Skills Institute

<https://www.nasponline.org/asi>



- Learn applied skills to add to your practice
- For seasoned school psychologists looking for advanced training
- 2023 focused on skills for navigating challenging situations
- Two-day online event plus on-demand access
- Provides NASP-approved CPD

NASP Online Learning Center

The screenshot shows the NASP Online Learning Center (OLC) website. At the top, the NASP logo is displayed with the tagline "Helping Children Thrive • In School • At Home • In Life". The navigation menu includes: About School Psychology, Resources & Publications, Professional Development, Standards & Certification, Research & Policy, and Membership & Community. Below the menu is a search bar and a user profile for Katherine. The main content area features a video player with the title "Advancing Equity Through Social Justice Practices" and a description: "This webinar will include interactive lectures and discussion prompts to help participants identify social justice practices that can challenge inequitable systems and advocate for students and families with less power and privilege." To the right of the video player are two sidebars: "HOW TO SIGN IN" with instructions on logging in or creating an account, and "UPCOMING WEBINARS" listing a webinar on "Postsecondary Opportunities for Successful Transition for Youth Adults with ASD" on Thursday, August 17th from 3:00 PM to 4:00 PM ET.



Documented NASP-
Approved CPD



Recorded premier content
from NASP conventions



Live and archived
webinars



Ability to start, stop,
and review content

<https://nasp.inreachce.com/>

NASP 2024 Convention

New Orleans, LA



Keynote Speaker
Gaelin Elmore



www.nasponline.org/conventions

#NASP2024

NASP Communities

- Comment on professional issues
- Ask a question
- Join an Interest Group
- Privately chat with colleagues
- Download the mobile app



communities.nasponline.org/community

TOP BENEFITS *of* Membership

- 1** All-new Communities platform and mobile app
- 2** *Communiqué*, available in print and online
- 3** *NASP in Brief*, our weekly e-newsletter
- 4** Deep discounts on professional development

www.nasponline.org/membership

**JOIN OR
RENEW
TODAY**



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you from graduate
training to retirement.**

Visit the NASP website
for a full list of member
categories and eligibility
criteria.

www.nasponline.org/categories

www.nasponline.org/memberbenefits



Thank you!



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