

Model for Comprehensive and Integrated School Psychological Services

NASP PRACTICE MODEL OVERVIEW



*Helping children achieve their best.
In school. At home. In life.*



The NASP Practice Model Helps Schools Successfully:

Improve Academic Engagement and Achievement

High expectations and academic rigor for *all* students set the foundation for schools that both raise expectations and close achievement gaps. However, providing rich content and rigor alone is not enough for struggling students. School psychologists work with educators and families to:

- Identify and remedy barriers to learning, such as disabilities; mental or physical health problems; or social, cultural, language, or family issues
- Implement appropriate academic interventions by monitoring the effectiveness of academic interventions, developing student organizational skills, and promoting the use of learning strategies
- Implement appropriate social–emotional and behavioral strategies such as those that are designed to improve attention, strengthen motivation, and promote student problem-solving

Interventions that foster students' engagement in learning contribute to more positive, orderly classroom environments, increase time focused on learning, and increase school attendance and graduation rates.

Facilitate Effective Instruction

Rigorous, quality curricula must be matched with effective instruction that meets the individual needs of diverse learners. School psychologists consult with teachers on how to:

- Individualize instruction
- Manage classroom behavior
- Monitor student progress
- Evaluate classroom data
- Adjust intervention and instructional strategies to make content accessible to every student

Increasingly, this consultation occurs within a response-to-intervention or problem-solving process, which has been shown to improve achievement for students in the general education classroom and reduce inappropriate referrals to special education. Teachers who consult with their school psychologist receive support for working with struggling students, improve their classroom management and teaching skills, and are more able to focus on effective instruction for all students.

Support Positive Behavior and Socially Successful Students

Promoting students' positive behavior and social interactions directly supports their academic achievement and contributes to a healthy learning environment. School psychologists provide services that promote children's communication and social skills, problem solving, anger

management, conflict resolution, self-regulation, self-determination, resilience, and optimism. They consult with teachers and administrators on:

- Classroom management strategies
- Programs promoting positive peer relationships and social problem solving
- School-wide positive behavior interventions and supports
- The use of effective discipline policies and practices
- Programs to promote student wellness and reduce risk-taking

Additionally, school psychologists provide mental health services, including wellness and prevention programming, risk assessment and interventions, and counseling, which are proven to reduce discipline referrals and increase attendance and academic performance. They also coordinate community services provided in schools to ensure their link to learning.

Support Diverse Learners

Successfully meeting the needs of a wide range of diverse learners can be a challenge for schools. School psychologists have special expertise in working with students who have disabilities or health problems, who face cultural or linguistic barriers, or whose family or socioeconomic situation affects their learning. They work with teachers and other staff to:

- Assess learning and behavior needs and distinguish between issues related to family, culture, or language and a learning style or disability
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to promote greater student engagement
- Promote positive relationships among all students
- Monitor and effectively communicate with parents about student progress
- Coordinate links to community services

School psychologists work with school administrators to ensure that education plans are designed and implemented so students with disabilities receive a free appropriate public education in the least restrictive environments.

Create Safe, Positive School Climates

Positive school climate is a critical factor in student achievement. No matter how good the curriculum and instruction are, a negative learning environment will interfere with student outcomes. School psychologists work with school leadership teams to help choose, design, and evaluate evidence-based approaches to address issues such as bullying prevention, student connectedness, family engagement, cultural responsiveness, and crisis response planning. They contribute expertise in:

NASP Practice Model

The National Association of School Psychologists (NASP) has set standards for the provision of school psychological services for over 30 years. Despite this long-standing guidance to states and local school districts, school psychologists' roles and practice vary significantly across the country. In March 2010, NASP approved a formal model of practice designed to improve the consistent implementation of school psychological services to help ensure their maximum effectiveness, efficiency, and quality in schools nationwide.

The *NASP Model for Comprehensive and Integrated School Psychological Services* also known as the NASP Practice

Model, represents NASP's official policy regarding the delivery of school psychological services. It delineates what services can reasonably be expected from school psychologists across 10 domains of practice, and the general framework within which services should be provided. The recommended ratio for schools implementing this comprehensive model is one school psychologist to 500–700 students. Implementation of the NASP model creates the capacity to make the best, most cost-effective use of school psychologists' skills and expertise, which are an existing but sometimes underutilized resource in schools. The NASP model allows flexibility for agencies and professionals to develop policies and procedures that meet local needs, while also providing sufficient specificity to ensure appropriate, comprehensive service provision.



The NASP Practice Model Helps Schools Successfully:

- Improve academic engagement and achievement
- Facilitate effective instruction
- Support positive behavior and socially successful students
- Support diverse learners
- Create safe, positive school climates
- Strengthen family–school–community partnerships
- Improve assessment and accountability
- Invest existing resources wisely and effectively

NASP Practice Model Organizational Principles

The NASP Practice Model is framed on six organizational principles that reflect and link to the broader organizational principles of effective schools. These principles are summarized below.

Principle 1. Services are coordinated and delivered in a comprehensive and seamless continuum that considers the needs of consumers and utilizes an evidence-based program evaluation model.

Principle 2. The professional climate facilitates effective service delivery that allows school psychologist to advocate for and provide appropriate services.

Principle 3. Physical, personnel, and fiscal systems support appropriately trained and adequate numbers of school psychologists, and provide adequate financial and physical resources to practice effectively.

Principle 4. Policies and practices exist that result in positive, proactive communication among employees at all administrative levels.

Principle 5. All personnel have levels and types of supervision and/or mentoring adequate to ensure the provision of effective and accountable services.

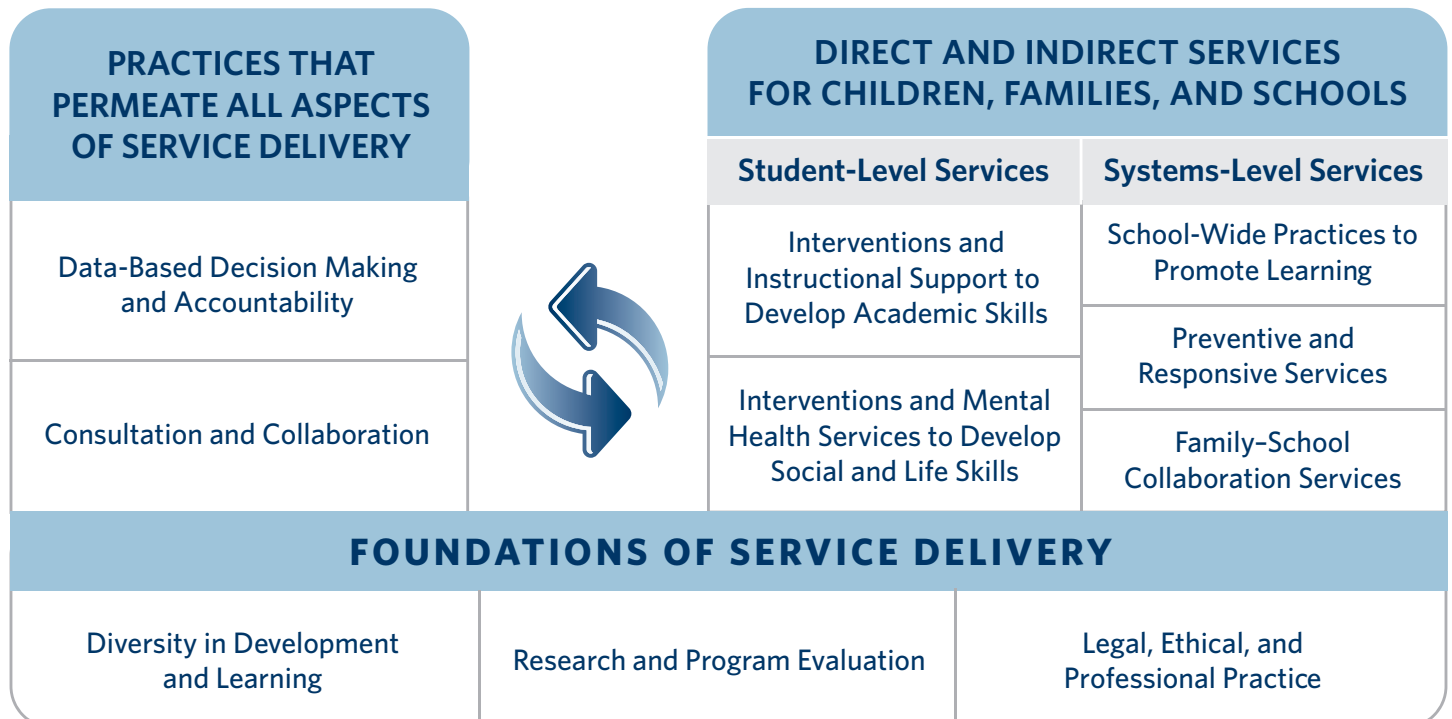
Principle 6. Individual school psychologists and school systems create professional development plans annually that are both adequate for and relevant to the service delivery priorities of the school system.

The NASP Practice Model Improves Outcomes for Students and Schools.

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

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

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS Model for Services by School Psychologists



HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

10 Domains of Practice

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

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

Domain 2: 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.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: 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.

Domain 4: 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.

Systems-Level Services

Domain 5: 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.

Domain 6: 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.

Domain 7: 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.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: 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.

Domain 10: 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.



- Data collection and analysis
- Social–emotional learning
- Child development and behavior
- Violence prevention
- Crisis and trauma prevention and response
- Home–school–community collaboration

Positive school climates contribute to improved academic achievement, graduation rates, student attitudes, and connection in school, and to more trusting, respectful relationships among school staff, students, and families.

Strengthen Family–School Partnerships

Students whose families are engaged in their school experience do better academically, socially, and emotionally. How and to what extent parents and other caregivers are involved in their children’s learning and extracurricular activities depends on many factors, including opportunity, culture, language, attitudes toward school, past experience, access to information, and school climate. School psychologists provide specific support to help families:

- Understand and support their children’s learning and mental health needs
- Navigate special education processes
- Connect with community service providers when necessary

- Engage with teachers and other school staff effectively
- Reinforce the school–family–community partnership

School psychologists work with staff to enhance understanding and acceptance of diverse cultures and backgrounds and to promote culturally responsive schools, which is essential to engaging all families in school life.

Improve Assessment and Accountability

A critical part of making informed decisions is the effective use of data. School psychologists bring extensive knowledge of data collection and analysis to school improvement efforts. They can help school leaders and teachers to:

- Generate and interpret valuable student outcome data
- Make decisions regarding programs and interventions at the district, building, classroom, and individual student levels
- Monitor individual student progress in academics and behavior
- Collect and analyze data on risk and protective factors related to student outcomes

The capacity to both collect the right data and know what to do with the information is essential to meeting the needs of students and making adequate yearly progress and other mandated accountability measures.

A Wise Investment of Existing Resources

School psychologists serve in almost every school in the country. They are a ready resource. Adopting the NASP Practice Model enables schools to make best use of their skills and expertise, and to give all students access to the services that can help them stay engaged and successful in school. School leaders and policy makers interested in moving service provision to the model can work with their school psychologists to assess current practice, resources, and steps toward implementation. NASP provides tools and further guidance to assist in this process; available online at www.nasponline.org/practicemodel. The comprehensive implementation of school psychological services has consistently been shown to support teachers’ ability to teach and students’ ability to learn, and is a cost-effective investment in the success of all students.



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For more information on the NASP Practice Model and the full NASP Standards visit <http://www.nasponline.org/standards/2010standards.aspx>. Please cite this document as: National Association of School Psychologists. (2010). *Model for Comprehensive and Integrated School Psychological Services, NASP Practice Model Overview*. [Brochure]. Bethesda, MD: Author. This brochure is based on the NASP 2010 Standards.

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.

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