

Keynote Session----School Psychologists: Competence, Capacity, and Opportunities for Children, Families, and Schools

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**Promoting Competence
Creating Capacity
Expanding Opportunities**

COMPETENCE

Children

Families

Predictors (Masten & Motti-Stefanidi, 2009)

- Within child contexts: Intellectual functioning/problem solving, self-regulation, self-efficacy, beliefs, talents
- Family contexts: Close to parents, connections with extended family/adults, parents who are involved in education, faith activities, socioeconomic factors
- School/community contexts: Effective schools, friendships with peers, community opportunities/supports, culture, positive standards/relationships

Promoting academic, social, emotional, and life competencies

- Research clearly demonstrates the relationship between social-emotional factors and academic achievement (e.g., Downer & Pianta, 2006; Elias & Haynes, 2008).

CAPACITY

Schools

Communities

Research supports positive impact of:

- High expectations for students
- Instructional excellence
- Student support services
- School connectedness
- Systemic strategies
- Population-based services
(Doll & Cummings, 2008; NASP, 2008; UCLA Center on Mental Health in the Schools, 2000; U. S. Department of Health and Human Services, 2009)

OPPORTUNITIES

School Psychologists

NJASP Conference Theme-Winter 2009

- School Psychology: Now More Than Ever

NJASP Mission

- Advocate for children
- Support our members
- Interact with the community
- Maintain NJASP

Critical Opportunities: Promoting and Preserving School Psychology

- Responding to issues & threats
- Ongoing, proactive promotion/preservation

**Threat
Challenge
To Increase Opportunity**

and

**Opportunity
Challenge
To Reduce Threats**

What are we promoting and protecting at the local and state levels?

- Programs/services/FUNDING
- Positions
- Access to school psychologists
- Maintaining/expanding roles and functions
- RTI; general and special education roles
- Influence
- Credentialing
- Title
- Scope of practice
- Standards/qualifications
- NCSP adoption/incentive
- Stakeholder awareness of our value
- Others?

Where are we promoting and protecting school psychology?

- Local level
 - Classroom
 - Building
 - District
- State level
- National level

Strategies to protect and promote practice and title

Strategies to promote our value and ensure our essential roles in schools

Our best proactive tools:

- School psychologists' strong qualifications and effective roles

NASP (2009) Public Awareness Campaign: Key messages targeted to administrators/ principals

- School psychologists are a unique, essential, and valuable part of the school team.
- In today's tough economic climate, your school psychologist is a potentially untapped resource.
- Support the well-being of your school/ district by supporting school psychologists' role and funding.

School Psychology Awareness Week 2009

- November 9-13
- “Possibilities in Action” partner program
- “POWER” award for children
- “Gratitude Works” program
- School Psychology Awareness Week (November 9-13, 2009)

Responding to threats to title and practice

- Proposed removal of the “school psychologist exemption” in APA’s Model Act for State Licensure of Psychologists
- Potential impact on state credentialing of school psychologists

NASP WILL.....

- Continue to stand up for school psychology... and title and practice of school psychologists
- Assist with vigilance at the state level (regardless of changes to MLA)
- Promote the value of school psychologists’ services for children, families, and schools

This is a critical time to promote the value of your expertise.

- School psychologists are essential school professionals.
- School psychologists are uniquely and highly qualified.
- School psychologists assist with solutions for many issues related to children’s learning and mental health.

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