



Virtual NASP UPDATE

Presenter: Wendy L. Price, Psy.D., NCSP
NASP PRESIDENT
2020-2021



Ohio School Psychologists Association (OSPA)

NASP Strategic Goals

- ⌘ Addressing shortages in school psychology
- ⌘ Advancing the role of school psychologists
- ⌘ Expanding implementation of the NASP Practice Model
- ⌘ Developing leadership skills at the local, state, and national level
- ⌘ Advocating for social justice for all children and youth



[COVID-19 Resource Center](#)

Together We Thrive



[Featured Resources](#)

[Stay Informed](#)

[Looking Forward](#)

Resources to Support Service Delivery

Home > Resources & Publications > Resources & Podcasts

COVID-19: Resource Center



Guidance and Supports

ASK THE EXPERTS
Webinar Series



NASP is committed to providing our members and the public with information, guidelines, and resources to help support the learning and well-being of students, their families and others in the school community during the COVID-19 crisis. We will continue to develop and update resources as new information becomes available.

Return to School

[Considerations for Academic Assessments and Interventions Upon the Return to School](#)

[Considerations for Academic Screening Upon the Return to School](#)

[Considerations for Reading Intervention Upon the Return to School](#)

[Reading Intervention Protocol: Partner Reading and Paragraph Shrinking](#)

[Considerations for Assessment, Instruction, and Intervention of Writing Skills Upon the Return to School](#)

[Considerations for Math Intervention Upon the Return to School](#)

[Class-Wide Math Intervention Protocol](#)

Service Delivery & Special Education

[NASDSE A Successful Launch of the 2020-2021 School Year for Students with Disabilities](#)

[Virtual Service Delivery in Response to COVID-19 Disruptions \(NASP\)](#)

[Telehealth: Virtual Service Delivery Updated Recommendations](#)

[COVID-19 \("Coronavirus"\) Information and Resources for Schools and School Personnel \(ED.gov\)](#)

[Guidance for Schools and Childcare Programs \(CDC.gov\)](#)

[View More Resources](#)

Crisis & Mental Health

[ASCA-NASP School Re-Entry SEL Considerations Guidance](#)

[Providing Effective Social-Emotional and Behavioral Supports After COVID-19 Closures: Universal Screening and Tier 1 Interventions](#)

[Behavior Threat Assessment and Management in the Virtual Environment](#)

[Behavioral Threat Assessment and Management \(BTAM\): Best Practice Considerations for K-12 Schools](#)

[Preparing for Virtual School Suicide Assessment Checklist](#)

[View More Resources](#)

Families & Educators

[Responding to COVID-19: Brief Action Steps for School Crisis Response Teams](#)

[Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)

[Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers](#)

[Helping Children Cope With Changes Resulting From COVID-19](#)

[Equity Considerations During and After COVID-19 School Closures](#)

[View More Resources](#)

Social Justice and Equity

Social Justice

#SP4SJ

In This Section

[NASP Antiracism Town Hall](#)

[Supporting Marginalized Students in Stressful Times: Tips for Educators](#)

[Supporting Vulnerable Students in Stressful Times: Tips for Parents](#)

[Implicit Bias: A Foundation for School Psychologists](#)

[SP4SJ Podcast and Google Hangout Series](#)

[External Social Justice Resources](#)

[Social Justice Lesson Plans](#)

[Intersectionality and School Psychology: Implications for Practice](#)

[Information for Schools Regarding the Final Rule on Public Charge and Its](#)

Across the country, communities are coping with the consequences of social injustice: poverty, racism, inequity, violence, isolation, and economic segregation. These challenges undermine the capacity and well-being of our nation's most precious resource, our children. Indeed, there is no more important endeavor than helping our children and youth become positive, productive, valued citizens. We start by making their well-being and opportunity to grow an unequivocal priority no matter where they learn, play, and live. We must be advocates for the systems and services that lower barriers and create genuine, sustained equity and opportunity.

As parents, caregivers, and educators, we also have a critical responsibility to help children and youth see adults as keeping them safe, understand the challenges at hand within a problem-solving context, and see themselves as active participants in our collective national commitment to liberty and justice for all.

Front and center is the need to address in a meaningful way the issues of race, privilege, prejudice, and power. NASP has developed and/or identified these resources to help schools and families engage in constructive dialogue about these issues and the ways that all of us can work together to shift the conversation from hate and violence toward understanding and respect to ultimately bring about positive change and unity to our communities. We will be adding to these resources over time.

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and



Featured Resources



School Psychology Unified Anti-Racism Statement and Call to Action



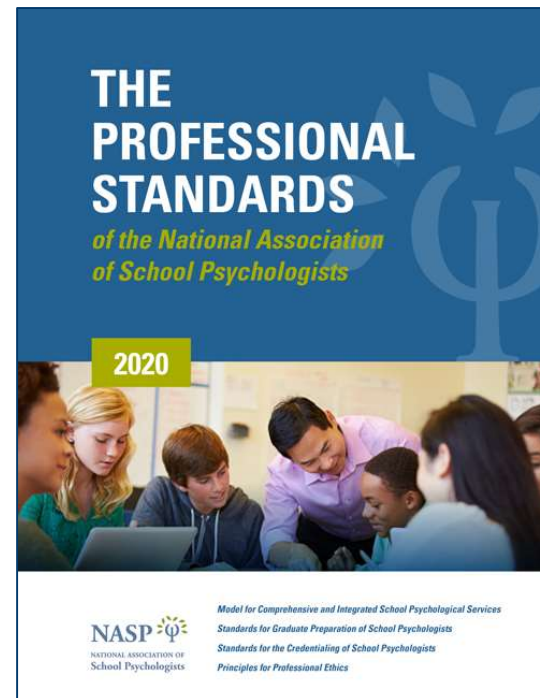
NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school

psychologists.
[Download PDF](#)

www.nasponline.org/social-justice

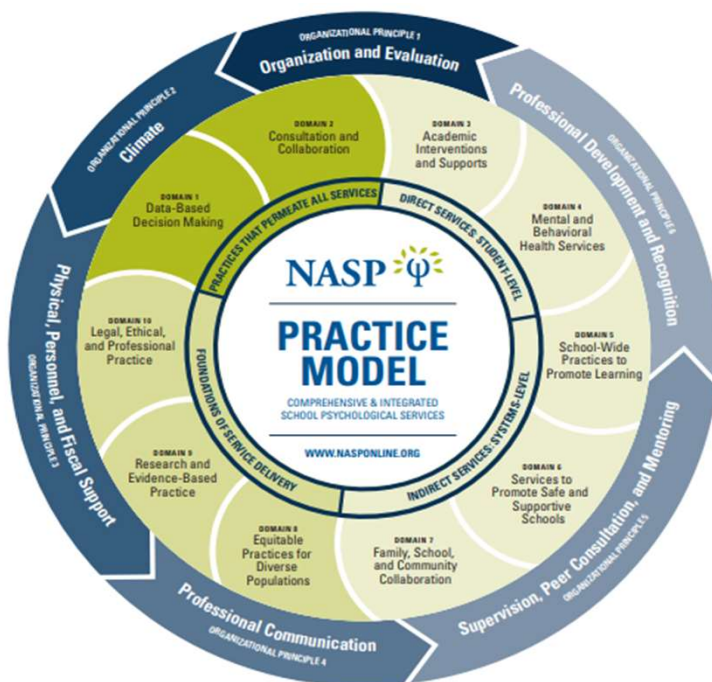
NASP 2020 Professional Standards

- Adopted May 2020
- Integrate training, credentialing, practice, and ethics
- Guide school psychology Through June 2030



www.nasponline.org/2020standards

NASP Practice Model 2020



New graphic:

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

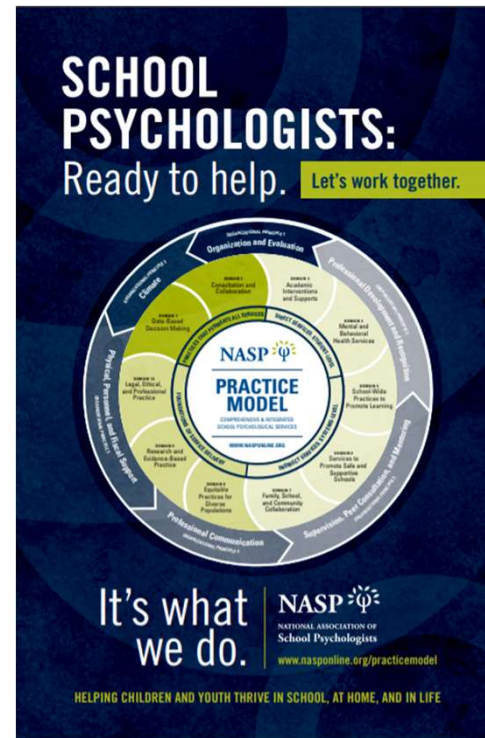
- **Recommended Ratio**

1:500

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

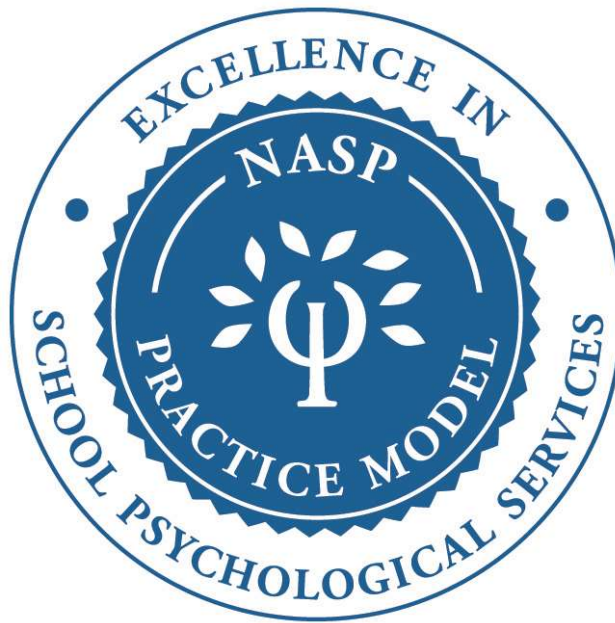
Practice Model Push Project

- Poster in September CQ
- Social media campaign to raise awareness of the model and comprehensive role
- Hang the poster in a place that will generate interest with stakeholders
- Post a picture on social.
- Use the hashtags #NASPPMPush and #ItsWhatWeDo
- Follow @nasponline and join in the conversation



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

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/

NASP Advocacy Voice

Developing useful member resources

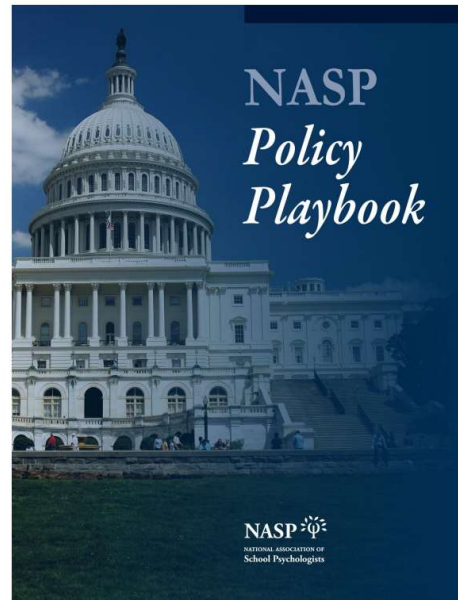
#NASPadvocates

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.

Take Action



NASP
NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS

Policy Platform

Federal Public Policy and Legislative Platform for the 116th Congress (2019–2021)

The vision of the National Association of School Psychologists (NASP) is that all children and youth thrive in school, at home, and throughout life. NASP is committed to ensuring that all students—whatever their race, ethnicity, religion, socioeconomic status, gender (including identification and expression), sexual orientation, disability status, language proficiency or immigration status—are included in a high-quality public education. Furthermore, NASP is dedicated to ensuring that all children have positive, safe, supportive environments that promote learning and are free of bullying, harassment, discrimination, and violence that promotes student learning and well-being.

Critical to this effort is ensuring adequate and equitable access to school psychologists and culturally competent, comprehensive school psychological services including consultation and collaboration with families, teachers, and administrators to support student learning, development and delivery of interventions and support to support student's academic achievement, social-emotional learning, and mental and behavioral health; school-wide practices to promote a safe and supportive learning environment; and crisis prevention, intervention, and response.

This 2019–2021 Public Policy and Legislative Platform represents overarching policy goals and recommendations that support the mission and vision of NASP, and it promotes the guiding principles articulated in *Ready to Learn, Empowered to Teach* and NASP's position statements. Further, this platform outlines policy objectives designed to help advance the NASP strategic goals.¹ The platform also includes specific legislative and regulatory/subregulatory guidance goals for the 116th Congress as well as our goals for the implementation of two major federal education laws: the Every Student Succeeds Act (ESSA); full funding of the Individuals with Disabilities Education Act (IDEA); and other grants and programs (some of which are explicitly included in this document) necessary for achieving our policy priorities. This document will be periodically updated to reflect newly introduced legislation or policy proposals relevant to our platform. Although the platform is specific to federal policy, state school psychology associations can adapt these goals to fit the specific advocacy and policy goals of their states and local districts.

¹ NASP's strategic plan, adopted by the Leadership Assembly on September 16, 2017, is available at <https://www.nasponline.org/41409.html>

NASP Policy Platform

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<https://www.nasponline.org/research-and-policy>

Public Policy Institute (PPI): 2021 Virtual Advocacy Academy



2021
**ADVOCACY
ACADEMY**
AT HOME

NASP 
NATIONAL ASSOCIATION OF
School Psychologists

July 21–22
Preacademy & 2-Day Training
*Building Capacity to Address Shortages
in School Psychology*
www.nasponline.org/public-policy-institute

NASP's Advocacy Voice

Responding to current events

Press Release
FOR IMMEDIATE RELEASE
AUGUST 5, 2019
Contact: Katherine Cowan, Director, Communications
301-347-1665 • kcowan@nasponline.org

NASP Condemns Hate-Driven Violence, Urges Schools to Reinforce Students' Safety, Well-Being

Bethesda, MD—The past 10 days in the United States have been fraught with horrific acts of violence against innocent people in public spaces. It is heartbreaking and deeply troubling on many levels. Our deepest sympathies are with those directly affected by the trauma, injury, and loss. NASP shares the growing sense of outrage and urgency and joins with the nation in demanding that our leaders act to end this violence now.

Many issues can contribute to an individual or group turning to violence, but common across these incidents is the influence of hate and access to guns. Yet, mental health can play a role, and we must improve access to mental health services across the country. But we must also enact commonsense safety laws, such as universal background checks, bans on high-capacity weapons, and red flag laws.

We must address the underlying causes of hate-based speech and behavior that undermine our collective sense of decency and security as a nation and threaten the sense of personal safety for millions of people in targeted populations across the country. It is imperative that we change the culture of our national discourse, including condemning hate speech of all kinds at all levels of society. As seen in Gilroy, El Paso, and Dayton, failure to do so puts our children and families at grave risk.

Back-to-School

It is particularly concerning that our nation's children are returning to school against the backdrop of this painful reality. While schools remain among the safest places for children, it would be irresponsible not to acknowledge and be prepared for a real sense of threat and anxiety among students, either generalized because of exposure to media coverage of the events or specific for students who feel targeted because of who they are. We need to ensure that all of our children see "back-to-school" as the beginning of a year of possibilities and growth, not risk and vulnerability.

Specifically, we have a critical responsibility to help children and youth feel safe and secure and how to engage with others of differing viewpoints in a peaceful, tolerant, and respectful manner must create positive school communities in which violence is not tolerated; people at risk are identified and helped; inequity is addressed; problem solving, rather than blame and disregard for

NASP Condemns Hate-Driven Violence, Urges Schools to Reinforce Students' Safety, Well-Being
For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-657-0270

Press Release
FOR IMMEDIATE RELEASE
JULY 7, 2020
Contact: Katherine Cowan, Director, Communications
301-347-1665 • kcowan@nasponline.org

NASP Urges Swift Passage of FY21 Federal Education Spending Bills

Bethesda, MD—The National Association of School Psychologists (NASP) applauds the House Labor, Health, and Human Services (LHHHS) Appropriations subcommittee for rejecting many of the Trump Administration's proposed budget cuts and providing an increase in federal education investments for FY21. Although significantly more federal funding is needed to truly address the inequality and inequity that exists in our public school system, we recognize that this year's tight budget caps made larger investments difficult. As such, we are grateful that the LHHHS subcommittee continues to value our public education system.

NASP is particularly pleased with the \$10 million within the School Safety National Activities program to continue funding for grants to increase the number of school psychologists and other school mental health professionals. While the funding is a drop in the bucket given the scope of the nationwide shortage problem, NASP is thankful to Congressional appropriators for recognizing the need to address the lack of access that students have to mental health services in schools. In light of the COVID-19 pandemic and the rising toll it's taken on communities across the country as a result of police brutality, systemic racism, and structural inequity, meeting the mental and behavioral health needs of our students is more important than ever.

Of course, the FY21 appropriations legislation does not negate the need for additional emergency spending legislation to help schools address the unique needs related to the COVID-19 pandemic. Significant federal investments are necessary to help preserve existing staffing positions, including school psychologists and other school mental health professionals, improve access to technology and distance learning initiatives, and to ensure schools are able to safely reopen for in-person instruction. We call on Congress to provide increases in federal education investments via the regular appropriations process and act quickly to pass additional emergency spending in line with the Coronavirus Child Care and Education Relief Act (COCERA) as introduced in the Senate, and the HEROES Act, which has passed the U.S. House of Representatives.

NASP encourages this bill's swift passage by the full Appropriations committee and the House and urge the Senate to adopt a spending bill that, at a minimum, includes the \$10 million dollar mental health grant mentioned above and reflects the spending allocations noted below.

NASP Urges Swift Passage of FY21 Federal Education Spending Bills
For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-657-0270

Press Release
FOR IMMEDIATE RELEASE
MAY 29, 2020
Contact: Katherine Cowan, Director, Communications
301-347-1665 • kcowan@nasponline.org

NASP Calls for Action to End Racism and Violence Against People of Color

Bethesda, MD—The National Association of School Psychologists (NASP) joins with other organizations and individuals calling for action to end racism and violence against people of color, especially Black individuals, in this country. We also urge nonviolent, peaceful approaches that maintain both peoples' safety and First Amendment rights. The recent deaths of Ahmaud Arbery, Breonna Taylor, and George Floyd are horrific. They lay bare—again—the reality of continued systemic racism and our nation's deeply imbedded inequities and prejudice that far too often end in unjustifiable, heartbreaking tragedy for a Black individual, their family, and their community.

We must stop this, and each of us has a role in doing so.

Advancing social justice is a strategic goal for NASP and an ethical principle for school psychologists who serve on the frontlines of advocacy for ALL children. The definition of social justice for school psychologists includes action to address systemic barriers, such as the long-term issues of poverty, inequity, prejudice, racism, and violence. We are committed to helping ensure that all children live, learn, and play in safe, supportive communities and schools with access to equitable systems, supports, and opportunities.

Schools play an important role by providing positive learning environments and the opportunity to process their understanding of perspectives and events in thoughtful and respectful ways. The fact that we are not in school physically does not change our responsibility to help children and youth see adults as keeping them safe and working to fix the problems that may threaten their well-being. We must also prepare for a return to school and the opportunity to work directly with educators, administrators, and all adults at school who are charged with providing a safe, effective learning environment for all youth.

School psychologists and other educators can proactively help students and staff in the following ways:

- Think critically about structures, systems, and policies that have historically marginalized some groups and caused long-term inequities.
- Recognize and understand the truth about racism and White privilege, and examine our own perspectives and implicit and explicit biases that contribute to perpetuating these systemic problems.

NASP Calls for Action to End Racism and Violence Against People of Color
For Immediate Release from the National Association of School Psychologists | www.nasponline.org | 301-657-0270

www.nasponline.org/media-room

Timely responses



March 17, 2021

NASP Condemns Violence Against AAPI Communities, Urges Schools to Reinforce Students' Safety, Well-Being

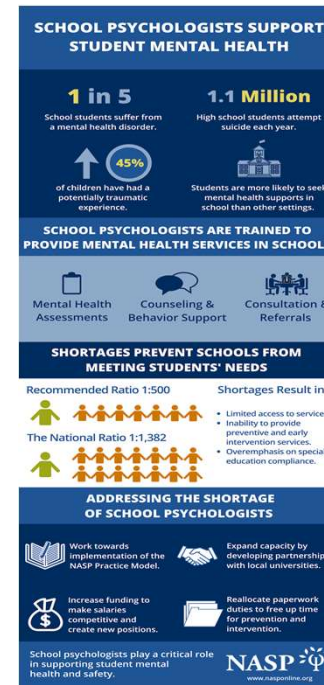
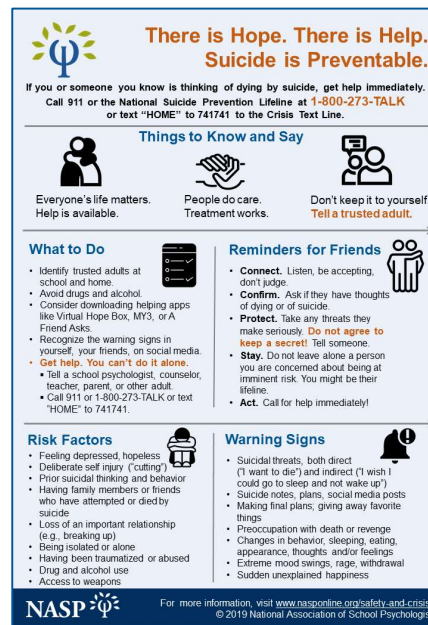
Bethesda, MD—Acts of violence against members of Asian American and Pacific Islander (AAPI) communities across the country—punctuated by yesterday's shootings in Atlanta, GA—have escalated dramatically over the past year. Such violence is horrific and deeply troubling on many levels. Our deepest sympathies are with those affected by the trauma and loss. NASP condemns this hate-driven violence and calls upon our leaders to act now to stop it.

While the exact motives in the Atlanta shootings are unknown, they come in the wake of a wave of attacks on AAPI individuals, many of whom have lost their lives, including Vicha Ratanapakdee, Juanito Falcon, Christian Hall, and Angelo Quinto.

Infographics to Educate and Activate

View, download, and share our infographics series through social media.

www.nasponline.org/infographics



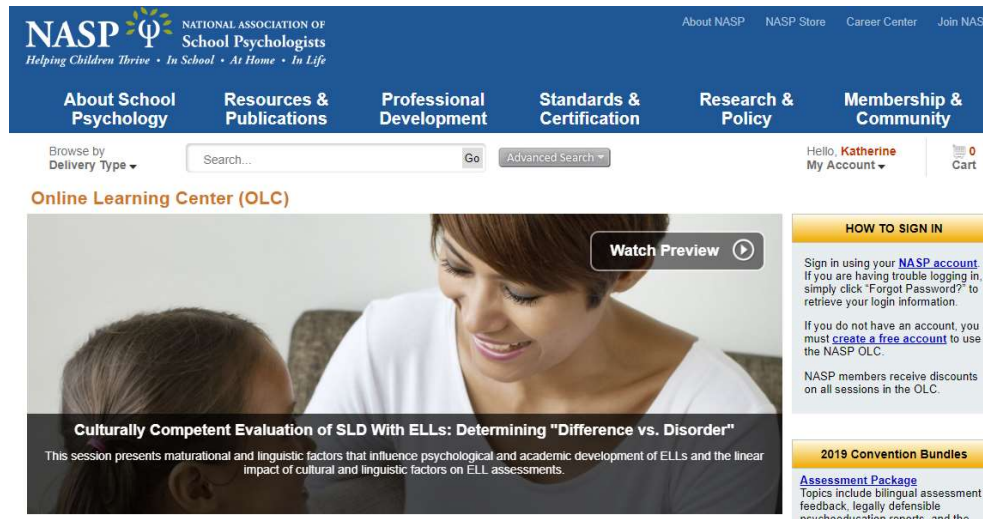
PREP_aRE School Safety and Crisis Training Curriculum, 3rd Edition



www.nasponline.org/prepare

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- Crisis team and plan development
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NASP Online Learning Center



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webinars

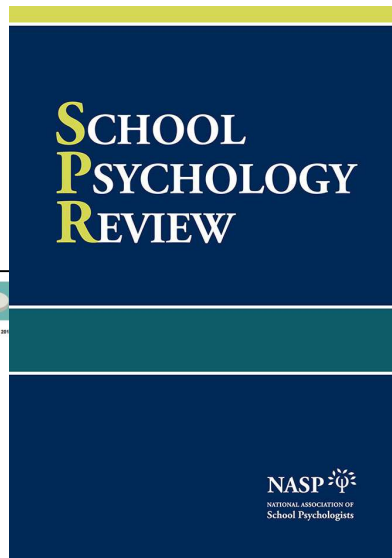


Ability to start, stop,
and review content

<https://nasp.inreachce.com>

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NASP Periodicals: Research to Practice



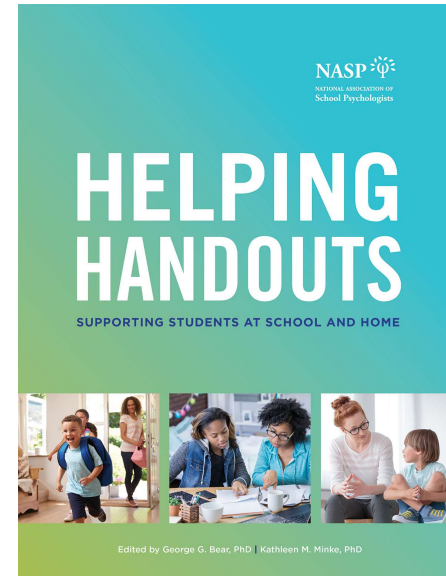
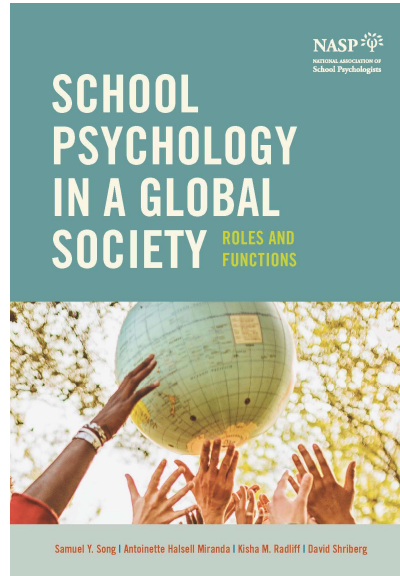
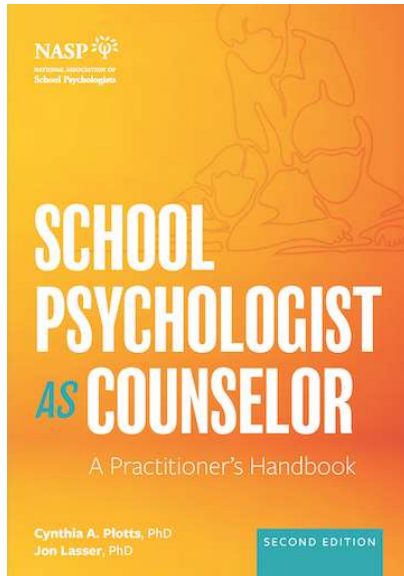
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Featured NASP Publications

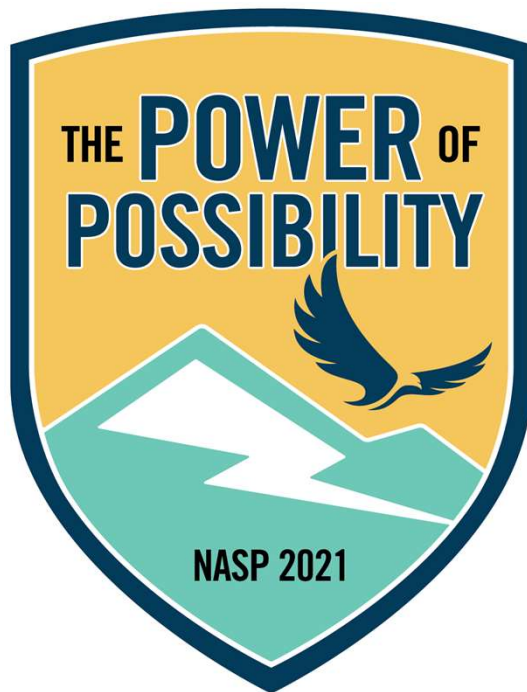
NEW! ↓



www.nasponline.org/publications

NASP 2021 Convention

we went
Virtual!



www.nasponline.org/conventions

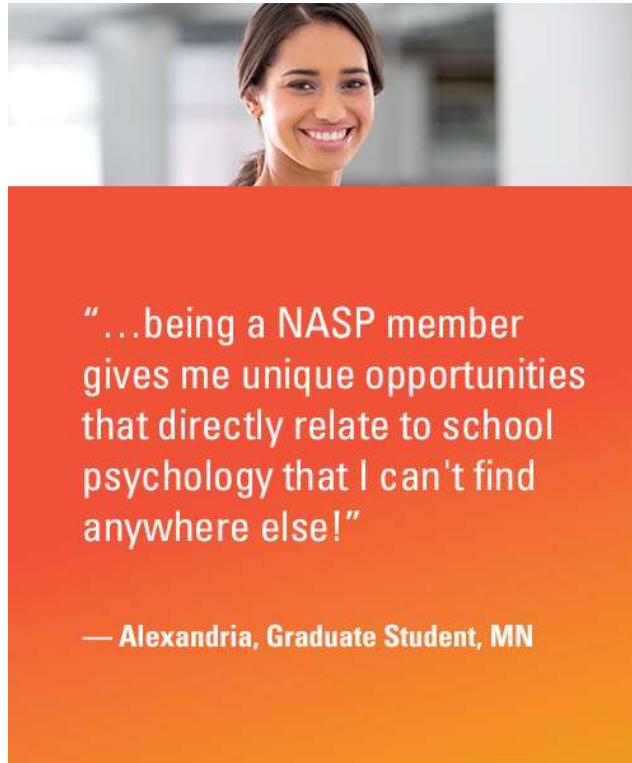
Keynote Speaker

Steve Gross, MSW
Founder, Life is Good
Playmakers Foundation



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NASP Members!



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