



School Mental Health Subcommittee Meeting

4.9.18

Presenter: Heather Lynch Boling, President of NCSPA


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Presentation Materials: <https://bit.ly/2EuY2zV>

Presentation Points	Notes
<p align="center"><u>Who are school psychologists and what do we do?</u></p>	<p>Infographic</p> <p>NASP Domains of Practice</p> <ul style="list-style-type: none"> ● Expectation of small, medium, large and extra-large systems impact <p>NC DPI Professional School Psychology Standards</p> <ul style="list-style-type: none"> ● Expectation of comprehensive services <ul style="list-style-type: none"> ○ 5 Standards
<p align="center">A Day in the Life</p>	<p>What <i>most</i> school psychologists do:</p> <ul style="list-style-type: none"> ● Serve multiple schools and/or an entire district of schools ● Assess for students for special education eligibility with data resulting in standardized assessments ● Support is “reactionary” ● 2.7% of our appraisal instrument support the traditional psychologist role (4 items within the practice of “Effective Communication Skills”) <p>What <i>some</i> school psychologists do:</p> <ul style="list-style-type: none"> ● Serve multiple schools ● Assess for students for special education eligibility with data resulting in standardized assessments and some “whole child” data ● Support is “reactionary” ● More opportunities for consultation and collaboration for “intensive supports” <p>What <i>few</i> school psychologists do, but <i>all of us need to</i>:</p> <ul style="list-style-type: none"> ● Serve 1 and/or 2 schools (to approximate best practice ratios) ● Provide direct academic and social-emotional/mental health intervention services to individuals and groups of students through a preventative model of a multi-tiered system of support (MTSS) ● Support School Improvement Teams ● Support School/District Crisis Response Teams ● Be integrated members of school Intervention Teams

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	<ul style="list-style-type: none"> ● Assess for special education eligibility with formal and informal data resulting in multiple data points supportive of the “whole child” ● 97.26% of our appraisal instrument supports a comprehensive services role <p>Effective outcome for comprehensive services: “ALL means ALL.”</p>
<p>Recommendations</p>	<p>NCSPA Infographic</p> <ul style="list-style-type: none"> ● Increase Access to School-Based Mental Health Services ● Increase Pay for NC School Psychologists ● Enact Reciprocity for NC Licensure to Fill the Gaps with Qualified Candidates
<p>Compelling Why</p>	 <p><i>DJ's Story</i></p>
<p>Questions & Answers</p>	

“Educators who know the most about psychology, and the psychologists who know the most about education.” -NCSPA

Resources: [NC DPI School Psychology Wiki](#), [North Carolina School Psychology Association \(NCSPA\)](#), [National Association of School Psychology \(NASP\)](#)