



**The “State of the State” regarding
School Psychological Service Provision in North Carolina
*Talking Points for School-Based Practitioners***

Purpose: Establish consistency and clear communication of content outlined in NCSPA PPC “State of the State” position paper with stakeholders

Before you begin the conversation, what you need to know:

- Know the NASP Practice Model http://www.nasponline.org/resources/brochures/Practice_Model_Brochure.pdf
- Know the NC Professional School Psychology Standards <http://www.ncpublicschool.org/docs/effectiveness-model/ncess/standards/school-psych-standards.pdf>
- Know the NC School Psychologist Evaluation Process and its linkage to the NASP Practice Model and the NC Professional School Psychology Standards
- Know your district’s average ratio
- Know the funding sources for school psychologists within your district (best knowledge would be what % of department is funded via federal funds, state funds, local funds)
- Know your individual school psychologist to student ratio
- Know your caseload (i.e., percentage of time spent on assessment-based activities/special education placement activities, vs. other activities)
- Know your district level needs related to provision of school psychological services (bullying data, OSS referrals, mental health resources available in the community, etc.)

Talking Points:

Provide an understandable overview of the training required in order to become a licensed school psychologist:

- Stress that a school psychologist’s training programs extend far beyond learning how to conduct assessments, score standardized tests, and write reports
- Communicate clearly the training programs components (e.g., data management, research and program evaluation, problem-solving within the instructional environment, counseling/mental health, etc.)
- Underscore that school psychologists are trained in both psychology and education, completing a minimum level specialist degree of 60 semester hours or more of graduate level training, including at least a 1200 hour internship.

Explain the expected role and function based on national and state standards for practice, as reflected in the NC School Psychologist Evaluation Instrument:

- Stress that within the School Psychologist Evaluation Instrument, despite limitations in role and function, psychologists should be engaging in work related to each of the professional standards in order to support the needs of all students

Data Review:

- Clearly communicate the data regarding ratios and imbalanced model of practice gleaned from surveys; bring relevance to the conversation by reflecting on how your LEA’s ratio data and your individual ratio data compare to the national recommendation and state average
- Articulate how the disproportionate ratio is not aligned with comprehensive model of service delivery
- Stress the limitations of an assessment-based model of practice that is a direct result of the ratio problem

Explain the challenges and barriers created by relying on specific funding sources for school psychologist positions:

- Communicate the limitations of specific special education funding sources that are in direct conflict with our work as dictated through the standards and reflected in the School Psychologist Evaluation Instrument
- Reference other available monies that LEAs may consider in order to adequately fund school psychologist positions

Recommended Actions:

- Communicate clearly the recommended actions for each stakeholder group and how that might look within your specific LEA
- Communicate clearly how to think creatively about funding positions to support recruitment and retention (e.g. – if there are vacancies within the district and quality interns apply, move money to increase the intern stipend)