Futures Conference Needs Assessment Data Collection

Focus Group Feedback

The Conference on the Future of School Psychology in November 2002 identified the following outcome goals related to CHILDREN, FAMILIES, and SCHOOLS to guide school psychology into the 21st century:

- Futures 2002 Outcome Goal 1: Improved academic competence and school success for all children
- Futures 2002 Outcome Goal 2: Improved social-emotional functioning for all children
- Futures 2002 Outcome Goal 3: Enhanced family-school partnerships and parental involvement in schools
- Futures 2002 Outcome Goal 4: More effective education and instruction for all learners
- Futures 2002 Outcome Goal 5: Increased child and family services in schools that promote health and mental health and are integrated with community services.

In your opinion, which one of the five 2002 outcome goals has school psychology made the MOST PROGRESS in during the last 10 years? Identify one example of how school psychology has made progress.

- academic (goal #1). Federal law has changed. How are we measuring? No way to tell how the field has made progress. Depends on school district, state.
- academic; all three agree, but sentiment is that this is almost impossible to measure and varies from state to state. Many programs have changed significantly in their curriculum to address academic competence
- Goal 3: Enhanced family – school partnerships and parental involvement in schools (based on responses to various questions below). It was also noted that involvement of graduate students and trainees should be a focus.

In your opinion, which one of the five 2002 outcome goals has school psychology made the LEAST PROGRESS in during the last 10 years? Identify one reason why school psychology has made the least progress in this area.

- Goal #5: no data, nothing changed in practice
- Goal #2: Public health model- tier 1, 2, and 3 reflects this approach but not much change in certain parts of country
- social/emotional functioning: needed to push for this to keep it going. Goal #2 has been deemphasized due to increased emphasis on RtI/academics

In your opinion, which one of the five 2002 outcome goals should remain a TOP PRIORITY for discussion at the 2012 Futures Update Forum? Why?

- Goal 2- social/emotional: many kids struggling with this due to lifestyle of world (wars). See long-term stressors
- Agrees, goal #2 most important
- Also agrees that goal #2 is most important. Recession, standard of living impacts social-emotional functioning. Attack on resources for education seems likely.
Identify one current or future specific need of CHILDREN/YOUTH that you feel should be a major topic of discussion during the 2012 Futures Update Forum.

- helping children and families learn to cope with long-term effects of societal issues (e.g., poverty/absentee parents [Iraq/Afghanistan] that were just mentioned. Also, dropout rate in colleges telling us that something is not going right prior to that. Something missing in K-12. It’s not finance, has to do with career guidance
- agrees
- social justice issues- cut across own mandates within profession. If it’s survival of the fittest, that’s concerning.
- Transgender issues, gender and sexuality transitions in schools
- More connection with families-- there’s no method of the HOW; we need models and directions; action plans of how to connect to families for schools rather than just talking about it being something that needs to be done (Colorado cited as an example)
- Mental health access; (North Carolina example of doing school-based mental health; health based services; crisis intervention in a mobile form)
- Diversity; student population changing, teachers and school psychologists are typically homogenous; training for school staff to deal with the diversity
- Communication with diverse populations; how to better communicate with families from different backgrounds
- Idea came up of developing curriculum around diversity and accepting others (like a disability’s awareness day but for diversity) that could be implemented school-wide
- Mental health
- Building social skills
- Health promotion
- Academic skills
- Close achievement gaps
- Effect of technology on relationships and mental health
- Culturally responsive practice
- Resilience
- Changing criteria for eligibility/diagnosis
- Immigration/refugee children
- Crisis intervention
- Use of technology
- Poverty, trauma, mental health issues and need for coping skills
- Developmentally based practice rather than downward extension of practice
- Increased academic demands/expectations and impact (should every child go to college?)
- Dealing with violence and poverty
- Integration of achievement, SEL, behavior, and adjustment goals

Identify one current or future specific need of FAMILIES that you feel should be a major topic of discussion during the 2012 Futures Update Forum.

- support system for all students (college bound through institution bound). How can we support families better with changing times (absentee parents, economic stressors; technological advance problems – i.e. internet predation/social network issues)? Family support center concept- works best in large areas with many resources.
- relates to goal #5. Social service agencies being cut, is there way to connect families to school support?
- Continue working with families in high school not just at the elementary level; seems to be an
emphasis of family involvement when dealing with younger students, that same type of involvement does not follow through into high school as much

- Emphasizing of shared relationships between the schools and families; often times not including the student in their work, need include the child as a part of the decision-making with regards to their education
- Accessibility of services to the families—specifically showing sensitivity to varying degrees of parent involvement; (ie. figure out why they are not participating; thinking outside of the box in terms of providing information and services to the students)
- Consideration of home visits
- Methods of how to bring the families into the schools/clinics
- Training issue around getting involved in the home; changing the norms of the dynamics of the relationships with the family
- Involving the child; communicating with the child around their needs/results/etc.
- Increasing family involvement
- Role of poverty
- Providing assistance to families (e.g., children with low incidence disabilities)
- Issues of homelessness
- Building cultural bridges (including poverty, homelessness)
- Advocacy
- Risk and protective factors
- Home-school collaboration
- Early intervention (birth +)
- Mental health needs of family
- Involvement of families early on in the process and problem-solving
- Understanding needs of families
- Explicit support of parents especially during adolescence
- Technology and safety issues, monitoring
- Supporting families in fostering healthy development
- Parenting methods/training

Identify one current or future specific need of EDUCATION/SCHOOLS that you feel should be a major topic of discussion during the 2012 Futures Update Forum.

- it’s a funding issue i.e. how do we meet the needs of families in need, students in need, with diminishing resources (e.g. reductions in federal dollar reimbursement to states for SPED services)
- What is needed is an effective core of people in leadership positions to develop relationships that will facilitate systems development. Collaboration between school district or a particular set of schools and institutions of higher education can foster a problem solving ethic.
- Continue to emphasize evidence-based curriculums/practices
- Collaboration at a systems level; with the families as well as the administration; communication across systems that make up the schools
- Professional development for teachers especially around behavior management
- Expanding the school psychology ethics to teachers and administrators because currently not on the same page (what type of ethics systems do other school personnel abide by; how can we create a connection across professions)
- Spreading awareness of the school psychologists role in the school system; outside of the “gatekeepers of special education”
- School psychologists should also be trained on what teachers/administration etc. do as well so
everyone knows the others roles and what they can do

- Push for school psychologists as agents of change; training how school psychologist can become leaders in their school system
- Expand on proactive approaches in schools rather than intervening afterward
- Foster support from the general public (e.g., stop teacher bashing)
- Supporting and enhancing gen ed
- Contextualizing interventions/instruction
- Expand the curriculum to meet the needs of the whole child
- Increased understanding and use of technology
- Cyberbullying
- Social-emotional learning
- Role of schools in mental health issues
- Diversity, alternative schools, language issues
- Increased diversity of school personnel and people who understand diversity
- School psychology role in accountability for NCLB (RTT) in schools
- Rehabilitative opportunities decreasing; schools are raising the bar without concerns for a safety net
- Emphasis on professional development models
- Understanding educational systems and pressures
- Supporting teachers in meeting academic demands as well as their role in SEL
- School – community connections
- Evaluation of school programs
- Data-based decision-making

Identify one current or future specific need of SCHOOL PSYCHOLOGISTS that you feel should be a major topic of discussion during the 2012 Futures Update Forum.

- has NASP had a push to encourage people to go into school psychology? What advertisements are happening? School psychs historically poor at self-promotion. We can be a sort of stealth organization. Don’t market ourselves well, impact of our work not always apparent. Need to market ourselves beyond Rti (i.e. we do more than test and implement Rti).
- had to justify why you need school psychs because went to Rti.
- Diversity training
- Prof Development around school staff roles both for school psychologists and for other school personnel, so that everyone has a better understanding of their commitment and responsibilities in the school system
- More time spent in on ethics and laws (special education law)
- Collaboration with other school staff; how to create a team effort in the school system rather than acting as separate entities
- Training directly linked to the goals and all of the roles of school psychologists (competencies as identified by NASP)
- Simplified (one) accreditation process
- Consolidation across groups in school psychology (Div 16, CDSPP, ISPA)
- Promote common training standard
- Need identity in the schools, core identity, elevator speech
- Ensure and maintain positions
- Promote the profession – still is lack of awareness of what SP capable of bringing to education
- Demonstrate the need for school psychologists in the nation’s schools
• Technology and how to use it in schools
• Building diversity in school psychology
• Use of technology in practice
• Early intervention, disproportionality
• Focus on mental health
• Identifying roles to ensure our jobs
• MLA issues and divide in school psychology
• Increased skills in systems change and moving schools to positive model with link to achievement
• Focus of profession appears fragmented at times
• Redefine strengths of SP to integrate academics and social-emotional
• Support for new teachers
• Involvement in policy decisions
• Engage in effective school change

Four potential draft sub-themes, listed below, have been identified by the planning committee for the 2012 Futures Update Forum.

• Promoting systemic approaches to services for children, families, and schools: Practical steps to overcome barriers to change
• Leadership by school psychologists in promoting effective change
• Multidisciplinary collaboration in responding to needs of children, families, and schools
• Critical skills/knowledge base of school psychologists needed for the future (skills that represent a high priority for continuing professional development and supervision of practicing school psychologists, as well as for graduate preparation of school psychologists)

Although all four sub-themes are important, inter-related, and potentially could be included in the 2012 Futures Update Forum, identify TWO SUB-THEMES from the list above that should have the highest priority and explain why.

• like all of the themes. Would prioritize the first 2. Barriers to change are always going to be a big issue, leadership goes with that. A more in-depth understanding of brain/behavior relationship is a skill that is going to need to become more and more prevalent in the future training of school psychologists. Need to expand training in psychological processes (e.g., neuropsych)
• I would focus on notion of leadership. How to create this notion of leaders that could work in many environments? USF a great example of this. Be sensitive to issues that others are attuned to (e.g., superintendents). Following up on #2: practicum experiences that focus on leadership with school leader with a school psych background.
• organizational development, used to be a focus in 80’s and 90’s, but now you never see that. Students are being trained to be good students, but don’t always make waves. Students say ‘we can’t do that” when talk about making waves, that needs to change.
• All four theme address much of what was discussed in previous questions
• Based on the responses of the group—training seems to be the most important; specifically creating action plans of how to do the things that would encompass the other 3 themes
• Theme should focus on success, should have some reference to school psychology, should not be reactive or focused on achievement, should “promote” something
• The broad theme should include ‘school psychology’ literally and figuratively
• The word ‘accountability’ seems reactive; better to emphasize ‘prevention of school failure for all’; ‘accountability’ could be in subtheme
• Did not like the broad theme, but liked the subthemes
• Technology needs to be in here – education has to change to include technology
• Need to bring psychology to education in general
• Why only academic focus?
• Needs to address systems level and school psychologist role in maximizing resources
• Broad theme ignores mental health and parent involvement – is a step backward
• Replace “achievement” with ‘school success’
• Should be broader to cover healthy development at large
• Seems devoid of psychology, more like special education
• Social-emotional seems de-emphasized

Please suggest any ADDITIONAL SUB-THEMES that should be considered by the planning committee for the 2012 Futures Update Forum.
• MLA issue—find a way to not be reactive and put that issue to rest. Time to become proactive.
• last bullet (from question #6)—could be rephrased to think about training in general, soup to nuts, what do you need to be a school psychologist?
• Neurosciences - as a key knowledge and skill area
• Public policy development – who are your party representatives and be effective in public policy to assist children
• Impact and use of social media for children and professional development
• Globalization of the profession of School Psychology
• “Improving Healthy Outcomes in a World of Accountability and Changing Demands in Education”
• “Pathways to Children’s School Success”
• “Engaging with the System…. ”
• “Pathways to children’s successful functioning/outcomes”
• “School Psychology’s Contributions to Children’s Success”
• Something that includes “school experiences”
• Include leadership, multiple level of services and settings, engaging with the system, with teachers
• Additional theme: One additional theme suggested was the issue of level of training, created by the Model Licensing issue. Although recognizing the difficulty of raising this issue, the importance and relevance of the issue for the future of school psychology was the member’s concern.

Identify one NOTEWORTHY EXAMPLE of systemic approaches to services, school psychology's leadership in promoting change, and/or multidisciplinary collaboration that potentially could be highlighted during the 2012 Futures Update Forum.
• USF school psychology program’s influence felt throughout the state. When George Batsche talks, superintendents listen. Helps people get comfortable with systems change. Have folks in it for long haul and students groomed to be comfortable moving in a school system and but also thinking systemically. Important in face of what’s happening in education where sometimes the people in charge have no education background.
• Group identified the mobile provision of mental health services that were school-based (cited as an example from North Carolina, can get further information)
• Engage parents
• Prevention
• Advocacy
• Stimulate School Psychologists to take leadership roles
• Build leadership training
• Impact of School Psychology – identify the value added and how this can be measured
• Awareness of all children
• Training for leadership in school psychology training programs
• Working with administrators to think “prevention” – creative problem-solving
• Leadership in engaging parents and community;
• Advocacy for early childhood;
• How do we stimulate school psychologists to take a leadership;
• How to use our knowledge to influence policy and positive change
• Closing gaps in outcomes (gender, race/ethnicity, SES)
• Contextualize services based on needs of the community
• Consider individual differences
• Establish better linkages
• Use motivational approaches
• Education test driven
• Failing schools—penalized for not reaching benchmarks
• How assessment (low stakes) can be used more effectively to motivate children and teachers;
• Helping teachers understand the psychological principles critical to increasing effort and success
• Recognition of culturally relevant individual differences to support achievement
• Building healthy school environments
• Classroom management to improve engagement
• Moving beyond reading
• Promoting school as a positive place
• Provide support to teachers from the community
• Increase respect for schools
• Improved data literacy
• Balanced approach to accountability with professional development, ways to address adversarial nature of conversations
• Importance of fidelity of implementation

Identify one of the most CRITICAL SKILLS/KNOWLEDGE BASE that will be needed by school psychologists for practice in the future and should be emphasized during the 2012 Futures Update Forum. The critical skill/knowledge base should represent a high priority for continuing professional development and supervision or practicing school psychologists, as well as for graduate preparation of school psychologists.

• neuropsychology, in particular the brain-behavior relationship. Educating about concussions, more knowledgeable in these areas (e.g., will need to know how to read MRI’s). With the push toward using models for diagnosing SLD that emphasize identifying strengths and weaknesses of “psychological processes” training will need to expand in this arena.
• leadership/system change
• agrees. Different types of evaluation, RtI, mental health skills. Any area we don’t deal with someone else will come in and do that area (e.g., mental health). Supervision, practicum competencies
• These were addressed throughout previous questions: training around diversity, school-family partnerships, and collaboration across school personnel were identified most often throughout the
• Systems level analysis
• Consultation
• Adaptability
• Bringing psychology to table
• Systems of education (nuances)
• Working with families/homeless/foster care
• Training in leadership
• Consultation
• Identification of what school psychologists can do that others are not trained to do
• Competency in high needs risk assessment

Identify one service or resource for their members (practitioners, graduate students, faculty members) that PROFESSIONAL SCHOOL PSYCHOLOGY ORGANIZATIONS should give higher priority to in the future. Are there any services or resources for members that professional organizations should de-emphasize in the future?

• Use of the Internet for the profession
• School Psychologists role within overlapping professions within a multi-disciplinary system- The only tool that is different is the use of psychological assessment tools. Within these contexts the status has gone down and they are more limited. These teams can add value to a more global understanding of the child.
• Impact of neurosciences- RTI to the exclusion of other factors. The children who internalize the emotions are the ones who are overlooked. RTI is becoming a way of reducing school psychologist numbers as they are cheaper and called RTI coach.
• Main role for SP is prevention and social emotional
• Credentialing and licensing of school psychologists – now becoming part of the health professional sector; this limits access to training;
• Access to quality school/ educational psychologist university courses that are accepted for Credentialing and licensing
• Embrace School Psychology as worthwhile - Clinical Psychologists- promoted as having a higher status and preferred
• Mobility of the School Psychology profession – across states and continents.
• International training opportunities for School Psychologists and supervised practice
• Lack of inclusion of personal development and therapy in courses– the person is the main tool
• Mental health problems of members in the profession- the right to refuse care in the USA; not so in many countries
• Promotion of the profession with integrity
• Feminization of the profession- Women choosing groups in the communities rather than the association connected to their children; leadership of the profession- reflecting the percentage of females?
• Leadership of School Psychologists – often do not have children; higher proportion of gay leaders (?)
• Respect for wisdom of long standing school psychologists – instant connectivity and the implications, cross generational conflict and divide; individualism- concern about themselves; Psychology has taught self efficacy and assertiveness versus caring for others and the community; need “my own time”; make sure your work is not your life
• Flexibility of the Profession – many part time SP professionals – mainly women.
• Student involvement
- Providing action plans (actual steps and methods)
- Continuing education credits (offer free seminars instead of charging so people will attend)
- Free online webinars for training to continue national certification
- Online formats for things related to the field; usage of technology, social networking systems, etc.
- Incentives to take the online webinars when they’ve paid the dues (ie. If paid member of organization, they have free access to the training)
- No incentives for students in D16; so don’t join (or at least the incentives are not explicit to the students)

**What ADDITIONAL SUGGESTIONS do you have for the planning committee of the 2012 Futures Update Forum?**

- Format used last time is a lot of fun. Materials archived and many trainers still use them.
  Sternberg’s talk, Crockett’s talk good examples of ongoing resource.
- There was an emphasis on action throughout. This really stuck out to me, personally. The group often cited training on the “how’s” and creating action plans for reaching goals and addressing the needs that were identified.
- There was a limited amount of time to conduct group before mini-convention; so picked questions that addressed the group the best (~30-40 minutes).
- Found that a lot of the responses came up across other questions (similar themes).
- Didn’t address questions related to the past future conference goals progress given this group was not in the field at the time of the past conference.
- Overall, the group went very smoothly and everyone actively participated. Could have likely spent much more time brainstorming through some of the items.

**Issues that are Internationally Relevant**

- The cumulative affects on children of high stakes testing – to determine your rank and status or quality of the school. The children are sitting in 3 days of testing and pressure on teachers with cheating schemes. Teachers teach to the test. The exams cut off a proportion of the student population and do not get certification for it.
- Poverty- sharing of the world’s wealth and exploitation of children. e.g. child trafficking and working in factories. Concern of child kidnapping and selling. The begging is in competition with education.
- The reflection is informing the profession on what the effects are.
- Universal Children’s Rights- ensuring children’s rights to a quality education are being met e.g. going to school where you can access a qualified teacher.
- Blaming the child - it is more complicated that that!
- Minority membership- Access to public service
- Immigration- Increased mobility creating new minorities. Assimilating other cultures that are more similar but now having people from other religions e.g. black & Muslim. The issue of racism. Raise the awareness of School Psychologists- What do SPs know about Somalians etc. How do you get the enculturation training?
- Technology, Cyber Safety and Cyber Bullying – The desire to be connected beyond your village-increased connectivity and knowledge explosion. “We need to know more in one year than our grandparents need to know in their whole life.”
- Impact of trauma- Knowledge of traumas across the world
- Dealing with Constant Change – consistency of relationships and environment, the child is changing developmentally, even poor children in villages have cell phones, use of Facebook
(only 7 years ago) and Email.

- Students dealing with the range of choices – Helping children make choices an how to make choices, multi tasking
- Parents- Helicopter parents, bulldozing parents paving the way for the child to ensure that they are not going to experience problems e.g. school play selection
- Private versus public schools – Differences between the schools.
- Gender Issues - Boys are being outsmarted, who teaches the boys, boys not attending schools, schools concentrate on Reading writing and Math – however the computer can help them. The resistance by teacher to audio books and re-formatting what methods of education
- Gender Identity and Sexual Orientation – What can our profession do to broaden the thinking among educators and support for students
- Bullying Prevention

NING Feedback

The Conference on the Future of School Psychology in November 2002 identified the following outcome goals related to CHILDREN, FAMILIES, and SCHOOLS to guide school psychology into the 21st century:

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- Futures 2002 Outcome Goal 5: Increased child and family services in schools that promote health and mental health and are integrated with community services.

In your opinion, which one of the five 2002 outcome goals has school psychology made the MOST PROGRESS in during the last 10 years? Identify one example of how school psychology has made progress.

- Futures 2002 Outcome Goal 4: More effective education and instruction for all learners
- More effective education and instruction for all learners. I think there has been major growth in this area for school psychology in the last ten years. Specifically, there has been a major push in RTI services in schools. This increase in broad CBMs, has helped increase evidence-based instruction for all students, and has provided teachers with valuable data to improve their instructional techniques.

- As a school psychology student and NASP member since 2010, my historical view of NASP's efforts following the 2002 conference is somewhat limited. However, I will do my best to respond based on my knowledge of NASP's current efforts. In working toward goal #2 "Improved social-emotional functioning for all children," I think NASP has been a leader within the field of school psychology. The updated Practice Model and 10 domains of practice provide a framework for students and practitioners in thinking about service delivery with regard to children's mental health and social-emotional development. Specifically, domain #4 Interventions and Mental Health Services to Develop Social and Life Skills, domain #5 School-Wide Practices to Promote Learning, and domain #6 Preventive and Responsive Services demonstrate NASP's commitment to promoting positive social-emotional development for all children. Additionally, NASP's position statement on school mental health services speaks to the importance the organization places on universal mental health promotion in schools to enhance students'
development - academically, behaviorally, and emotionally. This year's convention, "Advocating for the Emotional Well-Being of our Nation's Youth," will offer a great range of training and discussion on this topic, exemplifying NASP's ongoing commitment to this critical topic.

- The following items are specific activities/outcomes of Goal 4:
- Within the NASP for Educators Section of the website provides relevant topics and resources. In essence, all of these topics will help provide more effective education and instruction for all learners. Specifically, the Special Populations topic, which addresses ADHD, HS students with LD into post-secondary education, Homeless students, Autism spectrum disorders, etc.
- The NASP Practice Model provides a framework for school psychologists to follow. The following domains directly reflect Goal 4.
  - Domain 3: Interventions and Instructional Support to Develop Academic Skills
  - Domain 5: School-Wide Practices to Promote Learning
  - Domain 6: Preventative and Responsive Services
  - Domain 8: Diversity in Development and Learning
- NASP offers Online Learning Services to continuing professional development. The upcoming Live Webinar addresses Domain 5 and is titled Making the Schools Where Kids Succeed by Beth Doll.
- The Annual Convention offers a space for new research and information to be shared and also addresses Goal 4. The keynote address is titled Will School Reform Improve Education? Another session is titled NASP Legends in School Psychology Address: School Psychologists' role in effective education for all.
- An potential barrier to this goal could have been NCLB. NASP published Ready to Learn, Empowered to Teach in 2008 and have continued to advocate for best practices regarding Goal 4 (see attached).
- Just thought of a possible barrier...charter schools? I really don't know much about them. I understand that each state has their own guidelines on how they can be set up and who they can accept. Here's a link to an article on the New Orleans Charter School Lawsuit:
  http://www.npr.org/2011/11/15/142138523/does-new-orleans-welcome-di...
- For the first goal "Improved academic competence and school success for all children," I believe NASP has effectively addressed this goal as evident by the Best Practices in School Psychology series. In Best Practices, NASP provides the best theoretical framework for working and navigating in schools. In this series, NASP advocates that the role of school psychologists is to meet the needs of all students. They encourage practitioners to shy away from the "gate keeper" role for special education, and to rather focus on increasing the academic success of all students.
- One possible barrier to obtaining this goal is funding. As schools become more stretched in their finances, school psychologists are forced to take on larger case loads. This limits the scope of their services to students in special education.

*In your opinion, which one of the five 2002 outcome goals has school psychology made the LEAST PROGRESS in during the last 10 years? Identify one reason why school psychology has made the least progress in this area.*

- Increased child and family services in schools that promote health and mental health and are integrated with community services. Though my perspective is limited, as I am a currently a student of school psychology, I would argue that this domain is severely lacking in many schools I have worked in over the last seven years. I know NASP promotes collaboration with outside agencies, but still more could be done to draw in other services into schools.
- Futures 2002 Outcome Goal 5: Increased child and family services in schools that promote health and mental health and are integrated with community services.
While there are some schools collaborating with community services regarding child and family services, I see little evidence of true integration where those partnerships exist.

Goal # 5: My community specifically does not offer many services, or any at all really for individuals under 14, that are free. It is challenging to link family to the community when the community does not have available resources. Perhaps we can do more as a field to advocate for those services to exist and be a priority.

Futures 2002 Outcome Goal 5: Increased child and family services in schools that promote health and mental health and are integrated with community services.

As a School Psychologist who serves primarily rural areas, access to mental health services is often difficult for families, especially when poverty is a factor, which it often is. In addition, I work with School Counselors who are stretched too thin and I find myself advocating for them as much as I'm advocating for myself. The mental health needs of students in my districts are, in my opinion, not being met.

It is my experience that outside providers sometimes see children at school during school hours, but there is very little to no partnership or communication between the agencies.

Goal 3: Enhanced family-school partnerships and parental involvement in schools continue to be VERY important; schools have made some but not enough progress in this area.

Goal 4 - I'm not sure how much impact a school psychologist practitioner typically has in promoting effective instruction in schools. Traditionally the principal's role is meant to include instructional leader. I'm sure that this is an area that school psychologists could contribute more.

In your opinion, which one of the five 2002 outcome goals should remain a TOP PRIORITY for discussion at the 2012 Futures Update Forum? Why?

Goal 5: Increased child and family services in schools that promote health and mental health and are integrated with community services.

Mental health services need to be a priority in schools. This is the third component of RTI that some schools are only beginning to address. The emphasis on child and family services is critical to building better family-school partnerships and to creating an environment that supports the student and family.

Enhanced family-school partnerships and parental involvement in schools. I think this should be a top-priority goal in the future because of the increasing diversity in schools. Schools need to be better equipped to build bridges of understanding and communication with students from diverse backgrounds. This would build better cultural currency between the schools and families and may increase the academic success of students.

Futures 2002 Outcome Goal 2: Improved social-emotional functioning for all children

Because we are still seeing kids with mental health and behavioral difficulties as having one of the biggest impacts on their ability to remain in a general education environment with their peers. This is an area of difficulty for general education teachers.

Futures 2002 Outcome Goal 2: Improved social-emotional functioning for all children

Goals 3, 4, and 5 are really means to an end, while Goals 1 and 2 represent those ends (though don't include increased civic competence and family and community functioning, which are also important end goals). Since the current focus of education policy, initiatives, and reform is so absorbed with issues of academic success as it related to job-related skills, I think it is important for the Futures conference to focus on working toward a more balanced educational focus by emphasizing social and emotional functioning.

Improved academic competence and school success for all children

I think that this becomes the top priority because it is our ultimate goal. The other four goals are incredibly important, especially Goals 4 and 5, but the ultimate reason for those goals is to improve academic and school success for all students. In addition, I feel that from a PR standpoint, other educational professionals need to see any initiative as tied directly to academic performance in order to recognize the necessity of implementation. We need to do a better job of
sharing research that connects mental health services and positive school climates with academic performance and school success in order to get buy-in from decision makers at district and state levels.

- Outcome Goal 4: More effective education and instruction for all learners

**Identify one current or future specific need of CHILDREN/YOUTH that you feel should be a major topic of discussion during the 2012 Futures Update Forum.**

- Recognition by schools that social-emotional-behavioral factors are essential components of children's academic achievement.
- Agreed! Not only do I think attention to social and emotional aspects of children's education needs to increase, but adopting this lens with adult members of a school community could certainly produce some meaningful changes that have been considered "hard to reach" areas of school improvement.
- Hello, these are the compiled results from a SASP Forum survey completed in October of 2011 by the graduate students at Indiana University. The answers here reflect the responses of several individuals within the School Psychology program.
- How to support an “all students can learn” mentality in the schools.
- Inclusion
- Bullying
- Addressing different forms of
- Prevention
- Cyber-bullying- this is a new problem and something that school psychologists will need to deal with, even if it is only on a minor level.
- Violence in schools (particularly sexual violence)- How can we address this?
- Interventions for severe behaviors in the classroom
- Social development
- How to support the GLBT population and prevent bullying, assault, harassment and violence.
- Better instructional practices for ELLs
- Appropriate interventions
- Appropriate assessment
- Classroom modifications
- Addressing poor reading levels and increasing retention
- Incorporating more math and science.
- Doing away with corporal punishment.
- Increasing academic engagement
- How do we get "RESPECT" back into our schools- or children and adults

**Identify one current or future specific need of FAMILIES that you feel should be a major topic of discussion during the 2012 Futures Update Forum.**

- A big need: Effective programs that promote family involvement in their children's education and school-home collaboration. Families want to be involved and contribute, but schools need to address practical barriers that families may experience.
- Hello, these are the compiled results from a SASP Forum survey completed in October of 2011 by the graduate students at Indiana University. The answers here reflect the responses of several individuals within the School Psychology program.
- How can we increase family involvement when there are further constraints on time of educational professionals (including school psychologists) ?
- Better collaboration with community agencies to assist families in a more consistent model of care.
- What can be the role of the school psychologist in working with community resources?
Better information for families of their rights and roles in the special education referral process.

- Encouraging more involvement of parents of ELL students
- Trainings for parents on parenting, homework help, job searching, education beyond high school, etc.
- Homework Help - What parents can do early on in the child’s life to help students on homework and early literacy skills.
- Fidelity training with parents on interventions to maintain continuity between home and school.

Identify one current or future specific need of EDUCATION/SCHOOLS that you feel should be a major topic of discussion during the 2012 Futures Update Forum.

- Contemporary educational philosophy has much to contribute to this discussion. To summarize succinctly, I think preparing students to participate in democracy within school and beyond school is essential to the survival and sustainability of a just and renewable society.
- I am including two short papers I've written on the matter. One is a review of a book written in the late 1960s that covers topics refreshingly relevant today, and the other is my synthesis and interpretation of some contemporary thought.
- Mental health services are critical. Additionally, we must discuss prevention and early intervention services as an expectation for school psychologists. Finally, we need to discuss how we communicate with schools the importance of these services.
- Children's academic achievement and continued requirements for school accountability; the impact of social-emotional-behavioral factors, as well as academic learning and instruction, on children's academic achievement.
- School psychologists need to be part of the conversation regarding school reform efforts, and a key feature of that is articulating a vision for what should be considered a good education and what should be the aims of education. With market-based school reforms being driven by business and economic interest, often by organizations funded by business interests, and with the focus on education as a tool for workforce development, school psychologists must articulate the other value of the priorities of our education system, such as the wellness and healthy development of children and adolescents, fostering citizenship for a healthy democracy, and developing common culture and society among a plurality of peoples.
- Along these lines, it is important for school psychologists to consider issues of social justice as to why some of our children have much more access to a quality education to reach these goals than others, and how some reform initiatives can exacerbate rather than improve this reality.
- While there are many needs in the American education system that need to be addressed, I feel that Mental Health is an area of high priority that ought to be addressed by School Psychologists. The Mental Health needs of K-12 students are often not adequately addressed by school systems and misunderstood by educators. In addition, it is my experience that many service agencies have a focus on academic progress and ignore Mental Health concerns, even if those concerns may be the underlying cause of deficits in academic learning.
- Hello, here are the responses from a SASP Forum survey completed with the graduate students in the Indiana University School Psychology program. The items below reflect the ideas of several individuals within the program.
- What is the role of school psychologists within educational policy change?
- How can we strengthen the intervention portion of RtI? Also, where are additional resources on RtI that will help teachers? We need more support and training in the RtI process.
- More preservice training on cultural responsiveness/ sensitivity.
- How to we address bullying/ cyberbullying effectively?
- The political force that appears to be about destroying public education cannot be ignored. We should not be opposed to choice, but at what expense and for what purpose. As school psychologists we are in the middle of the mess and need to take a close look at where
Identify one current or future specific need of SCHOOL PSYCHOLOGISTS that you feel should be a major topic of discussion during the 2012 Futures Update Forum.

- An emphasis on specific federal laws, as well as more instruction in systemic change and teacher consultation in academics.
- Today's schools continued to be focused on children's academic achievement, student outcomes, and school accountability. School psychologists must make essential contributions to these high-priority education goals and must be recognized as important school team members who bring a lot to the table. Thus, school psychologists need knowledge and skills in these areas.
- Hello, here are the responses from a SASP Forum survey completed with the graduate students in the Indiana University School Psychology program. The items below reflect the ideas of several individuals within the program.
  - Crisis Intervention
  - Bullying Prevention
  - Sustainability of RtI
  - Diversifying the field in terms of recruiting school psychology graduate students from diverse backgrounds
  - More training to deal with emotional issues in children
  - Working with ELLs/ more culturally diverse training

Four potential draft sub-themes, listed below, have been identified by the planning committee for the 2012 Futures Update Forum.

- Promoting systemic approaches to services for children, families, and schools: Practical steps to overcome barriers to change
- Leadership by school psychologists in promoting effective change
- Multidisciplinary collaboration in responding to needs of children, families, and schools
- Critical skills/knowledge base of school psychologists needed for the future (skills that represent a high priority for continuing professional development and supervision of practicing school psychologists, as well as for graduate preparation of school psychologists)

Although all four sub-themes are important, inter-related, and potentially could be included in the 2012 Futures Update Forum, identify TWO SUB-THEMES from the list above that should have the highest priority and explain why.

- I would consider sub-themes 1 and 3 of highest priority. Here's why: The overarching goal for the field of school psychology is to improve academic and social-emotional outcomes for students. The success of our profession in achieving that goal, however, is influenced by more than the efforts of our own practitioners and researchers. I would like to see a discussion, drawing from systems theory, of the potential for school psychology to help students in the context of the larger school system. For example, the success of initiatives such as response to intervention hinges considerably on being embraced by general educators. Therefore, how can school psychologists partner with general educators--as practitioners and as researchers--to combine their knowledge of curriculum, instruction, and levels of intervention support for assisting struggling students? Schools are complex systems. Until the components of those systems work together--in practice and in research--we will struggle to maximize student outcomes.
- I wanted to make a suggestion. I am currently out of work as I know many others are. I would like for this forum to provide professional development (as you seem to have suggested in #4) so that I can stay current in my skills.

Thanks,
Jane
For my district and my own professional experience, I would prioritize Promoting Systemic Approaches to Services for Children, Families, and Schools as number 1. Having been in Districts that have RtI, are developing RtI, and are just considering RtI at an initial phase, I believe that there is a strong need for training and discussion on overcoming barriers to change.

For the second priority would be the Critical Skills/Knowledge Base Of School Psychologists Needed for the Future. I always have one eye on the future, and having the professional community looking forward as well will, I think, lead to more smooth transitions, and more receptive feelings about changes in the field.

I think these sub-themes are really good. The way I see it, I think writers like Fullan, Hargreaves, and Sarason are correct in identifying power dynamics as something that may undergird all of these proposed sub-themes. Recognizing and working with established power differentials in an organization can reduce barriers to change; these power differentials are defining characteristics in leadership and change; they cut across disciplines; and they are necessary to forge new collaborative relationships with other relevant disciplines. Recognition of them is consistent with the social and emotional competence we strive to model and instill in our students.

Thanks for hosting this forum!

Gregory Moy
Loyola University Chicago

I prefer themes one and two, I think 3 is great as well but feel that multidisciplinary collaboration is a more focused topic that would exclude some important areas of focus, which are captured by the broader umbrellas of promoting systemic approaches or leadership for effective change.

A topic of vital importance has been missing in the field of school psychology. That is the issue of the prevalence of sexual misconduct and exploitation in schools. A large percentage of students report that they are the targets of sexual harassment and abuse by educators.

http://www.hofstra.edu/pdf/about/administration/provost/hofhrz/hofhr...

Robert Shoop has written an extraordinary book on the topic of sexual exploitation in schools.

http://books.google.com/books/about/Sexual_exploitation_in_schools....

He has also written a novel which portrays the motivations and insidious behaviors of a predator.


There has been an astounding lack of attention to this topic. School psychologists should be taking a leadership role in this area. I have conducted training in my small county and would like to share my work and consult with other school psychologists who agree with me that we need to address this topic if we are serious about keeping children safe.

I think the first theme is critical, as school psychologists' ability to most effectively serve students and schools depends not only on our skills and competencies but also on our ability to effectively understand and change systems. It would be interesting to hear about practitioners' experiences with effective strategies for overcoming barriers to systems change, and to consider how those experiences fit with systems change research and theory. I also think the fourth sub-theme is important and interesting to consider. In particular, I see a critical skill (both now and in the future) being promoting and providing responsive services to our increasingly diverse school populations. Although this might be a component of the fourth sub-theme, I could also see it comprising its own sub-theme as cultural competency affects every aspect of service delivery and involves not only skills and knowledge but also experience and application.

I think that the 4th theme, Critical Skills and Knowledge, is an appropriate theme for the conference. I feel that the other 3 themes nominated above are important topics but too narrow in focus. A theme related to critical skills and knowledge focuses on the professional development (both continuing and graduate training) for effective practice in the field of School Psychology.

I feel that another crucial theme (or sub-theme) is promoting the profession of School Psychology in the dynamic world of education. With many changes related to RTI and generalist models of service delivery (as we've seen in Iowa), School Psychologists are at risk of losing their
professional identity and role in public schools unless we are able to promote our value and broad set of KNOWLEDGE AND SKILLS to administrators, teachers, and parents.

- This is an interesting point, and for me it reminds me of the chicken and the egg. It is difficult to promote the profession first, unless our skills and day to day is work is seen as meaningful, relevant, and responsive to educational needs. Do we say, you want me to work for you because I'm a school psychologist, or do we say, you want me to work for you because I can do xyz, and by the way I'm a school psychologist? For this reason, I like topic #1 & 2 the best to illustrate our relevance and meaning, then the discipline promotes itself by our work in the field. But I truly see the other side of this in terms of my work identity being shaped for the work by my training as a school psychologist. This is a good discussion, and I appreciate you inviting me.

- I think theme one is the best. It includes the others and if school psychologists are not well-grounded in the current trends and context for change in U.S. schools no other skills they have will matter.

- I agree with most of my colleagues who commented earlier - I believe that Theme 1 is the most important. It represents a unique contribution that school psychologists are making to education, and its importance is magnified in the current climate when community leaders and politicians are demanding more and more accountability. I elect Theme 2 as the other important theme -- and for some of the same reasons. Given the close scrutiny that schools are experiencing, there is a press to focus all attention on the external stakeholders' demands for test scores and smaller budgets. I think it is critically important that school psychologists lead the press for change and articulate the relevance of high quality educational practices that are based on practice-based research, incorporate prevention as well as remedial intervention, and acknowledge the interdependence of mental health and psychological wellness with school success.

- I believe with the changing educational environment Theme 1 & 2 should be the top priority. I think they are connected and represent the core values of our profession and essential aspects of our work. Without fostering school psychologists as leaders, we would not be able to contribute our expertise to overcome the barriers students face that jeopardize their success in school.

- Theme 2 - I believe promoting school psychologists to become leaders will allow us to direct rather than respond to the changes in education.

- Promoting systemic approaches and critical skills/knowledge base

Please suggest any ADDITIONAL SUB-THEMES that should be considered by the planning committee for the 2012 Futures Update Forum.

- Here's a topic that has been on my mind lately:
- It is costing more and more to go to graduate school.
- Public schools are cutting back on pay and benefits.
- At some point it might not be financially wise to become a school psychologist given the salary levels of public school employment. How far down the road is that point?

Identify one of the most CRITICAL SKILLS/KNOWLEDGE BASE that will be needed by school psychologists for practice in the future and should be emphasized during the 2012 Futures Update Forum. The critical skill/knowledge base should represent a high priority for continuing professional development and supervision or practicing school psychologists, as well as for graduate preparation of school psychologists.

- Law and Ethics. The law is always changing, and understanding fed and state laws, and what the final word is in law, will always be a critical role for sp's.
- The goal of the Ning Forum is to facilitate dialogue prior to the fall 2012 futures conference. We are seeking broad input in order to make the conference responsive to the needs of the field. What are the future skills that will be most important for continuing professional
development and graduate school psychology programs in the coming 10 years. Here is a sampling of responses that have come in via survey monkey.

• Role of school psychologists independent of special education priorities
• Multi-cultural competence, from consultation, to assessment of culturally and/or linguistically diverse children is a HUGE issue, and one that remains largely "hit and miss"
• Clarifying roles and functions as school districts begin to integrate social workers, counselors, etc. into the same roles/functions
• Increased collaboration between professionals servicing children both in and out of schools
• To collaborate with school officials to allow for family-school partnering to occur more freely
• Ensuring practices used in the schools are supported by adequate empirical work, and that school psychologists are catalysts by which other school practitioners become knowledgeable consumers of evidence-based practices that lead to desired outcomes in the children we serve.
• Becoming leaders in buildings
• Knowledge of core curriculum standards
• Possibly having more college classes with future school administrators – politicking
• Reconciling differences between SLD ideologies (RtI, cog-achievement discrepancy, etc.)
• We need to develop a method of accountability for our profession to show that we "add value" to education. This needs to be developed by school psychologists who understand the uniqueness of our profession and not by politicians who do not understand the variability within the school psychology profession. It would be better for us to come up with our own plan, rather than have one imposed upon us by those who don't understand us. The Value Added Initiative needs to be applied to all within education, but each specialty is unique and should have an individualized method for showing how they "add value".

• 1- I completely agree with your accountability item. This is an immediate "can't wait" task. Many stated are already implementing Accountability measures created for teachers for the work done by SPs. If we don't create something soon, it will be done for us and will likely be completely unrelated to ALL of the services we provide.
• 2- I also agree with the Law/ethics items, it is usually an after thought at conferences and only a thread throughout graduate coursework.
• 3- If we are to truly to continue to set ourselves apart, we should return to our roots as "Psychologists" and improve on the basic skills many graduate programs provide in therapeutic techniques. This is an area that many of my colleagues are happy to relinquish to social workers or guidance counselors, disappointing.
• I agree with your third item. I must say from personal experience, I felt the least competent in counseling activities when I started out. Most of what I know and practice now was gained through self-study/continued education after completion of my program. I graduated from a NASP approved program where the training standards are meant to be higher. Although my training met NASP standards, I did not feel that I was trained thoroughly enough in this area. I don't think this was the fault of my university per se, but rather the fact that so little was required in regards to classes concerning therapeutic interventions. However, this was my personal experience and I do not know if it generalizes to most others in the profession that have graduated in the last ten years (my time frame).
• Since part of the post below was from my input on Survey Monkey, I will expound on that. I think it is going to be vital for school psychologists to be able to show, in a specified format, how they "add value" to education. I don't believe we should be tied to student achievement scores because there are so many variables that go into them that we cannot control. I think our proof of value-added will have to be in some sort of case study format, much like we would summarize the Response to Intervention portion of our evaluation reports; however, this will not work for non-traditional school psychs, such as me, that spend a large amount of my time on an early childhood/preschool evaluation team. I am at a loss as to how I could track an action that I would perform and assess the value that it adds to a student within that role, because interventions are
not warranted and often bypassed in preschool. I am hoping that NASP, through member input, will develop a model for showing value added and recommend to the state level for approval. It is a rather tumultuous time in my state. The lawmakers admittedly do not have the answers when we ask for details on how to meet the new requirements of value added. I think they would welcome input from an organization such as NASP, most especially when showing value added for nontraditional school psychologists. The profession has become so diverse that what we used to call nontraditional, seems to be becoming the norm!

- If you are in a state where value added has not become the new buzz word, prepare yourself, because it is coming. Value-added, in and of itself, is not a "bad thing", but I think the lack of guidance as to how it will be measured has made it a sore subject. At least, this is true in my state.
- Of the many skills that school psychologists need, I think being able to work with a collaborative team to develop, implement and evaluate systems change is the most important. Work by Fixsen, Blase and others has shown that there is a science of implementation of change. Schools are poised to undergo many important changes in the coming years. The implementation of the newly adopted Common Core standards by 48/50 states as well as one or more assessments that will measure student outcomes is a huge change from the locally driven curriculum and assessment practices schools have used for decades. School psychologists must know the science of implementation as well as corollary skills in effective intervention and assessment.
- State, local, and federal law regarding practice is key. General scope of practice knowledge should be broad and specific in depth with main learning and behavior impairments causes, assessments, and treatments a focus. Knowledge of the History of Education reform and school psychology, especially in regards to national organizations and challenges can be helpful.
- With the continued implementation of RTI and an increase in accountability for all educators, School Psychologists need to be able to help teachers and administrators use data to make educational decisions at the classroom and system level. It's not enough to know this ourselves, but we need to be able to help others to develop and use these skills. This includes knowledge about the continuum of assessment (Screening, Diagnostic, Formative, and Summative), how to use test data to make assessment decisions about individual students and about systems, linking intervention directly to those decision, and how to collaborate with peers as members of data teams to improve achievement for all students.
- One of the most critical skills/knowledge base issues that I see is multicultural assessment. School Psychologists need to be learn about their own biases and then learn how to work within a multicultural environment and keep this in mind when doing assessment and looking at interventions.
- It's hard to name only one. This isn't a game. This is a critical discussion. I am out of work and there are very few ways for me to keep my skills and knowledge up-to-date. I hope that this can be one of them.
- I think that any changes to IDEA and the way that it is implemented in schools is, of course, critical information. Any discussion of new tests or techniques or trends in the field would also be welcome.

Thanks,

Jane

My best,

In addition to working in a public school, I teach a class in evaluations at the graduate level. I am surprised how many students do not know the basics in learning so that they may interpret results appropriately and then make appropriate educational recommendations. Many of my students are coming to School Psychology from a school counselor background, a clinical background or other backgrounds not related to education at all. I see the need for all school psychologists to understand core components or reading, writing, math etc...

- out of grad school, I cannot agree more. I went straight from a BA in psych to a school psych program, with no background in education aside from my participation in it. Now that I am
working, I wish I had a more functional knowledge of what the core components of math and writing are. I was lucky enough to be instructed in reading, and in general teaching principles, but really the emphasis is on SPED stuff. I would feel more competent with a better knowledge of these subjects from a teaching perspective.

- Because today's schools continued to be focused on children's academic achievement, student outcomes, and school accountability, a critical skill for school psychologist is ADVOCACY for the essential roles of school psychologists in school-wide services and programs related to these high-priority education goals.
- Most critical skill - how to promote student achievement. Many specific skills are required to do that but I believe if we are to be leaders in schools, we should view our contribution through the lens of how we can improve the functioning of the student. Whether we contribute to improving social/emotional functioning, promoting effective instructional practices, improving family/school relationships or conducting assessments and providing recommendations, the outcome of our participation should be to promote student achievement.
- From my perspective the over riding critical skill that is the glue which school psychologists must and can hang their hats on is problem solving. The need is to capture the whole child, the whole group, the whole community to see the multitude of issues/concerns a child or a group of children may be facing that are impeding learning. Mental health, health, social, etc. are as critical as academic skills and must be addressed. School psychologists, if properly trained, are the best professionals to guarantee that all aspects are examined and addressed.