

ADDRESSING THE LSSP SHORTAGE: ETHICAL & LEGAL CONSIDERATIONS FOR RECRUITMENT, RETAINMENT...& RESPECIALIZATION?

TRAINER'S MEETING: TASP OCTOBER 2018
10.27.18



AGENDA

- The shortage problem: Scope, contributors, & implications
- Potential solutions discussed at national and state levels
- **Texas solutions: ethical and legal considerations of the problem, solutions**
- Our challenge: Getting creative with input from Trainers
 - The TASP School Psychology Shortage Task Force



CONCURRENTLY CONSIDERING THESE AGENDA ITEMS WITHIN...

- NASP Ethics code → <https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1.%20Ethical%20Principles.pdf>
 - Respecting the Rights & Dignity of All Persons
 - Professional Competence & Responsibility
 - Honesty & Integrity in All Professional Relationships
 - Responsibility to Schools, Families, Communities, the Profession, & Society
- APA Ethics code → <https://www.apa.org/ethics/code/>
 - Beneficence & Nonmaleficence
 - Fidelity & Responsibility
 - Integrity
 - Justice
 - Respect for Person's Rights & Dignity



...AND

- TSBE Rules → <https://www.tsbep.texas.gov/act-and-rules-of-the-board>
- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g;
- Individuals with Disabilities Education Improvement Act (IDEIA), 20 U.S.C. §1400 et seq.;
- Section 504 of the Rehabilitation Act of 1973;
- Americans with Disabilities Act (ADA) 42 U.S.C. §12101; and
- [maybe] HIPAA, when practicing in a private school.



▪KEY QUESTION FOR TODAY:

What is the role of trainers in addressing the critical shortages in school psychology?



▪KEY OBJECTIVE FOR TODAY:

To inform the School Psychology Task Force launch by providing perspectives and considerations raised by *those who can be vital change agents* in addressing the shortage (you/trainers)

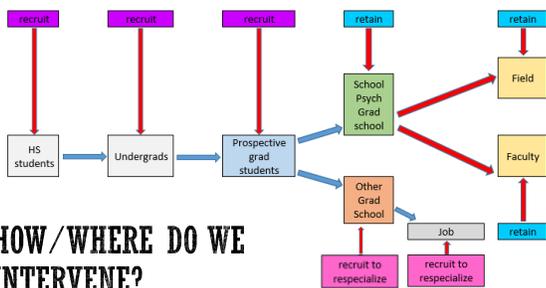


TASP INITIATIVE: SCHOOL PSYCHOLOGY SHORTAGE TASK FORCE

- SHORTAGE TASK FORCE Purposes:
 - (1) identify issues related to shortage of SPs in Texas;
 - (2) gather data regarding supply/demand for school-based psychological services in Texas;
 - (3) provide an overview of the current shortage issues and make recommendations to the Executive Committee for action.
- Related to TASP Strategic Plan, as well as to our field's viability



HOW/WHERE DO WE INTERVENE?



IMPORTANT POINTS

- Shortages in SP are not a new phenomenon, nor are these specific to Texas, but there are several factors that have elevated this as an issue recently
 - Key examples: school safety/school-based mental health, SpEd strategic plan related to the USDE's corrective action
- "Fixing" the shortage does not/cannot/should not rely solely on trainers
 - BUT trainers must recognize that their positions, opportunities, and experiences are potential leverage points for addressing the issue
- There are different roles and responsibilities of, and different resources available to, trainers who are *faculty* and trainers who are *field-based*.
 - BUT the common ground must be our collective desire to preserve and expand our field
- There are many of you in the room who are already doing an outstanding job addressing the things we will discuss today
 - PLEASE share with us your experiences both positive and "lessons learned", because this is particularly critical voice in informing TASP's task force



SCOPE

- National
- Long-standing
- Increased demands without aligned increased supply
- Particularly problematic:
 - CLD practitioners
 - Specific regions → NW, Rocky Mountain, Kansas, rural areas



CONTRIBUTORS

- Availability of graduate programs
- Graduate program flexibility
- Faculty openings
- Retirements (practice and faculty)
- Field-based retention problems
- Pipeline issues
- Visibility issues
- Student loan debt fears



AN ISSUE IMPORTANT TO OUR MEMBERSHIP

Membership Survey Data

Which of the following issues do you feel should be TASP's #1 priority for the 2019 Legislative Session?

185 responses



- School psychologist/LSSP shortage
- LSSP respecialization
- Allow use of "School Psychologist" professional title
- Increased funding for LSSP positions
- Promotion of Social/Emotional Learning (SEL)
- LSSP representation in proposed Behavioral Health Executive Council...



SOLUTIONS: NATIONAL INITIATIVES

- Legislative action (e.g., in U.S. Senate re: SBMH, school safety; loan forgiveness programs; studying the shortage)
 - <https://www.nasponline.org/research-and-policy/policy-matters-blog/federal-legislation-to-address-the-critical-shortage-of-school-psychologists>
- NASP's Federal Public Policy & Legislative Platform for the Second session of the 115th Congress (2018-2019): Platform 2 = Remedy shortages in school psychology



NASP recommends a two-pronged approach

- Work with higher education institutions: Increase availability of graduate preparation programs *and other strategies* to recruit and retain qualified SPs
- Work with state policy-makers: Make additional resources available to schools to hire more SPs

- NASP resource guide: <http://www.nasponline.org/resources-and-publications/resources/school-psychology/shortages-in-school-psychology-resource-guide>
- Includes initiatives for both states and districts
- Variability in terms of states' ability to meet the critical shortages (i.e., depending on need + available resources)



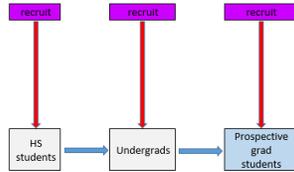
SOLUTIONS: RECRUITMENT

- Recruitment: strategies to help attract professionals into positions otherwise hard to fill, or at a level where demand exceeds supply
- Recruitment of:
 - Prospective graduate students
 - Graduate educators in programs with vacancies
 - Practitioners into hard-to-fill positions
- General
 - Promote early awareness of the field (high school, undergraduates)
 - Engaging professionals in related fields such as in education or clinical psychology who may want to respecialize
 - Focus particularly on recruiting underrepresentation of CLD practitioners



RECRUITMENT STRATEGIES: CONSIDERATIONS FOR TRAINERS

- What is the message we are conveying about our field?
- Are we leveraging our resources?
 - To increase visibility of the field?
 - To collaborate with stakeholders that can incentivize field entry?
- Multiple points for recruitment!
- Where are the missed opportunities? Which are places that make sense to increase our focus?
- What are unique challenges you have in your program? Unique strategies to address these?



NASP RECRUITMENT SUGGESTIONS

- With undergraduates (UGs):
 - Equipping our UG advisors with SP knowledge and materials
 - Increasing SP UG coursework exposure
 - Discounting rates for professional memberships and conferences
 - Involving UGs with graduate students' research in conference presentations and research involvement
 - Increasing SP references in UG textbooks
 - Providing UG "internships" in SP (example: Montclair State University = 4S hour SP internship to shadow a practicing, bimonthly group supervision with SP faculty member)
 - Capitalizing on grad students' enthusiasm for presenting about the field to UG groups
 - Increasing collaboration among SP faculty with other, more UG-focused faculty

Which are relevant to trainers?

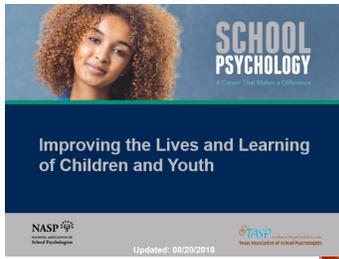
RECRUITMENT (CONT)

- With CLD students:
 - Incorporating multicultural coursework in curriculum
 - Ensuring multicultural research represented in faculty scholarship
 - Addressing social justice issues in course work and program requirements
 - Creating graduate preparation environments that welcome and value diversity
 - Incorporating field experiences working with CLD individuals
 - Ensuring program faculty represent a range of CLD backgrounds
 - Building relationships with HBCUs and Hispanic-serving institutions
 - Making direct and personal contact with CLD applicants to assure of fit
 - Offering funding opportunities through internal or external programs
 - Implementing admissions procedures that yield highly-qualified and diverse students
 - Specifying measurable goals for increasing diversity

Which are relevant to trainers?

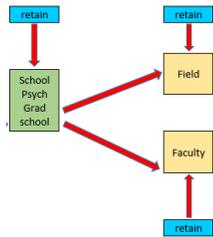
RECRUITMENT RESOURCE

• https://www.txasp.org/assets/r2.TASP_Careers_in_SP.pptx



RETENTION STRATEGIES: CONSIDERATIONS FOR TRAINERS

- How are we “programming” for retention? What might that even look like?
- Multiple points for retention!
- Where are the missed opportunities? Which are places that make sense to increase our focus?
- What are unique challenges you have in your program? Unique strategies to address these?



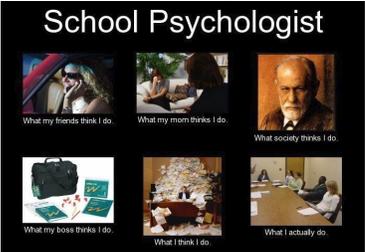
NASP RETENTION SOLUTIONS

Which are relevant to trainers?

- Keep the ones we have!
- Encouraging or developing mentorship programs for new practitioners (NASP has guidance for this and is working on developing peer mentorship guidelines)
- Implementing comprehensive roles that align with the NASP Practice Model to avoid (a) burnout, and (b) dissonance (NASP has guidance for this too....)
 - Seeking and implementing strategies to improve working conditions
 - Relatedly, aligning evaluation systems with NASP Practice Model
- Providing professional supervision (i.e., discipline-specific knowledge and skill) and administrative supervision (i.e., logistics of service delivery, leadership, etc.)
- Providing opportunities for obtaining high-quality PD, both within and outside of districts
- Advocating for stipends
- Developing recognition and awards programs

SOME DISCONNECTS . . . 

School Psychologist




**THE SHORTAGE SOLUTION:
RESPECIALIZATION**

- NASP Statement: "Professionals working or holding a graduate degree in related fields with interest in seeking graduate preparation and credentialing as school psychologists through respecialization could bolster the efforts of addressing the current shortage of school psychologists."
- Definition:
 - Process by which an individual with experience or graduate preparation in a related field expands their current knowledge and skills through formal school psychology programming in order to achieve a degree or credential as a school psychologist.
- How is it done?
 - A school psychology program would apply "systematic evaluation procedures and criteria to grant recognition of candidates' prior courses/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements." (NASP, 2010, p. 4)





**IN TEXAS . . . MOST CASES PROBABLY
ARE NOT "RESPECIALIZATION" . . .**

- Licensure rather than credentialing
- Requirement for LSSP = graduation from NASP-approved or APA-accredited program, or "degree in psychology"
- Therefore: "respecialization" would technically apply to those with graduate degrees in psychology who now want to pursue the LSSP
- What are considerations for trainers approached with questions about LSSP-seekers with a non-SP background?
 - Ethical
 - Legal
 - Others (i.e., policy, procedure, etc.)



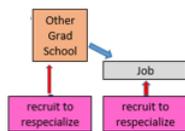
NASP POINTS ON RESPECIALIZATION

- Who might be eligible?
 - Those who have foundational knowledge in 1+ of the NASP Domains of Practice
- Such as:
 - Certified teachers
 - School counselors
 - School administrators
 - Social workers
 - Mental health counselors
 - Clinical psychologists
 - Other psychology- and education-based professionals



"RESPECIALIZATION" STRATEGIES: CONSIDERATIONS FOR TRAINERS

- Who are viable candidates for this?
- How does time-to-completion affect targeting certain "groups"?
 - Example: MA in Clinical will have the requisite psychology background, while MA in Special Education not likely to
- What are the implications for training program resources?
- What are unique challenges you have in your program? Unique strategies to address these?



RESPECIALIZATION (CON'T)

- Many have interest in SP but concerns include:
 - How do I transition to my current career to SP?
 - Where do I go to get high quality training?
 - What are my options for getting SP training?
 - Will my previous coursework and experience be accepted in graduate programs?
 - Can I keep working while I attend school?
 - Will I have to move?
 - Is there financial support to off-set my loss of income while I respecialize?
- Formal respecialization programs are scarce!
- Case-by-case basis is more common, but even then the processes are highly variable
- Location of options can perpetuate the shortage issues (i.e., persons from high-needs areas may have to move to a more SP-saturated area in order to fulfill training requirements)

RESPECIALIZATION (CON'T)

- More questions to consider:
 - What are the possibilities for online and distance learning?
 - Technological innovations may be well-suited for increasing access to those without proximity to SP programs, but there are potential drawbacks, as well.
 - How would collaboration between university faculty and local field-based supervisors be undertaken?
 - Ethical and legal issues with regard to distance supervision
 - Across-state-lines issues
 - How much flexibility in graduate training can Programs permit/tolerate?
 - Evening classes, summer courses may permit employment during training; however, faculty availability and willingness may be a barrier
 - Other issues???



RESOURCES

- NASP's Shortages in School Psychology Resource Guide:
<http://www.nasponline.org/resources-and-publications/resources/school-psychology/shortages-in-school-psychology-resource-guide>
- NASP Research Summary → Shortages in School Psychology: Challenges to Meeting the Growing Needs of U.S. Students and Schools -
http://www.nasponline.org/Documents/Resources%20and%20publications/Resources/School_Psychology_Shortage_2017.pdf