TRAINER’S MEETING: TASP OCTOBER 2018
10.27.18

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

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....

  - 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

• 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.

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**KEY QUESTION FOR TODAY:**

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

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**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, SPs strategic plan related to the USDE’s corrective action.

- “Fixing” the shortage does not/cannot/should not rely solely on trainers.
  - Both 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 value 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 TAPI’s #1 priority for the 2019 Legislative Session?

- School psychologists/EDP shortage
- Use of EBD professionals
- Increased funding for ELP position
- Promoting of Social/Emotional Learning (SEL)
- Stafford 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 shortages)

**NASP recommends a two-pronged approach**

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


- 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
What is the message we are conveying about our field?

Are we leveraging our resources?

- To increase visibility of the field?
- To collaborations with stakeholders that can incentivize field entry?

Multiple points for recruitment!

- Where are the missed opportunities?
- Which places that make sense to increase our focus?

- What are unique challenges you have in your program? Unique strategies to address these?

Recruitment Strategies: Considerations for Trainers

- 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 UG with graduate students' research in conference presentations and research involvement
  - Increasing SP references in UG textbooks
  - Providing SP “internships” in SP (example: Montclair State University = 45 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

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

Recruitment (Con't)

NASP Recruitment Suggestions

Which are relevant to trainers?
RECRUITMENT RESOURCE

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

RECRUITMENT RESOURCE

SCHOOL PSYCHOLOGY

Improving the Lives and Learning of Children and Youth

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?

RETENTION STRATEGIES: CONSIDERATIONS FOR 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
  - Reassessing alignment 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
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 course/field experiences and to identify additional graduate courses and experiences necessary for candidates to meet school psychology program requirements.” (NASP, 2010, p. 4)

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 (Cont.)**

- Many have interest in SP but concerns include:
  - How do I transition to my current career in SP?
  - Where do I go to get high quality 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 offset 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., personnel 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

• 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/Resou-
  rces/School_Psychology_Shortage_2017.pdf