

The National Association of School Psychologists and the Division of School Psychology—APA: Now and Beyond

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Abstract: Since 1969, the National Association of School Psychologists (NASP) and the Division of School Psychology within the American Psychological Association have dually influenced many psychological and educational issues in school psychology. Following a summary of the organizational topography of school psychology, the status and future directions for NASP and the Division of School Psychology are presented. Despite continuing collaborative efforts, policy differences portend continuing tension in the relationship between these associations.

At the national level, the field of school psychology is represented by the Division of School Psychology within the American Psychological Association (APA, Division 16), and by the National Association of School Psychologists (NASP). Through the affiliation of these groups with state-level psychology or school psychology associations two networks of school psychology representation were created in almost every state: state psychology groups affiliated with APA and state school psychology groups affiliated with NASP. The networks are further connected to training, accreditation, and credentialing patterns for school psychologists through interlocking policies and requirements of the national and state associations and of state regulatory agencies (Fagan & Wise, 2000, ch. 7). For example, APA, as the major professional psychology program accreditor, is linked to state

psychology associations and to state boards of examiners in psychology. NASP is a constituent member of the National Council for Accreditation of Teacher Education (NCATE), the major accreditor of professional education programs. Primarily through NCATE, NASP is linked to state education agencies and their credentialing boards. Although these two networks overlap somewhat, they reflect the dual influences of psychology and education on the historical development of school psychology.

Though not the focus of this article, there are several other groups in the organizational lay of the land of school psychology including the Council of Directors of School Psychology Programs, Trainers of School Psychologists, the Association of State and Provincial Psychology Boards, the American Academy of School Psychology, the National School Psychology

The views expressed in this article are those of the authors and do not necessarily represent those of the NASP, APA, or the Division of School Psychology. The order of authorship is alphabetical; each author contributed substantially to the article.

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Certification Board, more than 50 state associations for school psychologists and numerous local groups affiliated with the state associations, interest groups affiliated with NASP, and groups indirectly related to the practice of school psychologists (e.g., Council for Exceptional Children).

This article describes the status of NASP and the APA Division of School Psychology and the varied efforts in which they are involved. In addition, we provide a future perspective for their organizational development and policies in the early part of the 21st Century. Future perspectives on other aspects of school psychology are provided in other articles of this mini-series. To update earlier published information [see special issues: NASP at Ten, *School Psychology Digest*, 8(2); NASP at Twenty, *School Psychology Review*, 18(2)], the NASP discussion intentionally includes some topics not covered in the Division 16 APA discussion. Updated historical tables appear in the *Communiqué* (Fagan & Bose, 2000).

The NASP and the APA Division 16 descriptions cover key organizational developments and policies of the respective associations. Although content similarities are apparent, there are some obvious dissimilarities of emphases owing to the different organizational structures and the longstanding policy differences of the two groups (Fagan, 1993, 1996). For example, both groups are involved in legislative efforts, but NASP pursues these directly with external agencies (e.g., other Washington advocacy groups, Office of Special Education Programs) whereas Division 16 relies on representatives to internal APA groups, which, in turn, are directly involved with similar external agencies. The most obvious policy difference is the historical legacy of doctoral representation of the APA and Division 16 and the doctoral and nondoctoral legacy of NASP. The reader should not underestimate the significance of these policy differences and how they pervade the development of standards for training, credentialing, and practice, and the legislative and advocacy efforts of these groups.

National Association of School Psychologists

Now ending its third decade (1989-1999) NASP, with 21,500 members, is a mature organization that seeks to represent school psychologists across the United States from all levels of training and practice settings. Current

association information appears on its website (www.naspweb.org).

General Organizational Growth

The most dramatic organizational change in the past 10 years has been the establishment of an independent national office in the Washington, DC area. With 25 full-time professional staff, the NASP office is the fruition of efforts initiated many years ago to establish a greater national identity and presence in Washington.

Midway through the past decade, NASP's Strategic Planning Committee developed a revised mission statement adopted by the Delegate Assembly:

The mission of the National Association of School Psychologists (NASP) is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service. (NASP, 1997, p. 2.4.1)

Although NASP retained its governance structure for most of the 1990s, a plan to change the structure was approved and implemented by 1999. There were four significant changes. First, NASP membership was redistricted into 4 instead of 5 regions. The new distribution of states and corresponding membership comparisons appeared in the *Communiqué* (Fagan & Bose, 2000). The second change was the phaseout of 10 Regional Directors (two from each of five regions) who were replaced with eight Delegate Representatives (two from each of four regions). The Delegate Representatives simultaneously serve as their own states' Delegate while also representing their regions on the Executive Council. Each Delegate Representative is elected for a renewable 2-year term and is elected by fellow Delegates within each 13-state region. Third, the committee structure was consolidated under four program areas (Professional Development, Information Services, Professional Standards, and Advocacy), each with a Program Manager appointed by the President for staggered 3-year terms. There also are committee-like boards for National School Psychology Certification and publications, for several

committees (e.g., Convention, Research, Ethics, Nominations and Elections), and numerous related efforts such as Archives, Children's Fund, Education and Research Trust, and Public Relations. In all, the association governance coordinates more than 50 service areas.

The fourth change in the NASP governance structure is the composition and role of the 18-member Executive Council (EC) (formerly the 16-member Executive Board). The EC includes the five elected officers, eight Delegate Representatives, four Program Managers (ex officio, nonvoting), and the Executive Director (ex officio, nonvoting). The EC is now the planning and budget development leadership group, replacing the former Strategic Resources Committee.

Governmental and Professional Relations

With a full-time professional staff in the DC area, the governmental and professional relations (GPR) presence is huge by earlier comparisons. Among its increased efforts is the School Psychologists Action Network (SPAN), which coordinates communication and lobbying efforts at the state and national levels. Information is disseminated by a SPAN newsletter and websites for weekly legislative updates. With the assistance of GPR Committee and staff, NASP was involved in a full policy agenda in the 1990s, with most significant activity in the following areas.

Individuals with Disabilities Education Act (IDEA). The issue that prevailed for the longest period, was the reauthorization of the IDEA in 1997. NASP provided ongoing leadership and chaired several committees of coalition groups to see that IDEA and its subsequent regulations were outcome-based to benefit children with disabilities and their families. For most school psychologists, these efforts helped to provide an improved framework for much of their practice, including the increased flexibility of 3-year reevaluation requirements.

NASP is a primary partner in a grant through the Office of Special Education Programs of the U.S. Department of Education (USDE) to disseminate information regarding how school psychologists, with other related services providers, can work with educators and families on behalf of students with disabilities. The ASPIRE grant (Associations of Service Providers Implementing IDEA Reforms in

Education) is administered by the Council for Exceptional Children through 2003.

Trends in federal funding. NASP has advocated for increased federal funding for programs to improve children's education and mental health. Progress was made in this area through efforts to build and maintain effective coalitions with both professional and family groups that will carry strong and unified messages into the 21st Century.

Medicaid reimbursement. Medicaid reimbursement for school psychological services expanded in the 1990s. NASP developed information packets, published articles, trained its membership to better understand key issues, and created a mental health task force to work with its GPR Committee on Medicaid funding and other policy issues. As a result, more school psychologists were able to access third-party funding for related services.

The Elementary and Secondary Education Act (ESEA). Although its reauthorization will continue beyond the year 2000, NASP has worked to make ESEA more results-based and to support systematic school-wide programs for children of poverty.

School violence. In addition to the role assumed by school psychologists to provide local leadership and crisis intervention following several major incidents of school violence, members of NASP provided ongoing Congressional testimony, practical information for use by educational professionals and the public, advocacy efforts and national leadership in the areas of crisis prevention and intervention. The NASP *Communiqué*, websites, and NASP leaders were frequently quoted in the media and state houses throughout the United States and abroad.

The NASP organized its National Emergency Assistance Team (NEAT), which received training and certification from the National Organization for Victim Assistance (NOVA) in 1997. The team was called upon immediately after most of the school shootings in the 1990s, including Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; Springfield, Oregon; and Littleton, Colorado.

In the summer of 1998 the USDE contracted with the Washington-based Center for Effective Collaboration and Practice, who subcontracted

with NASP, to write *Early Warning, Timely Response: A Guide to Safe Schools*. Every school building in the U.S. received copies in the Fall of 1998 and many training activities have been tied to this resource. President Bill Clinton introduced the *Guide* to the American public, and Secretary of Education Riley with Attorney General Janet Reno have endorsed and promoted it. A follow-up document entitled *Safeguarding Our Children: An Action Guide to Implementing Early Warning, Timely Response* was printed in June 2000 by the USDE.

Integrating state and federal funding. The Safe Schools/Healthy Students community grants is an example of NASP's effort to improve interagency collaboration and system change to integrate state and federal funding. NASP worked with the U.S. Department of Health and Human Services to develop a "white paper" on a comprehensive school-based model. Mental health and juvenile justice professionals collaborated with the local education agency to build the capacity for prevention and early intervention programs. From 1999-2004, NASP and the Mental Health Association will serve to host the Safe Schools/Healthy Students Action Center, providing training, technical assistance, and expert consultation to both funded and not yet funded applicant communities.

Dissemination of best practices. Emphasizing a consultative model in school psychology practice, NASP has worked within coalitions of education and mental health groups to identify and disseminate best practices for the education and behavior needs of children and young adults. With the public's focus and concern upon school discipline, this will gain momentum in the future.

Expansion of roles and functions. NASP has continued to provide leadership to expand the roles and functions of school psychologists from an assessment-only role to one with more consultation and direct services. Prevention and early intervention services became a stronger focus of professional development and policy. School psychologists as "providers of mental health services" became a notion that the health, mental health, justice, and education communities began to understand and embrace. Principles for comprehensive school health were identified and school environments were considered as elements

for improved academic outcomes and successful futures for all students.

Publications

The *Communiqué* and the *School Psychology Review* celebrated their 25th anniversaries while retaining much the same style as in the 1980s. The *Communiqué* retained its newspaper format developed under the editorship of Alex Thomas (1987-1991) and expanded its length under the editorships of Peg Dawson (1991-1995) and Andrea Canter (1995-present). The *School Psychology Review* retained its format under the editorships of Ed Shapiro (1988-1994) and Patti Harrison (1994-2000)—the first female editor of a school psychology journal. Both publications expanded to include features on technology and computer applications to the practice of school psychology.

The NASP revised its standards documents in 1994, 1997 and in 2000 and their effective dates appear in parentheses: *Professional Conduct Manual for School Psychologists*, which contains *The Principles for Professional Ethics* (January 1, 2001) and *The Standards for the Provision of School Psychological Services* (July, 2000); *Credentialing Standards for School Psychologists* (January 1, 2005); and *Standards for Training and Field Placement Programs in School Psychology* (January 1, 2002) (M. Curtis, personal communication, June 16, 2000).

Earlier areas of publication, such as the professional and continuing education resources and the acquisition series faded by comparison to the promotion of books in which NASP contracted with authors to produce publications. Among these were the revisions of *Best Practices in School Psychology* in 1990 and 1995 and *Children's Needs* in 1997. Other books included *Children at Risk; Interventions for Achievement and Behavior Problems; Transition: School to Work Models for Effective Transition Planning; and Home-School Collaboration*. NASP published a revised edition of its *Directory of School Psychology Graduate Programs* in 1998. Its most recent publications include *Preventing School Problems-Promoting School Success: Strategies and Programs that Work; Effective Supervision in School Psychology; and School Psychology: Past, Present, and Future*.

NASP also compiled resources for practical use such as *Helping Children Grow Up in the 90s: A Resource Book for Parents and Teachers;*

Student Grade Retention: A Resource Manual for Parents and Educators; Attention Disorders in Children: Resources for School Psychologists; Crisis Prevention and Response: A Collection of NASP Resources; and Helping Children at Home and School: Handouts From Your School Psychologist. It also published the revised *School Psychology: A Blueprint for Training and Practice II*.

The membership directory was discontinued in 1990 and, instead, a directory of nationally certified school psychologists was published every three years with annual updates. Some NASP publications are available on CD-ROM.

Conventions

NASP annual conventions were successful and continued to be held in one or two hotels. Convention attendance ranged from 1,540 (Dallas, 1991) to 3,842 (Las Vegas, 1999). Attendance calculated as a percentage of NASP membership each year represented only 14% to 18%. Nevertheless, attendance has been growing and exceeded 3,800 for two consecutive years (the 2000 convention attendance in New Orleans was 3,885). Sites and attendance appear in Fagan and Bose (2000).

Other Efforts

In 1991 NASP founded its Education and Research Trust, held the first School Psychology Media Day, and honored its first School Psychologist of the Year. Position papers were a popular activity in the 1990s with several new ones adopted and the revision of previous ones on the topics of AIDS, corporal punishment, minority recruitment, student grade retention, and three-year reevaluations. A minority scholarship fund was established in March 1995, and the first \$5,000 award was granted in 1997-1998. Initiated in the late 1980s, the Nationally Certified School Psychologist program continued its successful effort. Although the number of persons holding the NCSP declined to 11,100 in 1998 and 9,050 in 2000, at least 16 states have adopted the credential for automatic certification.

The NASP Perspective on Training and Credentialing

In the past decade, NASP continued its relentless advocacy for policies regarding the

practice of school psychology by doctoral- and specialist-level practitioners. These policies contend that practitioners prepared at the specialist level in bona fide school psychology programs are entitled to practice school psychology independent of doctoral-level supervision, in all settings, with the title "school psychologist," and with appropriate preparation and experience the specialist-level practitioner may supervise other school psychologists. Its policies are clearly reflected in NASP standards documents for training, credentialing, and service provision. The NASP has advocated for these policies in its accreditation relationships with NCATE, its efforts with APA through the APA/NASP Interorganizational Committee (IOC), with numerous national advocacy coalitions, in federal legislation and regulation, and in state-level credentialing and title conflicts. Although not the sole reason for the establishment of NASP in 1969, these policies have stood in stark contrast to those of the APA and its Division of School Psychology.

APA and the Division of School Psychology

Organization of the American Psychological Association

The American Psychological Association has more than 159,000 members and affiliates; 54 divisions; and 59 state, territorial, and Canadian provincial affiliates. The APA Central Office consists of the Executive Office, the Office of General Council and the Office of Governance Affairs, four directorates (Education, Practice, Science, Public Interest), and the Offices of Communications, Central Programs, and Finance and Administration. Current information appears on its website (www.apa.org).

APA governance and staff respond to members through a Council of Representatives. The Board of Directors is elected from and reports to the Council of Representatives. There are six boards that report to the Board of Directors, more than 30 standing committees that report to the various boards, and numerous task forces and work groups. Division 16 leaders have served on many boards and committees, including the Board of Directors, the Committee for the Advancement of Professional Practice (CAPP), the Board of Professional Affairs (BPA), the Board of Educational Affairs (BEA), the Committee on Accreditation (CoA), the Commission for the

Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP), the Committee on Psychological Tests and Assessments, the Committee on Professional Practice and Standards, the Committee on Children, Youth and Families, the Ethics Committee, and the Committee on Women.

The APA Perspective

School psychology as represented by the Division of School Psychology must be understood within the policies of the APA and the terrain of professional psychology. Within APA, the three broad practice specialties of professional psychology are officially clinical, counseling, and school psychology.

APA policy identifies the doctoral degree as the minimum educational level for entry into the professional practice of psychology, with the exception of credentialed school psychologists practicing in school settings (APA, 1987). The Executive Committee of Division 16 reaffirmed this policy, which exempts school psychologists from doctoral entry-level and licensure requirements if they are credentialed by state departments of education and restrict their practice to school settings (APA, Division 16, 2000); licensed psychologists in all specialties may practice in any setting for which they are competent. This exception has fostered the growth of the specialist degree in school psychology and the growth of NASP. The exception also has fostered two different conceptions of school psychology by APA and NASP. The differences relate to positions taken with regard to level of education and training for practice in school and nonschool settings, supervision requirements, access to professional psychologists within the schools, scope of practice, and level of competency needed for various practice roles. From the APA perspective, school psychology is grounded in the theory and science of psychology, is part of professional psychology, is committed to providing consumers with access to professional psychologists with needed areas of competence in all settings, and advocates for education and training programs and internships that meet APA standards.

The APA/NASP Interorganizational Committee (IOC) serves as a mechanism to facilitate relationships between APA and NASP. Although a useful arena for airing differences and seeking areas of common purpose and agreement,

due to the different perspectives cited, agreement is often not possible and, at times, hinders the effectiveness of the committee as well as relations between the two organizations.

Division of School Psychology

The Division of School Psychology (Division 16) has approximately 2,600 members. Membership is steady, with a slight decrease in fellow, associate, and professional affiliate members and an increase in student affiliate and regular members during the past five years. Division dues are \$35 for members (who also must be members of APA), \$25 for graduate students, and \$50 for affiliates.

Division 16 is governed by an Executive Committee (President, Past-President, and President-Elect), a Treasurer, a Secretary, Representatives to the APA Council (currently, two), five Vice-Presidents, and an Historian. Each of the vice-presidents has specific areas of oversight and serves as liaison to one or two related APA Boards and Committees.

According to its mission, the Division:

- I. Promotes development and dissemination of a knowledge base that enhances the life experiences of children, families, and school personnel;
- II. Facilitates school psychology as a professional practice that results in effective services to infants, children, families, and school or other institutional care givers;
- III. Serves as a resource to membership to help resolve professional and ethical issues related to school psychology;
- IV. Advocates within APA and in American Society for services, policy, and research concerned with infants, children, youth, families, schools, school personnel, and the schooling process, as well as those from minority cultures and from poor and disenfranchised groups; and
- V. Provides a forum to enhance collegiality, educational opportunities, and the professional growth of members (APA, Division 16, 1997, p. 10).

The Division's overarching goal is to increase availability and access to quality psychological services for all children and families in all settings, and to be responsive to culture and diversity issues.

Member services include a journal, *School Psychology Quarterly* (with a new section on empirically supported treatments and the recent

addition of a student editorial board); a newsletter, *The School Psychologist*; a program at annual APA conferences; representation on APA boards, groups representing school psychology and other organizations concerned with children, families, and schools; a practitioner-oriented book series, *Applying Psychology to the Schools*; materials for professional preparation and continuing education such as *The Conversation Series* videotape interviews with accompanying study guides; annual awards for distinguished service (Jack Bardon Distinguished Service Award), early career accomplishments (Lightner Witmer Award), a Senior Scientist Award, and an Outstanding Dissertation Award; opportunities to become involved in special interest groups on topics relevant to school psychology practice, research, and training; a listserv to facilitate communication among Division members; and a Division website (www.indiana.edu/~div16).

The Office of Policy and Advocacy in the Schools (OPAS)

The OPAS was established in 1988 within the Practice Directorate of the APA and has had three directors (Jean Ramage, Ronda Talley, and Tom Kubiszyn). Ron Palomares assumed the duties of the director during the summer of 2000. All directors have been doctoral-level, licensed, and professional school psychologists. The OPAS mission is

To strengthen and expand access to innovative, integrated and comprehensive psychological health-care services provided by doctoral school psychologists and other doctoral health-care psychologists practicing in schools and other education and training centers, school-based and school-linked health-care centers, and other settings, with sensitivity to the complex legal, ethical, professional, fiscal, systemic, and diversity considerations inherent in service delivery in such settings. (APA, 1996, p. 1)

The OPAS works closely with Division 16 and represents the APA school psychology perspective on national issues. The OPAS conceived and initiated the annual (and ongoing) Institute for Psychology in Schools, started the *Leaders in School Psychology* directory, and conceptualized and implemented the APA Psychology in Schools Internship program.

In late 1994, OPAS was expanded and

restructured (APA, 1996) as a result of the removal of the waiver from the APA Special Assessment levy for practitioners that previously had been granted to Division 16 members. In return for paying the assessment, Division 16 received additional resources and support from the Practice Directorate to enhance accessibility to psychological services in schools and school-related settings with particular attention given to services provided by doctoral-level school psychologists.

In the past five years, OPAS has developed initiatives (APA, 1996, 1997, 1998c, 1999) to increase awareness and integration of OPAS initiatives with those of other offices in the Practice Directorate, other directorates and offices in the APA Central Office, APA governance groups, Division 16, and state psychological associations; with organizations external to the APA; to advocate for doctoral school psychology within IDEA and State Children's Health Insurance Programs; and to provide staff support for school- and youth-oriented committees, and task forces and work groups as designated by the BPA and the CAPP.

Doctoral School Psychology as Reflected by Division 16 and APA Activities

The following section highlights accomplishments of Division 16 and APA in the past decade that demonstrate their interrelatedness and focus upon doctoral school psychology.

Commitment to the doctoral level. Division 16 is committed to doctoral school psychology and professional psychology. In 1996 the Executive Committee of Division 16 approved the following policy:

For the purposes of defining the professional practice of school psychology: (1) the primary constituency of concern is doctoral-level school psychologists; (2) the mission of the Division is to promote applications of systematic psychology to problems experienced by children, adolescents, families, and learners of all ages (in schools and related settings) by doctoral psychologists who are competent to perform these services, and facilitate the development of cross-setting and cross-disciplinary practice models and approaches for doctoral school psychologists; and (3) the most appropriate name of the

practice specialty is *doctoral school psychology*. (APA, Division 16, 1996, p. 174)

The rationale for the policy (Illback, 1996) stated that given emerging models of school-based, school-linked, and community-based service delivery, emphasis should be upon ensuring that doctoral school psychologists have parity with other specialists within professional psychology as providers of psychological services. In addition, it was suggested that strong consideration be given to collaborations with other child-oriented practice groups within APA (e.g., child clinical, pediatric, family, applied developmental, educational) to further develop an emphasis on professional child psychology and a children's agenda for APA.

School psychology as a specialty. In the late 1990s, Division 16, with the support of NASP, CDSPP, and other school psychology organizations, developed and sponsored the Petition for Reaffirmation of the Specialty of School Psychology for review and reaffirmation by the CRSPPP. These efforts led to the reaffirmation of school psychology as a specialty of psychology within APA. The Archival Description of the Specialty of School Psychology (APA, 1998a) was formulated from the specialty petition for school psychology (APA, 1998f) and adopted by the APA Council of Representatives in 1998. As in all professional psychology specialties within APA, professional preparation for the specialty of school psychology occurs at the doctoral level.

In 1999, Division 16 approved and funded a Task Force for School Psychology Training to examine the training implications of the newly approved Specialty Petition for School Psychology. The Task Force is charged with providing recommendations to the Division's Executive Council on changes or clarifications in training standards for school psychology that are consistent with the recently approved Specialty Definition of School Psychology.

In 2000, the Executive Committee of Division 16 reaffirmed that school psychology is a specialty within professional psychology and not a separate discipline or profession (APA, Division 16, 2000). Accordingly, the specialty of school psychology is subject to the same policies and standards that govern other specialties in professional psychology, including requirements for licensure and practice limited

to areas of competence. (For a thoughtful discussion of this issue, see Short, 2000.)

Commitment to APA accreditation. APA has the sole responsibility for accrediting professional psychology programs and internships, and state boards of psychology are responsible for licensure for the professional psychology practice. The CoA serves to accredit initially or to reaccredit doctoral psychology programs, predoctoral internship programs, and postdoctoral psychology training programs. School psychology is represented with two members nominated by the CDSPP and approved by the BEA.

Division 16 also has advocated for the development of an increasing number of APA-accredited school-based/linked internship sites. The Division participated as a member of a recent APA/NASP IOC Task Force on Internships in School Psychology and has advocated for doctoral school psychology students with appropriate competencies to compete successfully for APA internships in nonschool settings.

Support for children's health services. APA supports comprehensive and coordinated health and mental health services for children. The BPA established the Task Force on Comprehensive and Coordinated Psychological Services for Children Zero to 10 Years of Age in 1991. Its findings informed the APA Policy Statement on Psychology and Services Integration (APA, 1995a) calling for children and families to be placed as a priority on social and political agendas, including legislative, funding, service delivery, and research agendas. The policy also affirms the importance of service integration to meet the comprehensive needs of children, including their psychological, educational, and mental health needs.

Promotion of schools for service delivery. APA promotes schools as sites for the delivery of health and mental health services. The CAPP commissioned the Schools as Health Service Delivery Sites Work Group in 1993. The recommendations from the Work Group Report (APA, 1995b) included (a) seeking recognition by state and federal legislators, health-care policy makers, and the public that psychological services delivered in schools are health-care services; (b) clarifying through law and regulation that doctoral-level school psychologists, as well as

those in other specialties, are health-service providers; and (c) seeking definition by federal and state laws and regulations that schools are legitimate health-service delivery settings when school-based health and mental health programs are administered by appropriate health-service providers and services offered in such settings are reimbursable under Medicaid and any other emerging health-care legislation.

Child and adolescent services. In 1995, the BPA appointed a Task Force on Professional Child and Adolescent Psychology. Recommendations from the Work Group's final report (APA, 1998e) included promoting increased awareness among psychologists of changes to psychological practice with children and families that have occurred as well as the need for new competencies to maintain and expand public and private practice opportunities and effective leadership in the face of these changes. In addition, it was recommended that an interdivisional implementation group be established. Based upon the final recommendation, the BPA encouraged the formation of a Coalition of Child Practice Divisions that would help coordinate divisions of APA that have children and/or families as their central focus to further develop an emphasis on professional child psychology and a children's agenda for APA. The Coalition is being formed and an agenda planned.

Enhancing science and practice collaboration. In the past decade, there has been an interest in research investigating the effectiveness of psychological interventions (Hughes, 2000). In conjunction with the Society for the Study of School Psychology, in 1999 the Division approved and provided partial funding for a Task Force on Empirically Supported Interventions in Schools. The Task Force has the responsibility of examining the implications of empirically supported treatments on the practice of, and training in, school psychology.

Future Directions and Predictions: The Next Decade

Recognizing the hazards and limitations of making predictions and emphasizing that they represent only the authors' opinions, we offer the following comments on the future. The NASP will retain and refine its governance structure of four regions and delegate representatives. The

NASP office will remain in the DC area and its staff will grow to about 35 persons. NASP membership will increase to 25,000 of an anticipated workforce of 30,000 school psychologists. The numerical growth of its NCSP will depend upon the extent to which (a) new graduates embrace the credential and (b) the state education agencies (SEA) adopt it for credentialing; it is predicted that at least 25 SEAs will have done so by 2010 and NCSP membership will grow to 14,000. NASP will continue its accreditation relationship with NCATE while also approving programs separately. Although APA will continue as the major accreditor of doctoral programs, NASP influence will grow in this arena in part due to continued collaboration with Division 16 on the longstanding doctoral-nondoctoral issue. Specialist-level program approvals by NASP will increase to 70% of available programs.

NASP convention attendance will continue to grow, perhaps to exceed 4,500 and necessitate the use of multiple hotels and/or convention center space. Publications will become an increasing area of revenue, with technological applications being more strongly promoted than traditional print media. The NASP journal and newsletter will maintain their current formats with only modest changes in editorial policies and features.

The NASP's advocacy and legislative efforts will continue to be among its strongest efforts. These will include work with coalitions on significant issues in schooling and mental health with NASP increasingly being called upon for assistance by government agencies. The IDEA reauthorizations and regulations will continue to dominate legislative efforts because IDEA will continue to be of significance to practitioners. Efforts to broaden roles and functions will continue to be stalled by school district needs to maintain compliance with special education regulations and by increasing personnel shortages.

The APA will continue to grow in size and influence and its Division 16 will remain stable in size and continue to define itself within the APA structure and by APA policies. Involvement of Division 16 leaders in APA boards and committees will continue and OPAS will continue to be the bridge between APA practice and the Division. It also is likely that OPAS will evolve to advocate not only for doctoral school psychology, but also for clinical child, pediatric,

and family psychology. This effort will be influenced by the Coalition of Child Practice Divisions, which will help develop a comprehensive and effective children's agenda within APA that more effectively mobilizes the resources of APA on behalf of the psychological needs of children and families. Stronger relations will develop between the Division and the Center for Psychology in the Schools within the Education Directorate and between the Division and the Public Interest and Science Directorates. The area of efficacy and validity of psychological assessment of children will become a strong focus of research and may benefit from two recent APA reports concerning psychological assessment (APA, 1998b, 1998d).

The Division will work cooperatively with other school psychology groups, including NASP on common concerns (e.g., developing APA-accredited or equivalent internships and post-doctoral opportunities, advocating for comprehensive and coordinated psychological services for children in schools, advocating for schools as health-service delivery sites, and continued strong connections between science and practice). Efforts also will continue to recognize the parity based upon competence among all professional psychologists, to advocate for the presence of qualified professional psychologists in the schools, and to advocate for licensed doctoral psychologists trained in school psychology to practice in all settings based upon practitioner competence. The Division's intent is to enhance the access of psychological services to children and families in need.

At least as defined by APA, NASP may continue efforts that appear to establish itself as a profession independent from mainstream professional psychology (Short, 2000) although NASP will continue to disagree with this perspective. On the other hand, Division 16 may continue efforts that appear to align itself with a definition of school psychology as a psychology of schooling or as child, adolescent, and family psychology. This has been a matter of considerable debate within Division 16, including a debate about the name of the Division itself. The NASP will continue advocating for the independent practice of specialist-level school psychologists in school and nonschool settings and that they retain the title "school psychologist" regardless of setting; this will be opposed strongly by Division 16 and APA and result in continued tension between these organizations.

The implications of these predictions for the health and well-being of school psychology represented by APA and/or NASP remain to be seen. One possibility is that school psychology as represented by NASP will continue to advance at the specialist level and as a practice profession defined by the setting of schools, separate from professional psychology. In this scenario, the doctoral degree will be reserved primarily for academics and researchers. Another possibility is that doctoral school psychology as represented by APA will lead the movement toward child and adolescent professional psychology, informed by an ecological perspective that addresses the psychological, educational, and health needs of the whole child and his or her family in all settings of care, development, and learning. Psychologists from this model will practice in all settings, with scope of practice determined by competency. As academics, these psychologists will advance an applied research agenda that draws heavily from the science of psychology to inform assessment, intervention, consultation, and prevention practice as well as to construct innovative and evolving models of education and training. A third possibility is that school psychology within APA will be realigned and merged with other divisions and specialties and that school psychology as it has been traditionally conceptualized and practiced will become the domain of NASP for doctoral and nondoctoral persons. For the foreseeable future, however, both the APA Division of School Psychology and the NASP will continue to influence the dual and overlapping forces of psychology and education to the field of school psychology.

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