



PUPIL SERVICES IN SCHOOLS

The National Alliance of Pupil Services Organizations (NAPSO) is a coalition of national professional organizations whose members provide and support a variety of school-based prevention and intervention services to assist students in becoming effective learners and productive citizens. NAPSO organizations represent over a million members, including school counselors, school nurses, psychologists, school psychologists, social workers and school social workers; occupational therapists, physical therapists, art therapists, dance/movement therapists, and music therapists; speech-language pathologists and audiologists; teachers, students, parents, and administrators. NAPSO promotes interdisciplinary practice and collaboration, and advocates for ensuring access to quality pupil services for all students.

Art Therapy Services

In the school setting, art therapy provides opportunities for positive experiences that translate into enhanced classroom functioning and increased ability to benefit from educational services. Art therapy can be tailored to support academic and social/emotional requirements. School art therapists work with teachers, parents, school counselors, and school psychologists to coordinate art therapy referral, assessment, and treatment. When a student assessed for art therapy services is deemed appropriate for treatment, the art therapist establishes individual goals and objectives in the Individualized Education Program (IEP). Students in individual art therapy may work toward improved cognitive growth, emotional control, the mastery of sensory-motor skills, and positive adjustment to the classroom experience. Group art therapy allows students to safely express confusing and overwhelming feelings while building a sense of cooperation, community, and interpersonal relatedness. For example, students with disruptive behaviors can contain impulses through art therapy activities. Students with self-esteem problems can establish a positive self-concept through the mastery of art skills. The primary goal is always to help each student reach his or her fullest potential. Consultation with parents, teachers, and other pupil service personnel continues throughout the treatment process. School art therapy services have been successfully used to facilitate students' ability to function as effectively as possible within the academic environment. Providers of art therapy services include credentialed masters or doctoral level art therapists who are trained in art therapy, psychology, and art. *For more information contact: Donna Betts, MA, ATR-BC, at DonnaBettsATR@aol.com, or the American Art Therapy Association at arttherapy@ntr.net. Visit the AATA website at www.arttherapy.org.*

Dance/Movement Therapy Services

Dance/movement therapy utilizes nonverbal communication, making it an ideal treatment choice for children and adolescents in school settings. Because children and adolescents experience the world through a rapidly changing body, they often communicate their physical, emotional, and cognitive needs on a nonverbal level. As part of an interdisciplinary team, the master's level dance/movement therapist develops appropriate therapeutic goals to support each child's academic success. Common treatment goals include improving impulse control, expressing feelings through positive outlets, increasing self-esteem, and improving body image. To address these goals, a dance/movement therapist uses a variety of techniques within the safe and playful environment of a therapy session. These techniques may include rhythmic dance, role-play, body coordination, symbolic movement, and kinesthetic empathy.

Individual and group dance/movement therapy services help students cope with physical impairments, learning disabilities, and behavioral issues that can lead to classroom disruption and create tension within family relationships. The dance/movement therapist collaborates with school staff and parents to transfer therapeutic skills to the classroom and home, in order to improve the child's overall functioning. *For more information contact: Dianne Dulicai at dianne.dulicai@cox.net or Pat Gardner, Office Manager, The American Dance Therapy Association at 410-997-4040. Visit the ADTA website at www.adta.org.*

Music Therapy Services

Music Therapy is an established health profession in which music is used to address physical, emotional, cognitive, behavioral and/or social functioning. Music therapy can facilitate development in communication and sensori-motor skills as well as stimulate attention and increase motivation to participate more fully in other aspects of the educational setting. Recognized as a related service, music therapy serves as an integral component in helping the child with special needs attain educational goals identified by his/her IEP team, either through direct or consultant services. Music therapists can support special education classroom teachers by providing effective ways to incorporate music into their academic curriculum and make recommendations to families regarding ways to include successful music therapy techniques in other aspects of the child's life. *For more information contact: Judy Simpson, MT-BC, The American Music Therapy Association at 301/589-3300 or www.musictherapy.org. Email: info@musictherapy.org.*

Nursing Services

Registered nurses are dedicated to improving the health and educational success of children and youth. School nurses are responsible for providing health services to students and staff. Specifically, a school nurse provides illness and injury assessments and interventions, chronic disease management, nursing procedures such as gastrostomy tube feedings and tracheotomy care, individualized nursing care plans and services for student with disabilities and/or health conditions that interfere with learning, health assessments for IEP development, screening for health factors impacting student education, assessment and interventions for students with mental health needs, crisis team participation, health curriculum participation, health policy development and serves as a school/community/health care provider liaison. Additionally, the school nurse often serves as the coordinator of other health related services in the school setting such as staff wellness, nutrition issues, health counseling, and healthy environments. *For more information contact: National Association of School Nurses, at nasn@nasn.org or visit the NASN web address: www.nasn.org.*

Occupational Therapy Services

Occupational therapy, or OT, is concerned with helping individuals engage in their everyday activities, or "occupations." For children, this may include getting dressed, participating in school activities, getting along with their siblings and friends, feeding themselves, and completing written tasks. As a related service under Part B of IDEA and a primary service under Part C, OT is interested in helping children and youth utilize existing skills or develop new ones in order to be successful and independent in school, at home, at work, and in their communities.

Through the use of meaningful and purposeful activities, occupational therapists and occupational therapy assistants (under the direction and supervision of the occupational therapist), collaborate with other members of the Team to identify, modify, design, or implement appropriate strategies and opportunities that lead to accomplishment, mastery, and a sense of purpose in ways that are important and meaningful to the child and their family. *For more information contact: Leslie Jackson, MEd, OT/L at 301/652-2682 or ljackson@aota.org or visit the American Occupational Therapy Association website at www.aota.org.*

Psychological Services

Psychological services in schools combine the science and practice of psychology with children, youth, families, learners of all ages, and the education process. Providers of psychological services include masters/specialist or doctoral level school psychologists, as well as doctoral level psychologists (i.e., clinical, developmental, counseling, pediatric, and family). Psychologists and school psychologists provide a range of psychological assessments, intervention, prevention, crisis response, individual, group, and family counseling, teacher consultation, health promotion, and program development and evaluation services, with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems. School psychologists and psychologists promote educationally and psychologically healthy

environments for children and their families through research-based, effective programs that prevent unhealthy behaviors, enhance independence, and promote optimal learning. *For more information contact the American Psychological Association (APA) or the National Association of School Psychologists (NASP): Daniel Dodgen, Ph.D., at 202/336-6068 or ddodgen@apa.org, Ron Palomares, Ph.D., at 202/336-5908 or rpalomares@apa.org, Libby Nealis at Lnealis@naspweb.org, or Ted Feinberg, Ed.D, NCSP, at tfeinberg@naspweb.org. Visit the APA website at www.apa.org or the NASP website at www.nasponline.org*



Speech-Language Pathology Services

Students with communication disorders, their families, and the community benefit from the school-based speech-language professional expertise in the field of speech, language, and communication. The school-based speech-language pathologist is an essential member of the interdisciplinary, IEP and other educational teams in the school. Speech-language pathologists are professionally trained to prevent, screen, consult, assess, diagnose, treat, provide intervention for, manage, counsel, and provide follow-up services for persons with or who are at risk for speech, (including articulation, fluency, resonance, and voice) language, cognitive aspects of communication, swallowing and related disorders.

School-based speech-language pathologists serve students with complex communication disorders. Many caseloads consist of students with a wide range of disabilities and educational diverse needs. Speech-language pathologists provide services for students with speech and language disorders and also provide related services to students with other disability categories including specific learning disabilities; mental retardation; emotional disturbance; multiple disabilities; hearing; orthopedic, visual or health impairments; autism; deaf-blindness; and traumatic brain injury. Other important roles for speech-language pathologists involve creating teaching strategies to enhance literacy and intervention involving social and behavioral communication skills for all students.

Speech-language pathologists are valuable resources for any school system. They use a variety of service delivery models depending on the individual needs of the student. Speech-language pathologists may team teach with a teacher in a classroom, work in small-group classroom based settings, serve students in a one-on-one or small group pull-out setting, or collaborate with teachers to provide consultative services. They work with teachers, families, and other related and pupil services professionals to provide the support and expertise needed to help students' achieve academic success and receive the maximum benefit from their educational program.

Certified speech-language pathologists hold either a master's degree or a doctoral degree, complete a clinical fellowship year, and take a national examination to earn a Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA). *For more information contact Susan Karr, Director of State Education Practices, at 301/897-5700, extension 4308 or skarr@asha.org. Visit ASHA's consumer web site at: www.asha.org or professional web site at: professional.asha.org.*



School Counselor Services

The professional school counselor is a certified/licensed educator who addresses the needs of students comprehensively through the implementation of a developmental school-counseling program. School counselors are employed in elementary, middle/junior high, senior high, and post-secondary settings. Their work is differentiated by attention to age-specific developmental stages of student growth and the needs, tasks, and student interests related to those stages. School counselors work with all students, including those who are considered "at-risk" and those with special needs. They are specialists in human behavior and relationships that provide assistance to students through four primary interventions: counseling (individual and group); large group guidance; consultation; and coordination.

Professional school counselors are responsible for developing comprehensive school counseling programs that promote and enhance student learning. By providing interventions within a comprehensive program, school counselors focus their skills, time, and energies on direct services to students, staff, and families.

Above all, school counselors are student advocates who work cooperatively with other individuals and organizations to promote the development of children, youth, and families in their communities. School counselors, as members of the educational team, consult and collaborate with teachers, administrators, and families to assist students to be successful academically, vocationally, and personally. They work on behalf of students and their families to insure that all school programs facilitate the educational process and offer the opportunity for school success for each student. School counselors are an integral part of all school efforts to insure a safe learning environment for all members of the school community. *For*

more information contact: Richard Wong, Executive Director, American School Counselor Association, at 703/683-2722 or Richard@schoolcounselor.org, or Joan Urbaniak, Assistant Director, American Counseling Association, at 703/823-9800, ext. 241 or jurbaniak@counseling.org. Visit the ASCA website at www.schoolcounselor.org or the ACA website at www.counseling.org.



School Social Work Services

School social workers provide direct mental health services to students, including one to one counseling, group work, classroom presentations, crisis intervention, and assessment. Providing preventative services is a priority in working with certain target groups of students. School social workers also work as part of a multidisciplinary team in providing special education services and determining eligibility for special education and related services. They work closely with other school personnel and consult with individual teachers and groups of teachers on issues related to behavior management, classroom management, and special concerns about individual students. School safety, teaching social skills, introducing conflict resolution skills, and responses to bullying are all prime areas of focus for school social workers.

School social workers realize that the main goal of students, parents, and teachers is for the student to be successful in school. They also realize that some students face social and emotional, cultural, and economic barriers, which have to be understood and addressed in order for the student to be successful in school. *For more information contact: Randy Fisher, Executive Director, School Social Work Association of America (SSWAA) at 1-847-289-4527 or sswaa@aol.com, or the National Association of Social Workers (NASW), Office on Children, Families, and Schools at 202-336-8261 or Lemmer@naswdc.org. Visit the SSWAA website at www.sswaa.org or the NASW website at www.socialworkers.org.*



Pupil Services Administrators

Pupil services administrators advocate success for all students by providing leadership, support, professional development to school administrators responsible for pupil services programs within the context of educational settings. Pupil Services Administrators are committed to developing and implementing public education policy that promotes excellent programs and services essential for student success. *For more information contact: Lee Johnson, Executive Director, National Association of Pupil Services Administrators, at 716/ 223-2018 or napsa@rochester.rr.com. Visit the NAPSA website at www.napsa.com.*

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