



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. NAPSO also includes member organizations representing teachers, parents, and administrators, supporting the critical work of pupil services providers. NAPSO promotes interdisciplinary practice and collaboration, and advocates for ensuring access to quality pupil services for all students.

Educational Audiology Services

Educational audiologists have the unique expertise to support children with hearing loss and auditory processing disorders in accessing classroom curricula. Educational audiologists are trained and licensed to provide a variety of services that include: the fitting and maintenance of technology such as, personal FM and soundfield systems; in-service training, counseling and guidance to support personnel, teachers and parents; participation on IEP teams; diagnostic assessment of hearing loss and auditory processing disorders; earmold modifications and fittings; hearing aid repair and trouble-shooting; functional assessment of classroom performance; hearing screening; hearing conservation education, assessment and management of classroom acoustics and a variety of other services that enhance the ability of the schools to provide access to education for all children, particularly those with hearing disorders.

Audiologists hold either a master's or a doctoral degree and are licensed in their state to practice. ASHA certified audiologists have graduated from an accredited program and have passed a national examination to earn a Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA). *For more*

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information contact: Anne Oyler, the American Speech-Language-Hearing Association at aoyler@asha.org. Visit the ASHA website at www.asha.org.

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 is assessed for art therapy services and 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' abilities to function as effectively as possible within the academic environment. Providers of art therapy services include credentialed masters or doctoral level art therapists and counselors or therapists trained in art therapy. *For more information contact: Christopher Campbell, M.A., the American Art Therapy Association at 703-548-5862, or ccampbell@arttherapy.org, Visit the AATA website at <http://www.americanarttherapyassociation.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

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home, in order to improve the child's overall functioning. *For more information contact: Dianne Dulicai at dianne.dulicai@cox.net or Pat Gardner, 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 sensory-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, MHP, 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: Mary Louise Embrey, 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: Ralph Kohl, American Occupational Therapy Association, at 301-652-2682, or rkohl@aota.org; or Sandra Schefkind at sschefkind@aota.org; or visit the American Occupational Therapy Association website at www.aota.org.*

Physical Therapy Services

Physical therapists provide services in the schools to support the student's Individualized Education Program (IEP). Physical therapists assist students in accessing school environments and benefiting from their educational program through the delivery of prevention and treatment of functional impairments and limitations. Physical therapists work collaboratively with other professionals to provide screening, evaluation, and program planning and therapy services. As a member of the IEP team, physical therapists design and implement physical therapy interventions which include the teaching and training of educational personnel and family to assist the student achieve his or her IEP goals. The physical therapist assistant (PTA), under the direction and supervision of the physical therapist, aids in the delivering the physical therapy intervention. *For more information contact: Roshunda Drummond-Dye, American Physical Therapy Association, at 800-9992782 x8533, or roshundadrummond-dye@apta.org, or visit the American Physical Therapy Association website at: www.apta.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*

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Psychologists (NASP): Stacy Skalski at sskalski@naspweb.org. Visit the APA website at www.apa.org, or the NASP website at www.nasponline.org.

Speech-Language Pathology Services

Speech-language pathologists (SLPs) work with students with communication disorders and with students struggling with language learning and literacy problems to develop and improve their communication skills. SLPs 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, language, cognitive aspects of communication, swallowing and related disorders. The school-based SLP is an essential member of the pre-referral, interdisciplinary, IEP, and other educational teams in the school.

School-based SLPs serve students with complex communication disorders. They provide services for students who have speech and language disorders as their primary disability and also provide related services to students with other disability categories including specific learning disabilities; developmental disabilities; emotional disturbance; multiple disabilities; hearing; orthopedic, visual or health impairments; autism; deaf-blindness; and traumatic brain injury. SLPs provide services to students in different ways ---to individuals, small groups, and in the classroom setting depending on the needs of the student. They work with teachers, families, and other related and pupil services professionals (specialized instructional support personnel) 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 Kar, American Speech-Language-Hearing Association, at 301-296-5684, or skarr@asha.org. Visit ASHA's web site at: www.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.

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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: Amanda Fitzgerald, American School Counselor Association, at 703-683-2722, or afitzgerald@schoolcounselor.org; or Scott Barstow, American Counseling Association, at 703-823-9800, or sbarstow@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 understand that many students face social, emotional, learning, cultural, and economic barriers, which must be addressed in order for these students to be successful in school. The student outcomes related to school social work services are increased student achievement, safety, attendance, social-behavioral competency, and family and community involvement.

School social workers provide a wide range of services to students, including assessment and screening, individual and group counseling, crisis intervention, family support, advocacy, and classroom instruction. In addition to serving students with disabilities, other student groups commonly served by school social workers are students experiencing violence and harassment, homeless students, pregnant and parenting students, truant students, students who are high-risk for dropping out of school, and students who are transitioning between school and treatment programs or the juvenile justice system. School social workers network with community-based organizations to ensure that students and families access needed services. They work closely with teachers and administrators to provide consultation related to behavior and classroom management, mental health, child abuse and neglect, crisis response, truancy, family dynamics, community resources, and other special concerns that impact student learning.

Recognizing that many challenges experienced by students are prevalent in the school-community, school social workers seek to develop and implement new programs, resources and policies that will maximize students' success in school.

For more information contact: Myrna Mandlawitz, School Social Work Association of America, at (202) 686-1637, or mandlawitz@verizon.net, or Frederick Streeck, at 253-863-6950, or fstreeck@comcast.net. Visit the SSWAA website at www.sswaa.org.

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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: Wayne Fausnaught, National Association of Pupil Services Administrators, at 570-323-2050, or napsa@comcast.com. Visit the NAPSA website at www.napsa.com.*

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