



## **High-Quality, Comprehensive, and Integrated Specialized Instructional Support Services Position Statement Indiana Association of School Psychologists**

**The Indiana Association of School Psychologists (IASP) promotes the effective delivery of comprehensive and integrated student services which is supported by the role of School Psychologists as Specialized Instructional Support Personnel (SISP) recognized in the Every Student Succeeds Act (ESSA).** School Psychologists are best positioned to provide these services within a Multi-tiered Systems of Supports (MTSS) model. School Psychologists are trained in human learning, development of behavioral health and cognitive skills, academic intervention, use of assessment data to make decisions, and ecological systems-based service delivery and consultation. **The purpose of comprehensive and integrated specialized instructional support services is often the prevention of the emergence of learning and/or behavior concerns, and to serve the behavioral, academic, and social-emotional needs of all students.** The following are critical elements in the design and delivery of specialized instructional support services:

- Effective implementers recognize that learning takes place within environmental and social contexts, and they take steps to assist schools in reaching student learning objectives across a continuum of support aligned with MTSS.
- Comprehensive student services should be developed from identified needs of all students and integrated directly into the contexts in which they function.
- Student needs are identified through universal screening of academic, behavioral, and social– emotional functioning that is embedded within an MTSS, and should be monitored with increasing frequency and precision as student needs dictate to verify that the services address the student’s area of concern.
- Effective programs of service within the school that best meet student needs are delivered through an MTSS framework by multidisciplinary teams that ensure culturally competent practice, and they include a focus on developmental, preventive, and remedial activities that facilitate the educational process for all students.
- Comprehensive student services should include potential contributions from all stakeholders, including students, parents, School Psychologists and other SISP, teachers, and administrators. School personnel recognize that not all services can be provided in the school and therefore include effective linkages and consultation with various community resources when needed through a collaborative and coordinated process.
- School Psychologists and other SISP engage in ongoing accountability and program evaluation efforts that incorporate the input of all school and community stakeholders. These efforts are crucial in both the development of effective comprehensive services and ensuring continuing community support.

**IASP maintains that School Psychologists employed by school districts are uniquely positioned to provide cost effective services to meet diverse student needs within a school-based approach that utilizes open communication, mutual trust and respect, and ongoing collaboration of professionals, families, students, community members, and other key stakeholders.**

Adapted from the National Association of School Psychologists (NASP) Position Statement: High-Quality Specialized Instructional Support Services [Position statement]. Bethesda, MD: Author.