



DPI New School Social Work Resource Sharing Sessions

Session 2: Appreciate your colleagues: Basics of the School Counselor, School Psychologist, Occupational Therapist, Physical Therapist, & Speech-Language Pathologist Roles

Pupil Services Documents

[DPI Pupil Services Webpages](#)

[School Based Mental Health Professionals in Wisconsin Document - DPI](#)

- This document is intended to provide information to all stakeholders about roles, training, licensing, knowledge, and skills of School Counselors, School Nurses, School Psychologists, School Social Workers, and Credentialed Mental Health Providers. These professionals work collaboratively to meet the many needs of students and staff with their unique skills, training, and expertise through a team-based approach. School systems are best supported when school mental health professionals are employed in sufficient numbers and with a clear understanding of appropriate expectations for their roles.

[Wisconsin Pupil Services Evaluation System - DPI](#)

- The Wisconsin Pupil Services Evaluation System is an optional professional evaluation system for the four pupil services professions of school counseling, nursing, psychology, and social work that is parallel in format and rigor to the Wisconsin Educator Effectiveness System.

[Overlapping and Unique Roles of OH Specialized Pupil Services Personnel - SSWAA](#)

- Venn Diagram of SSW, School Psych and School Counseling Roles

[Roles and Functions of School Mental Health Professionals Within Comprehensive School Mental Health Systems](#), School Mental Health 2023

- Results suggest that school counselors, school nurses, school psychologists, and school social workers share many of the clinical competencies needed to implement the key features of comprehensive SMH systems. Each discipline's professional standards emphasized common themes related to evidence-based practice, data use, and consultation skills, which are necessary for effective mental health service provision (Hoover et al., 2019; NCSMH & MHTTC, 2019)...This means that, while these professionals are likely to have the skills necessary to respond to the mental health needs of students, schools are not routinely drawing on the specialized mental health knowledge staff possess.

[School-Based Mental Health Practitioners: A Resource Guide for Educational Leaders](#), School Mental Health 2022

- The roles of these professionals are often conflated, misunderstood, or marginalized in their utility throughout the school system. The purpose of this manuscript is to enhance the capacity of educational leaders to make informed hiring, contracting, and role assignment decisions that best fit school and student needs regarding school mental health services.

[Fact Sheet | NASISP - The National Alliance of Specialized Instructional Support Personnel \(NASISP\)](#)

- The National Alliance of Specialized Instructional Support Personnel (NASISP) represents over a million Specialized Instructional Support Personnel (SISP) professionals nationwide who provide and support



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school-based prevention and intervention services to address barriers to educational success, ensure positive conditions for learning, and help all students achieve academically and ultimately become productive citizens.

[The Role of Medical and Clinical Information in Special Education Evaluation and IEP- DPI](#)

- The purpose of this document is to provide guidance to help those involved in the education of students with individualized education programs (IEPs) consider and use medical and clinical information in public education settings.

School Counselor Resources

[American School Counselor Association \(ASCA\) Role of the School Counselor](#)

- This one page (front and back) document briefly describes the role and duties of the school counselor from the national professional association.

[The Essential Role of an Elementary School Counselor](#)

- This one page (front and back) document briefly describes the role of the school counselor at the elementary level from the national professional association, including a paragraph on why schools should have them.

[The Essential Role of the Middle School Counselor](#)

- This one page (front and back) document briefly describes the role of the school counselor at the middle school level from the national professional association, including a paragraph on why schools should have them.

[The Essential Role of the High School Counselor](#)

- This one page (front and back) document briefly describes the role of the school counselor at the high school level from the national professional association, including a paragraph on why schools should have them.

[ASCA National Model Executive Summary](#)

- School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

[ASCA Position Statements](#)

- ASCA position statements describe the organization’s position on specific topics in education and define the role of the school counselor relative to those topics.

[ASCA Legal and Ethical Tips](#)

- This webpage includes tips for school counselors and links to the ASCA Ethical Standards for School Counselors.



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[Wisconsin School Counselor Association \(WSCA\)](#)

- The professional association for school counselors in Wisconsin. Their vision is, “Our vision is for Wisconsin to be the model for excellence in equitable school counseling practice, exemplified by the advocacy, leadership, and expertise of the members of the WSCA.”

[American School Counselor Association \(ASCA\)](#)

- The national professional association for school counselors.

School Psychologist Resources

[National Association of School Psychologists \(NASP\)](#)

- Home page of NASP includes information about School Psychology in General, resources, Advocacy and Professional Development. NASP offers many timely resources (often in collaboration with ASCA)-think COVID-19, Afghan refugee family support, support for students affected by war in Ukraine, and Social Justice. Also includes many parent friendly resources about mental health, special education and safety and crisis.

[NASP Practice Model](#)

- Details the recently updated (2020) ten domains of practice situated within 6 organizational principles and includes ethical standards. Take a look and see where these things overlap and connect to School Social Work practice competencies and ethical standards.

[Who Are School Psychologists \(NASP\)](#)

- School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. Learn more about their training and role at the above link.

[School Psyched Podcast](#)

- School Psych practitioner led discussions with many of the biggest names in school psychology and mental health. Several topics relevant to School Social Work as well such as anti-human trafficking, Trauma Sensitive Practices, Compassion Resilience, Social/Emotional/Behavioral intervention and support, etc.

[NASP Policy and Advocacy](#)

- Includes position statements, research summaries, tools for supporting local advocacy of School Based Mental Health.



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Occupational, Physical, & Speech-Language Therapists Resources

[OT Role with School Settings fact sheet](#) - American Occupational Therapy Association (AOTA)

- School occupational therapists are key contributors within the education team. They support a student's ability to participate in desired daily school activities or "occupations." They help children to fulfill their role as students by supporting their academic achievement and promoting positive behaviors necessary for learning.

[Debunking Eight SISP Myths](#) - AOTA

- Misconceptions can be as real a barrier as the law when it comes to the ability and opportunity for OT practitioners to provide occupational therapy services. Here are eight of the most common misconceptions, or myths, about what school-based occupational therapy practitioner may and may not do in the schools.

[Role of School-Based PT](#) - American Physical Therapy Association (APTA)

- Physical therapy, primarily classified under the Individuals with Disabilities Education Act (IDEA) as a related service, can greatly benefit students with disabilities. Pediatric physical therapists apply evidence-based practices regarding the general growth and development of all students, as well as health, wellness, fitness, injury prevention, and obesity management. Domains of children's learning and development interrelate. Motor skills are among the tools that are essential for academic success. Physical therapists' educational background, their thorough understanding of human development and motor proficiency, and the scope of physical therapy practice render them uniquely equipped to facilitate the development of these skills.

[Occupational Therapy and Physical Therapy: A Resource and Planning Guide](#) - DPI

- This ebook defines and explains the meaning and purpose of these interrelated, but distinct, types of therapy and offers readers the opportunity to understand the roles of therapists as part of the school environment.

[Roles and Responsibilities of Speech-Language Pathologists in Schools](#) - American Speech-Language-Hearing Association (ASHA)

- Driven by educational reform, legal mandates, and evolving professional practices, it is the position of the American Speech-Language-Hearing Association (ASHA) that based on their unique skill set, speech-language pathologists (SLPs) in schools (1) have integral roles in education and are essential members of school faculties, (2) help students meet the performance standards of a particular school district and state by assuming a range of responsibilities, (3) work in partnership with others to meet students' needs, and (4) provide direction in defining their roles and responsibilities and in ensuring appropriate services to students.

[AOTA Code of Ethics](#)

[APTA Code of Ethics](#)

[ASHA Code Ethics](#)