

February 17, 2025

Chair Neron, Vice Chair Dobson, Vice Chair McIntire, and Members of the House Education Committee:

The Oregon School Psychologist Association (OSPA) is writing in support of HB 2682 but we ask for an amendment to include school psychologists. School psychologists serve as key members of multidisciplinary teams serving students with disabilities. School psychologists bring unique contributions to early intervention and early childhood special education services including assessment, intervention, consultation, counseling, and family and community collaboration. Given school psychologists' unique role in early intervention and early childhood special education services, OSPA requests that HB 2682 be amended to include "one member who represents school psychologists" on the advisory committee to study and develop recommendations to modernize the adequate service levels for early intervention and early childhood special education.

School psychologists bring unique contributions to early intervention and early childhood special education services. Examples of services school psychologists can provide to support early intervention and early childhood special education include:

- Completing assessments to identify students with disabilities and to inform services
- Consulting with educators and caregivers to develop Individualized Family Service Plans (IFSP)
- Providing group or individual counseling to students and families
- Connecting families with community resources that may further support academic and/or social-emotional needs and family needs
- Partnering with families and other educators to support early childhood and kindergarten transitions
- Collaborating with early childhood programs to implement academic and social-emotional MTSS (e.g., Teaching Pyramid, a multitiered preventive preschool social-emotional framework) to improve services to students while also promoting accurate referral and identification of students with disabilities and addressing racially and linguistically disproportionate misidentification
- Supporting the implementation of universal design for learning to better meet the learning and social-emotional needs of all students including students with disabilities.

School psychologists bring unique contributions to early intervention and early childhood education; however, shortages of school psychologists impact access to these services. A complete solution to improving early intervention and early childhood special education services must address the shortage of multidisciplinary educators with unique training in supporting these services, including school psychologists.

OSPA commends HB 2682 critical effort to improve early intervention and early childhood special education services for students with disabilities. OSPA requests the opportunity to participate and contribute to HB 2682 advisory committee's efforts to identify high-leverage strategies for improving services.

Sincerely,

Board of Directors
Oregon School Psychologists Association

References

- [Students of color are disproportionately misidentified with learning disabilities and behavioral disorders, often altering the course of their lives. A UM-Dearborn professor is trying to help teachers be part of the solution.](#)
- [The Transition to Kindergarten for Typically Developing Children: A Survey of School Psychologists' Involvement](#)
- [Collaborating With School Psychologists: Moving Beyond Traditional Assessment Practices](#)
- [Teachers' Judgments of Problems in the Transition to Kindergarten](#)
- [NASP Position Statement on Early Intervention Services](#)