School Psychology

Remote Services and Supports: Processes & Decision Making
Discipline Specific Technical Assistance Webinar

April 8, 2020

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Webinar Agenda

1:00: Introduction/Orientation to Relevant Resources

1:05: Self-Care Resources

1:15: Supporting Individual Students

1:25: Supporting the System

1:35: Short-Term Planning (through 6/30)

Relevant Resources

COVID-19 and Telehealth Resources

Health Crisis Resources and Information

As school staff continue to build efforts in response to COVID-19, it is important for school psychologists to remain up-to-date with relevant **national** and **state** resources to inform and guide practice during this public health crisis.

The repository below is intended to provide relevant information from national and state resources to support school psychologists in their planning and implementation of service delivery options in alignment with plans and procedures set forth by their respective local education administrative units.

The information will be updated regularly as additional relevant resources become available.

National Association of School Psychologists
COVID-19: Resource Center

Related Resource: **Considerations for Delivery of School Psychological Telehealth Services**

SHARE FACTS ABOUT COVID-19

Know the facts about coronavirus disease 2019 (COVID-19) and help stop the spread of rumors.

FACT 1 Diseases can make anyone sick regardless of their race or ethnicity.

Fear and anxiety about COVID-19 can cause people to avoid or reject others even though they are not at risk for spreading the virus.

FACT 2 For most people, the immediate risk of becoming seriously ill from the virus that causes COVID-19 is thought to be low.

Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more serious complications from COVID-19.

FACT 3 Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people.

For up-to-date information, visit CDC's coronavirus disease 2019 web page.

FACT 4 There are simple things you can do to help keep yourself and others healthy.

- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

FACT 5 You can help stop COVID-19 by knowing the signs and symptoms:

- Fever
- Cough
- Shortness of breath

Seek medical advice if you

- Develop symptoms

AND

- Have been in close contact with a person known to have COVID-19 or if you live in or have recently been in an area with ongoing spread of COVID-19.

cdc.gov/COVID-19

https://www.cdc.gov/coronavirus/2019-ncov/communication/factsheets.html

Prioritizing Self Care

CASEL SEL Resources during COVID-19

Featured Webinars:

- 4.10.2020: Building Resilience to Support Ourselves, Others, and Our Students
- (ARCHIVED): Strategies for Being Your Best 'SEL'f and companion slides

NASP Self-Care Resources
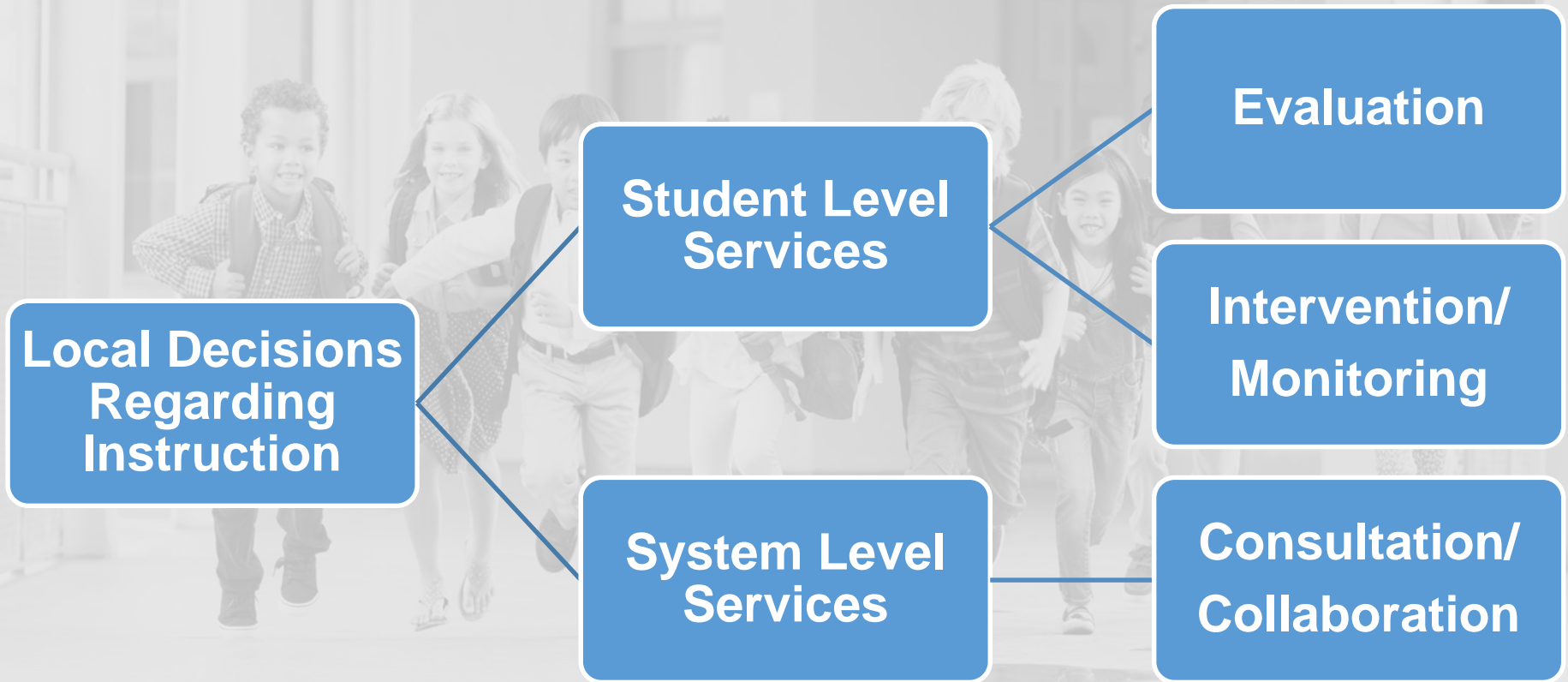
NCDPI SEL and COVID-19

Focus on What *IS*

- [Governor's Executive Order No. 117](#)

- [Governor's Executive Order No. 121](#)

- Health, Safety and Well-Being of Students/Families/Staff is Paramount

- ~40 days remain in the 2019-2020 academic year

- Design and delivery of services needs to adjust/align with current context

Student Level Services: What *IS*

- A *federal* and *state* understanding that many evaluation timelines will require extensions
- A need for practitioners to focus, first, on *existing* caseload of students
- A need to maintain an ethical lens for ALL direct service provision considerations
- A need to understand the current context and complexity in delivering confidential direct service options with fidelity

Student Level Services:

VIRTUAL RELATED SERVICE GUIDANCE AND RESOURCES FOR RELATED SERVICE PROVIDERS IN NC PUBLIC SCHOOLS

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILDREN DIVISION, SUPPORTING TEACHING AND RELATED SERVICE SECTION
AND SENSORY SUPPORT AND ASSISTIVE TECHNOLOGY SECTION

In addition to adhering to discipline specific professional standards of practice and ethical guidelines, **everyone** must comply with their LEA, district, state and federal regulation, policy and directive. Related service providers must not initiate any practice without consideration of legal and ethical principles **and** approval from their administration and supervisors. This is not a time to problem-solve on your own. Resources included in this document are provided as information to support planning efforts at the local level. Work within your school district/LEA and administrative structures to ensure compliant, thoughtful, reasoned action or inaction.

Each student, Individualized Education Program (IEP), situation and intervention must be thoughtfully considered with applied clinical reasoning, there is no single 'answer' which sufficiently addresses all situations. This document will be updated here as new information becomes available.
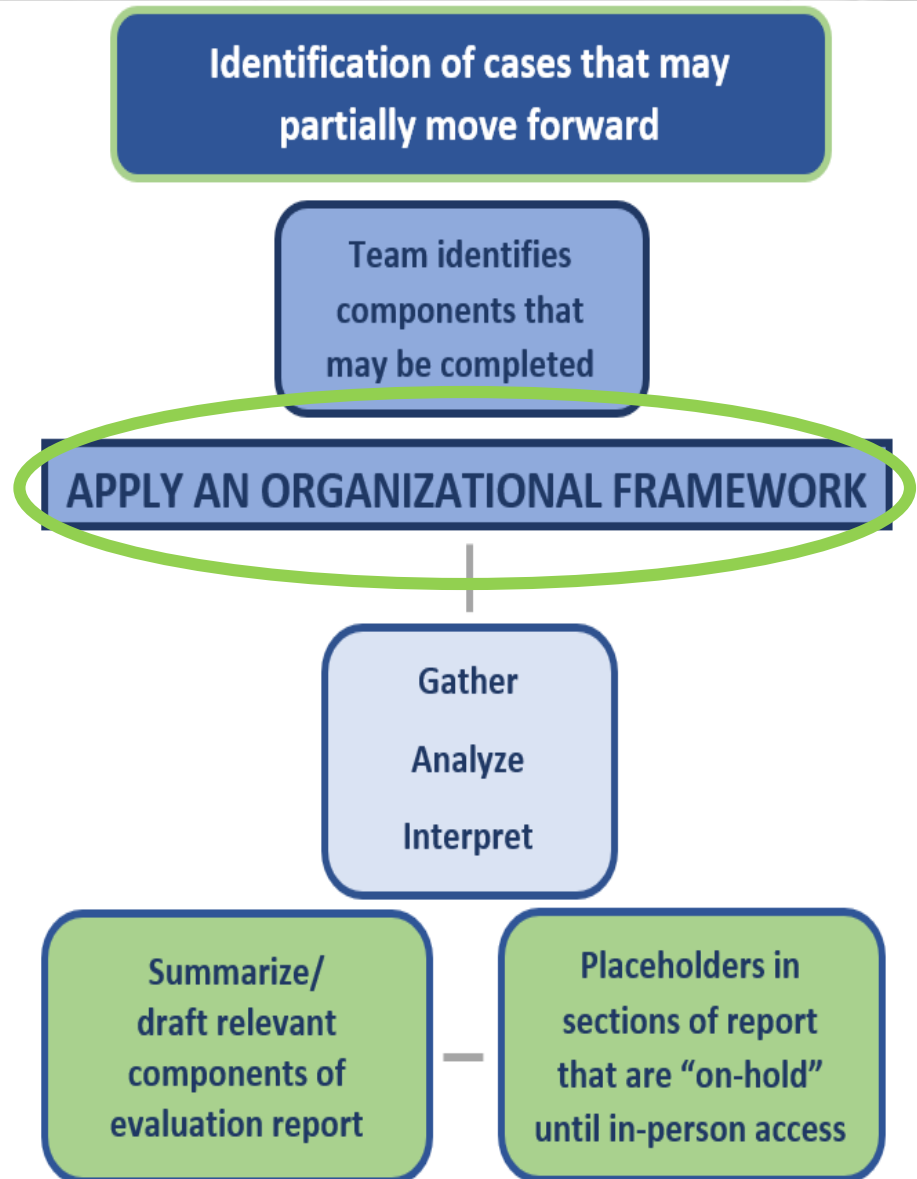
Please note that the terms telehealth, telepractice, teletherapy, telerehabilitation and the like are used throughout this document. The organizations that support each professional area of related service has adopted its own terminology. There is a misperception that these services are only used in health care settings; however, any of these terms can and do represent services that are provided in educational settings. Virtual Related Service (VRS) is the term that the EC Division will use to encompass service delivery provided virtually by related service providers.

| Considerations & Decision-Making | *Per recent guidance from the NCDPI EC Division, whether or not VRS is an appropriate service delivery option should be made on a case-by-case basis.* Each student and context must be assessed through each related service provider's ethical and clinical reasoning to decide if VRS would be appropriate for service delivery. Considerations may include but are not limited to:
• Related service provider competence in providing VRS
• Complexity of the student's needs/disability
• Nature and complexity of the planned intervention
• Requirements of school-based practice
• Appropriate qualification and/or training for on-site e-helper
• Consensus of IEP team, student, family and e-helper
• Competence and fluidity with technology (student, parent/family, e-helper & related service provider)
• Student specific information, environment, context
• Compliance with laws, regulation, and policy at the federal, state, and local level |
| IEP Team Meeting | If the frequency, duration and intensity of special education and related services will be substantially different during prolonged school closures and the LEA has transitioned to mandatory distance learning for all students, it is highly recommended that IEP Team |

**Evaluation Services:
What *IS feasible?***

It depends on what has been decided at the local level; however, productive use of time may involve:

Identification of cases that may partially move forward

Team identifies components that may be completed

APPLY AN ORGANIZATIONAL FRAMEWORK

Gather

Analyze

Interpret

Summarize/ draft relevant components of evaluation report

Placeholders in sections of report that are "on-hold" until in-person access

Organizational Framework

- RIOT involves:
  - **R**ecord review
  - **I**nterviews
  - **O**bservation
  - **T**esting

- Typically, an integral part of the early intervening period

- Also assists in maintaining accountability to the multiple sources of data required for evaluations

RIOT Organizational Framework

Review:

- Hearing/Vision
- Summary of conferences with parents
- Attendance/Grades/Outcome assessments
- Interventions/PM data
- Social/developmental history

Interview:

- Teachers (in content areas of concern)
- Teachers (in content areas of strength)
- Parent(s)/Caregiver(s)
- Student

Observe:

- Learning environment
- Student in specific, relevant settings (when problem is most likely/least likely to occur)
  - Functional skills
  - Academic skills

Test:

- Common formative assessments
- Interim/benchmark assessments
- Universal screening
- Progress monitoring
- Diagnostic assessments
- Norm-referenced assessments

System Level Services: What *IS*

- Ability to transfer time in a meaningful way to support all students
- Opportunities to consult and collaborate in alignment with professional standards of practice
- Space to establish effective teaming structures that have been pushed aside due to competing priorities
- Time to effectively plan for systems-level work aimed at improving outcomes for all

System Level Services: EXAMPLES

VIRTUAL RELATED SERVICES (VRS) IN SCHOOL PSYCHOLOGY: FREQUENTLY ASKED QUESTIONS (FAQ)

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Question	Answer	Notes/Considerations
By nature of the workforce shortages, school psychologists have typically spent disproportionate time in evaluation services and less time in intervention support services for students. With many evaluations that will now be on a timeline extension, how can school psychologists recalibrate their service delivery in meaningful ways?	*System level supports* *Practitioners are encouraged to work intentionally and collaboratively with program directors, building administrators, related services colleagues, and specialized instructional support team members (school counselors, school social workers, school nurses) to determine school psychological services that align with the broader district/local efforts.* *Examples of system level school psychological service provision include, but are not limited to:* 1. *working with school staff to support communication with families* 2. *assist in the development and dissemination of relevant resources (e.g., virtual SEL resources for students, behavioral strategies for parents to implement at home, sample schedules for students with unique learning needs and/or disabilities to support at home learning)* 3. *assisting school staff in the adaptation of (gen.ed.) instructional materials to support the instructional needs of students with disabilities*	The examples provided in this section are not intended to be exhaustive and are contingent upon procedures that may have already been established at the local level.

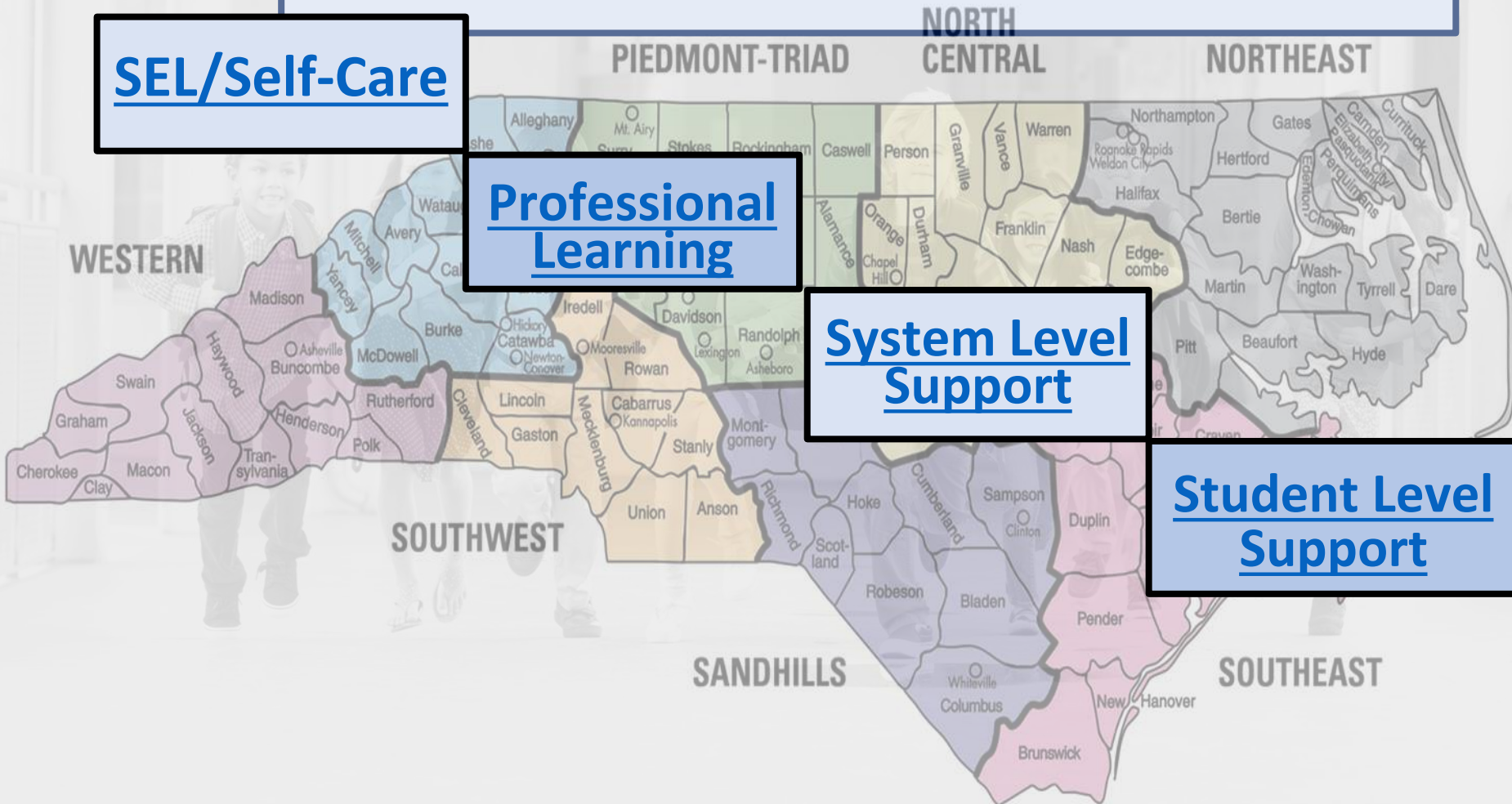**PUBLIC SCHOOLS OF NORTH CAROLINA**
Educating the Whole Child

Remote Communities:

SEL/Self-Care

Professional Learning

System Level Support

Student Level Support
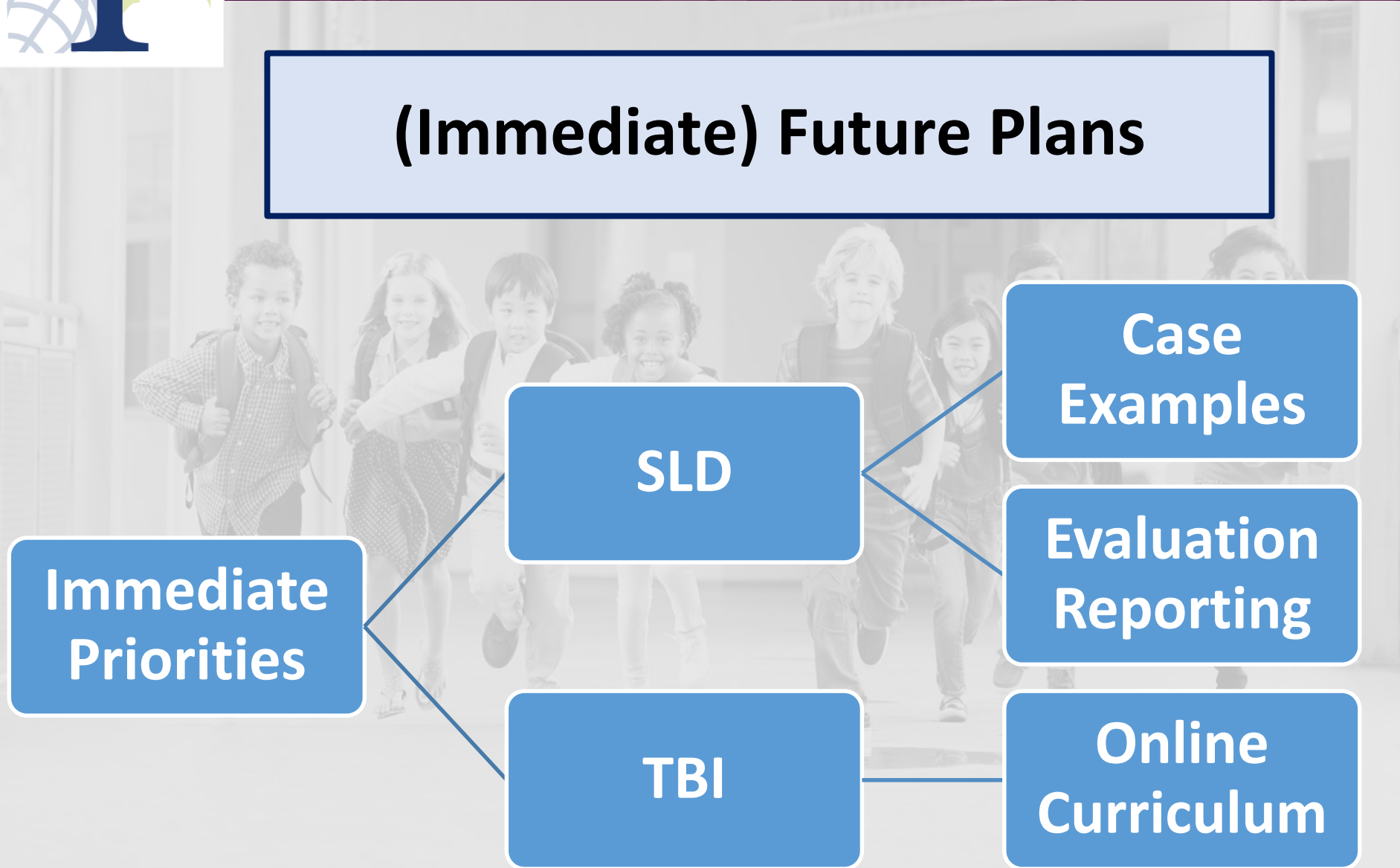
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