



## School Psychologists' Role in the Return to School Post COVID-19

Timing/Stage	NASP Professional Services of School Psychologists	Strategies/Activities/Duties
Prior to Re-entry	Consultation & Collaboration	<ul style="list-style-type: none"> <li>• Participate with student support and administrative staff in developing re-entry protocols and procedures for students.</li> <li>• Consult with administration and student services teams to provide professional development on student and staff reactions to stress and imposed isolation/change.</li> </ul>
	Data-Based Decision-Making	<ul style="list-style-type: none"> <li>• Assist school/district in creating and/or interpreting a stakeholder survey to assess needs upon re-entry</li> <li>• Assist with planning, implementing, and interpreting universal screening before or upon re-entry to assess needs (academic, social/emotional)</li> </ul>
Re-entry	Intervention Services to Develop Academic Skills	<ul style="list-style-type: none"> <li>• Provision of instructional consultation to assist teachers with planning, implementing, and supporting the fidelity and progress monitoring of evidence-based academic interventions</li> </ul>
	Interventions & Mental Health Services to Develop Social and Life Skills	<ul style="list-style-type: none"> <li>• Collaborate with school counselors and school social workers to develop and provide classroom lessons on social emotional learning strategies, such as coping with change and managing anxiety.</li> <li>• Consult with teachers as students return to identify classroom interventions for individual students as appropriate.</li> <li>• Provide information to teachers about signs of depression, lack of motivation, and disengagement, so they can identify students who need support.</li> <li>• Consult with teachers, student support services, and administrators on universal student behavioral needs and collaborate to develop appropriate responses.</li> <li>• Consult with student services staff on plans to address the possibility of another outbreak and how to emotionally prepare students and staff.</li> </ul>

		<ul style="list-style-type: none"> <li>● Provide supportive counseling and consultation for teachers who are struggling with issues related to the virus and confinement. Refer staff to community and system agencies.</li> <li>● Visit classrooms to observe adult behaviors looking for signs of stress and anxiety.</li> <li>● Assist as a member of a traumatic loss team to identify students who have lost a close family member or relative to COVID-19 while they were not in school. Triage for supportive services as needed.</li> <li>● Provide threat assessments when warranted to students who present as a danger to self or others.</li> <li>● Consult with teachers, school counselors, parents, and school social workers to deliver services to students who display outward signs of trauma.</li> <li>● Refer students to outside agencies for additional support.</li> <li>● Provide age appropriate information and support related to student anxiety, fears, and loss.</li> </ul>
	School-wide Practices to Promote Learning	<ul style="list-style-type: none"> <li>● Assist in developing or enhancing school-wide MTSS for academic skills to address any potential wide-spread or targeted skill deficits when students return after interrupted instruction.</li> <li>● Consider integrating a lens of Trauma-Informed Care with current school-wide MTSS.</li> </ul>
	Preventive & Responsive Services	
	Family School Collaboration Services	<ul style="list-style-type: none"> <li>● Consider facilitating parent training sessions with topics such as supporting student mental health, good home study habits, and community connections that support family need</li> <li>● Meet with parents to discuss student needs and provide information to parents on how to talk to their children about coronavirus.</li> </ul>
	Diversity in Development and Learning	<ul style="list-style-type: none"> <li>● Offer resources related to topics of diversity. Encourage grade- or subject-level meetings to include how they are addressing this topic.</li> </ul>
	Research & Program Evaluation	<ul style="list-style-type: none"> <li>● Review current academic and behavioral programs and supports.</li> <li>● Pinpoint areas of strength and need via a staff climate survey after the first 60 days of school</li> </ul>
	Legal, Ethical, and Professional Practice	<ul style="list-style-type: none"> <li>● Meet with students to complete assessments. Work with Central Office staff to accommodate the back-log of needed assessments (e.g., double up psychological service providers to schools with students who need assessments).</li> <li>● Check in with emotionally vulnerable students with</li> </ul>

		<p>IEPs as they return to school to assess their level of functioning.</p> <ul style="list-style-type: none"> <li>Meet with parents of special education students to discuss student needs and secure permission for assessments.</li> <li>Consult with IEP teams and 504 teams to adapt student plans to meet emerging student needs.</li> </ul>

Adapted from Maryland Together: Maryland's Recovery Plan for Education (MSDE, 2020, p. 25-26): <http://www.marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

Please also refer to the following link for additional information on the NASP Practice Model:

<https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model>



