

Dear Kansas School Psychologist,

The Kansas Association of School Psychologists recognizes the many persistent challenges faced by students, families, educators and school psychologists as we continue to navigate circumstances related to COVID-19 and plan for the upcoming semester. We wholeheartedly commend you for your substantial contributions to your school community over the recent challenging months which have required flexibility and creativity, and which have also undoubtedly led to growth. Now more than ever, school psychologists are called to utilize our diverse skill set under the NASP 10 Domains of Practice. It is imperative that we continue to advocate for our position and the role we can play during this time in order to help students and families thrive. The unique circumstances we are facing may be an ideal time to shift the emphasis of the role of the school psychologist beyond a more traditional role to a more expansive role. During this time, it will be even more important for school psychologists to focus on school-wide prevention and intervention in addition to placing an increased focus on our role as mental health professionals supporting the social and emotional learning and mental and behavioral health needs of students, staff, and families. KASP joins you in your advocacy efforts in order to meet the needs of your school communities.

Below is a collection of resources compiled and reviewed by members of the KASP Executive Board that may be particularly helpful to school psychologists as we navigate these unique circumstances and plan to serve our school communities in the fall. Many of the resources included here can be found via the [NASP COVID-19 Resource Center](#). This resource center is continuously updated and houses many critical resources for school psychologists and educators in the following categories:

- Return to School
- Service Delivery and Special Education
- Crisis and Mental Health
- Families and Educators

As we remain united from a distance, KASP encourages your participation in sharing of ideas and resources and welcomes requests for resources or support if needed. Please feel free to respond to this email or to contact a member of the KASP Board with questions, comments, or concerns at any time.

In Solidarity,

KASP Executive Board

Testing and Assessment:

- **Address Standardized Assessment :**
 - Considerations for Academic Assessments and Interventions Upon the Return to School (NASP Online). How do we differentiate the effects of limited and remote instruction in Spring 2020 from the impact of a disability?
https://www.nasponline.org/return-to-school-academic?fbclid=IwAR2UX1AfYISYH3toJcPs6mYesceFeeDn_rvow4-SagYaxWH8fUEB5KFUiY4
 - Due to the disruption in instruction that occurred as a result of school closure, single-point-in-time screenings will not be sufficient for determining student's academic risk upon re-entry. Instead, it is recommended that classwide

interventions and progress monitoring be implemented immediately, which will result in the necessary comparative and longitudinal data needed to determine academic risk and needs. This process would also ensure early intervention for all students.

- Except in unusual cases, the quality of instruction provided during school closure likely cannot be ruled sufficient for the purpose of special education identification. Instruction as a cause (the most likely cause) of poor performance can only be ruled out by delivering a dose of instruction and measuring the child's response directly. There is no substitute for this step. Even if you choose to use a method other than response to intervention (RTI) to satisfy criterion of SLD you still must meet eligibility indicators under the required numbered categories for determination along with meeting both prongs.
- School psychologists should not enter a hands-off waiting period with schools upon returning in the fall. It is possible to make a decision about the need for more intensive academic intervention following only 4 weeks of well-implemented class-wide intervention.

- **Virtual Service Delivery and Response:**

- This article discusses equitable access and if you are competent to assess in this format. Find out more at:
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions>
- Many communities are experiencing school closures (with no instruction provided) or suspension of school attendance with efforts to provide instruction through alternative formats. As schools take these steps for extended periods in order to protect community health, school psychologists may be asked to engage in virtual service delivery on a short-term basis. For those who plan to deliver services remotely, NASP has a guidance document on telehealth that should be helpful. This document outlines considerations with respect to technology, record keeping, privacy, and validity of measures.
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-psychology>

General Academic Information

- Interpreting assessment data upon re-entry will be a challenge for educators. This recorded webinar available to NASP members provides detailed information related to how school psychologists can best approach academic screening as they prepare for the return to school in the Fall. NASP Academic Screening Upon Reentry
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/academic-screening-post-covid-19>
- There are several classwide reading, writing, and math interventions with step by step protocols of implementation available on the NASP website.
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school>

Mental Health and Behavior

- Students will need additional SEL and mental and behavioral health supports upon return to school following COVID-19 closures. Access the ASCA-NASP School Re-Entry SEL Considerations Guidance document School Reentry Considerations Supporting Students' Social Emotional Learning and Mental Behavioral Health During COVID-19 at <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>
 - For each of the following topics, the document includes considerations for things that “Schools and Districts Should” do and also includes links to “Related Resources” for each of the topics. **1. Multidisciplinary Decision Making 2. Addressing Social and Emotional Learning and Mental Health Needs 3. Relationships and Transitions 4. Potential for Trauma 5. Addressing Physical and Psychological Safety 6. Discipline 7. Addressing Staff Needs 8. Family Engagement 9. Access to School-Employed Mental Health Professionals and School Nurses 10. Plan for unpredictable and Evolving Context**
- Unfortunately, Preparing for a student or staff death in the light of COVID-19 might be on our minds. Here is a link about how to do this in a virtual format and also how to respond to a crisis. Being prepared for how to handle a crisis like this key so that in the event that a crisis should occur, we are adequately prepared to assist. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/responding-to-death-in-the-covid-19-context-guidelines-for-administrators-and-crisis-teams>
- Conducting Behavioral Threat Assessments may look slightly different but will still need to occur even in a virtual world. It is crucial to have some components in place so that adaptability can happen easier. Learn more on this topic by accessing the Behavioral Threat Assessment and Management in the Virtual Environment document from NASP at <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/crisis-and-mental-health-resources/behavior-threat-assessment-and-management-in-the-virtual-environment>

Self-Care for staff, students, and families

- During crises, the need for self-care must be ever-present. Incorporating things such as mindfulness and relaxation techniques will be a crucial part of our practice. This will include being a resource to teach these same techniques to students, families, and colleagues. The following web-site provides resources and articles for educators, parents, and health care professionals during COVID-19: <https://greatergood.berkeley.edu/>
- The Greater Good at Science Center at UC Berkeley: Greater Good’s Guide to Well-Being During Coronavirus: Practices, resources, and articles for individuals, parents, educators, and health care professionals facing COVID-19.