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

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<th>Timing/Stage</th>
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| Prior to Re-entry| Consultation and Collaboration                                                               | ● Participate with student support and administrative staff in developing re-entry protocols and procedures for students.  
                                                                       ● Consult with administration and student services teams to provide professional development on student and staff reactions to stress and imposed isolation/ change. |
|                  | Data-Based Decision Making                                                                | ● Assist school/district in creating and/or interpreting a stakeholder survey to assess needs upon re-entry.  
                                                                       ● Assist with planning, implementing, and interpreting universal screening upon re-entry or soon thereafter to assess student needs (academic, social/emotional). |
|                  | Family, School, and Community Collaboration                                             | ● Connect with community resources to identify available support services for students and assess capacity to meet student needs.  
                                                                       ● Connect with families to provide information in advance on how to prepare students for the re-entry to school. |
| Re-entry         | Academic Interventions and Instructional Supports                                         | ● Provide instructional consultation to assist teachers with planning, implementing, and supporting the fidelity and progress monitoring of evidence-based academic interventions. |
|                  | Mental and Behavioral Health Services and Interventions                                   | ● 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.  
                                                                       ● Consult with teachers as students return to identify classroom interventions for individual students as appropriate.  
                                                                       ● Provide information to teachers about signs of depression, anxiety, stress, lack of motivation, and disengagement so they may identify students who |

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need support.
- Consult with teachers, student support services, and administrators on universal student behavioral needs and collaborate to develop appropriate responses at a universal level.
- Consult with student services staff on plans to address the possibility of another outbreak/school closure and how to emotionally prepare students and staff.
- Visit classrooms to monitor adult behavior for signs of stress and anxiety.
- 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 when warranted.
- 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.
- Provide threat assessments when warranted to students who present as a danger to self or others.
- Consult with teachers, school counselors, parents, and school social workers to deliver services to students who display outward signs of traumatic response or stress.
- Refer students to outside agencies for additional support.
- Provide students with age appropriate information and support related to anxiety, fears, and loss.

| School-Wide Practices to Promote Learning | Services to Promote Safe and Supportive Schools
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- 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.
- Consider integrating a lens of Trauma-Informed Care with current school-wide MTSS.

| Family, School, and Community Collaboration | Equitable Practices for Diverse Student Populations
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- Offer to facilitate parent training sessions with topics such as supporting student mental health, good home study habits, stress management for families, and community connections that support family needs.
- Meet with parents to discuss student needs and provide information to parents on how to continue to support their children during re-entry.
- Offer resources related to topics of diversity.
- Encourage, offer to co-facilitate, or lead building-, grade-, or subject-level meetings to address equitable practices and diversity.

| Research & Evidence-Based Practice | Research & Evidence-Based Practice
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- Review current academic and behavioral programs and supports.
- Pinpoint areas of strength and need via a staff climate survey.

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| Legal, Ethical, and Professional Practice | • Meet with students to complete assessments when the time is appropriate for an individual student; if possible, consider providing time to adjust to the school environment and routine.  
• Work with Central Office staff to accommodate the back-log of needed assessments and brainstorm possible solutions (e.g., double up psychological service providers to schools with students who need assessments).  
• Establish check ins with emotionally vulnerable students as they return to school to assess their level of functioning.  
• Meet with parents of special education students to discuss student needs and secure permission for assessments.  
• Consult with IEP teams and 504 teams to adapt student plans to meet emerging student needs. |


Please also refer to the following for additional information on the 2020 NASP Practice Model: