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

Timing/Stage	NASP Practice Model Domains of Comprehensive & Integrated School Psychological Services	Strategies/Activities/Duties
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

		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	• 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.
	Services to Promote Safe and Supportive Schools	• Consider integrating a lens of Trauma-Informed Care with current school-wide MTSS.
	Family, School, and Community Collaboration	• 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.
	Equitable Practices for Diverse Student Populations	• 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	• Review current academic and behavioral programs and supports.
		• Pinpoint areas of strength and need via a staff climate

		survey after the first 60 days of return to school.
	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.

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 for additional information on the 2020 NASP Practice Model:

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

www.aspponline.org