



Michigan Association of School Psychologists

# The Role of the School Psychologist 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	<ul style="list-style-type: none"> <li>Participate with student support and administrative staff and parents in developing re-entry protocols and procedures for students.</li> <li>Consult with administration and student services teams to provide professional development on student, parent 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 upon re-entry or soon thereafter to assess student needs (academic, social-emotional, behavioral, etc).</li> </ul>
	Family, School, and Community Collaboration	<ul style="list-style-type: none"> <li>Connect with community resources to identify available support services for students and assess capacity to meet student needs.</li> <li>Connect with families to provide information in advance on how to prepare students for the re-entry to school.</li> <li>Conduct parent survey to determine needs of families and supports necessary for successful re-entry</li> </ul>
Re-entry	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 widespread or targeted skill deficits when students return after interrupted instruction.</li> </ul>
	Services to Promote Safe and Supportive Schools	<ul style="list-style-type: none"> <li>Consider integrating a lens of Trauma-Informed Care with current school-wide MTSS.</li> </ul>
	Academic Interventions and Instructional Supports	<ul style="list-style-type: none"> <li>Provide instructional consultation to assist teachers with planning, implementing, and supporting the fidelity and progress monitoring of evidence-based academic interventions.</li> <li>Consult with teachers, student support services, and administrators on universal student behavioral needs and collaborate to develop appropriate responses at a universal level.</li> <li>Consult with student services staff on plans to address the possibility of another outbreak/school closure and how to emotionally prepare students and staff.</li> <li>Visit classrooms to monitor adult behavior for signs of stress and anxiety.</li> </ul>

	<p>Mental and Behavioral Health Services and Interventions</p>	<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 psychological trauma, grief/loss, depression, anxiety, etc., so they are better able to identify students who need support.</li> <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 when warranted.</li> <li>• Assist as a member of a Crisis Response 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 traumatic response or stress.</li> <li>• Refer students to outside agencies for additional support.</li> <li>• Provide students with developmentally appropriate information and support related to psychological trauma, grief/loss, depression, anxiety, etc.</li> </ul>
	<p>Family, School, and Community Collaboration</p>	<ul style="list-style-type: none"> <li>• Offer to facilitate parent training sessions and provide psycho-education around trauma and crises to promote safety, security and positive coping.</li> <li>• Meet with parents to discuss student needs and provide information to parents on how to continue to support their children during re-entry.</li> </ul>
	<p>Equitable Practices for Diverse Student Populations</p>	<ul style="list-style-type: none"> <li>• Offer resources related to topics related to of diversity and equity.</li> <li>• Offer to facilitate focus groups with students and/or families to support opportunities for family and student voices to be heard in support of high outcomes for all students</li> </ul>
	<p>Research &amp; Evidence-Based Practice</p>	<ul style="list-style-type: none"> <li>• Advocate for and evaluate the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavior supports at the individual, group, school, and district levels.</li> <li>• Evaluate the social-emotional needs of students and staff to provide interventions that lead to enhanced school climate, academic achievement, and sense of safety</li> </ul>

	<p>Legal, Ethical, and Professional Practice</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Work with administrative staff to brainstorm and identify possible solutions to triage student needs in a proactive and preventative manner while being responsive to ongoing, extended evaluations</li> <li>• Establish check-ins with emotionally vulnerable students as they return to school to assess their level of functioning.</li> <li>• Meet with parents of special education students to discuss student needs and secure permission for assessments as needed.</li> <li>• Consult with IEP teams and 504 teams to adapt student plans to meet emerging student needs.</li> </ul>
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Adapted from *Maryland Together: Maryland's Recovery Plan for Education (MSDE, 2020)*

<http://www.marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

Please 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.maspweb.com](http://www.maspweb.com)