Navigating Resources During School Closure
May 2020

WEBINAR 8: Planning for Fall
Introductions

Dr. Marsha Spencer, University of Arizona, School Psychology EdS Program Director at UA Chandler.

Dr. Julene Robbins, President of the Arizona Association of School Psychologists, Retired Lead Psychologist - Gilbert Public Schools, LSU-Shreveport Faculty & Private Practice
Coping With the COVID-19 Crisis: The Importance of Care for Caregivers Tips for Administrators and Crisis Teams

Chronic Stress
Associated Grief
Care for the Caregiver
How to Help Yourself and Others
NASP: Helping Children After A Wildfire

Variations on Listening

- Allow time for staff to discuss their feelings and share their experiences.
- Understand that it is perfectly normal for children to discuss the event over and over again.
- Provide time for students to discuss the wildfire.
- Most of all, listen to all the students. If you listen closely, they will be able to tell you what they need.
- Use the creative arts (e.g., drama, art, band, chorus, photography) to help children express their emotions.
- Develop an advisory committee of students to report back to school staff about what resources and changes in routines will help them cope in the aftermath.

Identify children and youth who are high risk and plan interventions.

Secure additional mental health support.

Help to provide accurate information and address inaccurate rumors or myths.

Sample To-Do List for Returning to School

MENTAL HEALTH SERVICE PROVISION

- Reach out to parents/families - utilize handouts, emails, phone contacts
  - Phone contact with most at risk. . .answer questions and tell parents what school will do to help kids adjust, publish handouts from NASP for parents
  - Provide a resource map for families and staff
- Serve general population and students with special needs by:
  - Reviewing school positive climate practices (PBIS, offer universal supports)
  - Be observant and plan for social difficulties & setbacks
  - Provide social-emotional learning opportunities
- Visit/Observe classrooms of students on behavior plans and monitor/resume use.
- Review crisis team needs and actions – Share tips with staff and teachers what to look for regarding trauma, suicide, etc. Utilize NASP handouts for distribution and/or training.
- Establish your presence on the crisis team or create one if you have not done so at your school. Use team meetings to follow up on students at risk – Special & General Ed.
RELATIONSHIPS & ROLES

- Reestablish team relationships and check self-care of team members.
- Establish or Reestablish your role: This is the prime time to be helpful to your administrator in ways you have wanted to add. Your input and assistance will be welcomed.
- Determine school opening procedures and what role you may have: School climate/PBIS

ASSESSMENT - DIAGNOSIS

- Review time management procedures to assist you with priority setting for most needy students or evaluations needing completion. Carefully problem solve through referrals left at the end of the year utilizing best practices approaches to evaluation available from NASP/AASP.
- Make your staff aware of referral procedures and the effect school closure may have had on achievement. Assist your staff in understanding that children will need time to reestablish themselves at school. Make no assumptions that progress was made during home school work.
NASP in Education Week

Kathleen Minke, NASP Executive Director, writing to an audience of teachers.

School Psychologists are:

- Experts at assessment (not just individualized assessment).
- Able to address social and emotional needs of students.

Dr. Minke ends with “Leaders, ask your school psychologists to help. They will.”

https://www.edweek.org/ew/articles/2020/05/07/the-pandemic-is-causing-widespread-emotional-trauma.html
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Resources and References

