

CONSIDERATIONS FOR RELATED SERVICE PROVIDERS AND SCHOOL PSYCHOLOGISTS IN REOPENING SCHOOLS JUNE 2020

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INTRODUCTION

This document presents several strategies and considerations intended to provide public and private schools, local educational agencies (LEAs), guidance in preparing for and conducting a successful re-entry into School Year 2020-2021. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended or augmented. LEAs should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians and health-care providers, apply this guidance in accordance with the guidance they receive from these stakeholders. LEAs should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners and institutional best practices and are not, unless otherwise indicated, required by statute or regulation. Some LEAs will not be able to address or implement all the strategies included. Each LEA should use this document as a guide and consult with all relevant stakeholders to determine which procedures the LEA is able to address and the best way to proceed.

We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable. This guide will be revised and updated regularly as more data and resources become available.

THANK YOU

Arizona would like to recognize all of the statewide stakeholders who shared their valuable time and expertise in the development of this document. We also thank all those who served as an Advisory Group to review and provide thoughts and feedback.

Considerations for Related Service Providers and School Psychologists

	All Students in Physical Buildings	Some Students in Physical Buildings with Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
Occupational Therapy, Physical Therapy, and Speech Therapy	 Follow CDC regulations and guidelines when considering the number of students in a group setting; allow additional 	 In physical building: In physical building: Follow CDC regulations and guidelines when considering the number of students in a group setting; allow 	 Therapy: Consult your licensure board or agency to determine regulations regarding teletherapy. Progress reports on 	 Therapy: Consult your licensure board or agency to determine regulations regarding teletherapy. Progress reports on
	 allow additional time between sessions to clean surfaces and materials when setting up schedules. If masks are required, SLPs may need masks with clear piece over mouth. Caseload/Workload: Consider adjustments to caseload/workload to accommodate CDC guidelines. Progress reports on annual IEP goals will need to be 	 a group setting, allow additional time between sessions to clean surfaces and materials when setting up schedules. If masks are required, SLPs may need masks with clear piece over mouth. For distance learning: Consult your licensure board or agency to determine regulations regarding teletherapy. Consider adjusting caseload/workload based on number of students seen in each 	 Progress reports on annual IEP goals will need to be completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary. Caseload/Workload: If teletherapy will be provided, consider adjustments to caseload/workload to accommodate scheduling. 	 Progress reports on annual IEP goals will need to be completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary. Caseload/Workload: If teletherapy will be provided, during the school closure, consider adjustments

completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary.	feasible for some	Assessment: • In Arizona, standardized scores are not required for an IEP team to determine whether a student needs OT, PT, or speech services. If it is not feasible or appropriate to administer a standardized assessment, data can be collected using student observation, criterion referenced measures, rubrics, teacher/parent/student interviews, etc.	to caseload/workload assignments. Assessment: • In Arizona, standardized scores are not required for an IEP team to determine whether a student needs OT, PT, or speech services. If it is not feasible or appropriate to administer a standardized assessment, data can be collected using student observation, criterion referenced measures, rubrics, teacher/parent/student interviews, etc.
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Assistive Technology (AT) Support	Implement assistive technology needed to access classroom and curriculum, as identified in student's IEP or Section 504 plan. Provide staff training or re-training as needed.	and B) smooth transition between AT needed in physical building and AT needed for distance learning for each student with an IEP	Implement assistive technology needed to access online platform and curriculum as identified in a student's IEP or Section 504 plan. Provide staff training or re-training as needed.	Plan for A) implementation and B) smooth transition between AT needed in physical building and AT needed for distance learning for each student with an IEP or Section 504 plan. (AT may differ based on environment.)
School Psychologists	 Assessment/Evaluation During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to-face testing only if absolutely necessary (refer to CDC/health guidelines). Follow CDC regulations and guidelines; allow additional time between sessions to clean surfaces and materials when setting up schedules. 	 Assessment/Evaluation During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to- face testing only if absolutely necessary (refer to CDC/health guidelines). Follow CDC regulations and guidelines; allow additional time between sessions to clean surfaces and materials when setting up schedules. Only collect additional data using valid 	 Assessment/Evaluation During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to- face testing only if absolutely necessary (refer to CDC/health guidelines). Only collect additional data using <u>valid</u> reliable measures and <u>procedures</u>. Consider scenario's impact on student performance including current emotional state and <u>access to</u> <u>learning/academic</u> <u>environment</u>. 	 Assessment/Evaluation During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to-face testing only if absolutely necessary (refer to CDC/health guidelines). Only collect additional data using <u>valid</u> <u>reliable measures</u> <u>and procedures</u>. Consider scenario's impact on student performance including current emotional state and <u>access to</u>

Carefully consider	reliable measures and	Consider <u>best</u>	learning/academic
Spring 2020 school	procedures.	practices when	environment.
closure's impact on	 Consider scenario's 	completing	Consider <u>best</u>
student	impact on student	educational	practices when
performance	performance including	evaluations during a	completing
including current	current emotional	school closure.	educational
emotional state and	state and access to		evaluations during a
access to	learning/academic	Consultation (behavior and	school closure.
learning/academic	environment.	academic)	
environment.		,	Consultation (behavior and
Avoid statements	Consultation (behavior and	Help teachers and	academic)
such as "results	academic)	school personnel	,
should be		understand how	Help teachers and
interpreted with	Help teachers and	social-emotional	school personnel
caution," but rather	school personnel	learning and trauma	understand how
use caution when	understand how	impact students'	social-emotional
interpreting results	social-emotional	performance and	learning and trauma
and describe how	learning and trauma	behavior.	impact students'
you did this.	impact students'	Support teachers in	performance and
you did this.	performance and	meeting the needs of	behavior.
Consultation (behavior	behavior.	students with	Support teachers in
and academic)	Support teachers in	disabilities.	meeting the needs of
and academic)	• <u>Support teachers</u> in meeting the needs of	 Assist teachers in 	students with
Holp topohoro and	students with		disabilities.
Help teachers and achect percentage	disabilities.	identifying and	 Assist teachers in
school personnel		supporting struggling	
understand how	 Assist teachers in identifying and 	students.	identifying and
social-emotional	identifying and	Provide support to	supporting struggling
learning and <u>trauma</u>	supporting struggling	teachers to increase	students.
impact students'	students.	engagement in virtual	Provide support to
performance and	Provide support to	format.	teachers to increase
behavior.	teachers to increase		engagement in virtual
Support teachers in		Direct services	format.
meeting the needs	format.	Follow CDC	
of students with		regulations and	Direct services
disabilities.	Direct services	guidelines when	Follow CDC
		considering the	regulations and

Continue providing	Follow CDC	number of students in	guidelines when
input regarding data	regulations and	a group setting; allow	considering the
collection and use	guidelines when	additional time	number of students in
<u>in MTSS</u> .	considering the	between sessions to	a group setting; allow
	number of students in	clean surfaces and	additional time
Direct services	a group setting; allow	materials when setting	between sessions to
Follow CDC	additional time	up schedules.	clean surfaces and
regulations and	between sessions to	 Review/adjust 	materials when
guidelines when	clean surfaces and	counseling goals.	setting up schedules.
considering the	materials when setting	 Establish and 	 Review/adjust
number of students	up schedules.	implement procedures	counseling goals.
in a group setting;	 Review/adjust 	for informed consent,	 Establish and
allow additional	counseling goals.	privacy/confidentiality,	implement
time between	 Establish and 	record keeping and	procedures for
sessions to clean	implement procedures	service provision for	informed consent,
surfaces and	for informed consent,	group and individual	privacy/confidentiality,
materials when	privacy/confidentiality,	counseling in	record keeping and
setting up	record keeping and	telehealth setting.	service provision for
schedules.	service provision for	Consider providing	group and individual
Review/adjust	group and individual	additional mental	counseling in
counseling goals.	counseling in	health services such	telehealth setting.
Revisit	telehealth setting.	as grief counseling,	Consider providing
confidentiality	Consider providing	mindfulness, and	additional mental
agreements with	additional mental	coping skills for	health services such
students.	health services such	students at school and	as grief counseling,
Consider providing	as grief counseling,	participating virtually.	mindfulness, and
additional mental	mindfulness, and	 Consider how 	coping skills for
health services	coping skills for	traditional Tier 1, Tier	students at school
such as grief	students at school and	2, and Tier 3 SEL	and participating
<u>counseling</u> ,	participating virtually.	supports will be	virtually.
mindfulness, and	 Consider how 	provided for students	Consider how
coping skills.	traditional Tier 1, Tier	participating virtually.	traditional Tier 1, Tier
ooping online.	2, and Tier 3 SEL	 Consider how MTSS 	2, and Tier 3 SEL
Family Support	supports will be	and FBA/PBIP	supports will be
	provided for students	implementation will be	provided for students
	participating virtually.	conducted for	participating virtually.
	participating virtually.		participating virtually.

 Maintain channels of <u>communication</u> with families. Provide outreach for <u>grief and loss</u>. <u>Connect with</u> <u>families</u> and <u>provide</u> <u>resources</u>. 	 Consider how MTSS and FBA/PBIP implementation will be conducted for students participating virtually. Support staff training in recognizing concerns of students at school or participating virtually that may trigger mandatory reporting or crisis response. Establish remote crisis intervention and risk assessment procedures. 	 students participating virtually. Support staff training in recognizing concerns of students at school or participating virtually that may trigger mandatory reporting or crisis response. Establish remote crisis intervention and risk assessment procedures. Family Support Maintain channels of communication with families. 	 Consider how MTSS and FBA/PBIP implementation will be conducted for students participating virtually. Support staff training in recognizing concerns of students at school or participating virtually that may trigger mandatory reporting or crisis response. Establish <u>remote</u> <u>crisis intervention</u> and <u>risk assessment</u> <u>procedures</u>.
	 Maintain channels of <u>communication with</u> <u>families</u>. Provide outreach for <u>grief and loss</u> <u>Connect with families</u> and <u>provide</u> <u>resources</u>, including <u>national hotlines</u> and local community crisis response resources. Provide strategies to <u>structure and facilitate</u> <u>remote learning</u>. 	 Provide outreach for <u>grief and loss</u> <u>Connect with families</u> and <u>provide</u> <u>resources</u>, including <u>national hotlines</u> and local community crisis response resources. Provide strategies to <u>structure and facilitate</u> <u>remote learning</u>. Provide strategies for behavioral management. 	 Maintain channels of <u>communication with</u> <u>families</u>. Provide outreach for <u>grief and loss</u> <u>Connect with families</u> and <u>provide</u> <u>resources</u>, including <u>national hotlines</u> and local community crisis response resources. Provide strategies to <u>structure and facilitate</u> <u>remote learning</u>.

 Provide strategies for behavioral management. 	 Provide strategies for behavioral management.