

NDASP COVID-19 Notes

Discussion on evaluations doing COVID-19

- NDASP sent out a position paper which states best practice. Obviously, we know there may be exceptions but make decisions carefully as we need to keep ourselves and students safe.
- Teletherapy—only if trained and caution against cognitive assessment. Presence learning is only licensed platform and requires LOTS of training. There is not a lot of research to back teletherapy and should only be used as last resort. This is an area to consider future NDASP training as we may need it for the foreseeable future or for other circumstances.
- Clinical Psychologists are not doing assessment online at this time, just continuing therapy.
- Some districts are feeling pressure to assess but position paper seems to have helped.
- Most school psychologists are not advocating assessment online at this time; however, this may need to change if school closure continues for longer than we expect.
- Are assessments even valid due to virtual administration? NO
- Are assessments even valid due to situational trauma?
- There is some guidance on extension of 60-day timelines from DPI but it is very case by case so be sure to complete everything as timely as you can.
- For evals—if consent signed complete what you can and suspend everything else—use PWN. For example, if student was tested LD and ED and you have completed BASCS, observations, Cog but not academic—place ED if the student qualifies and suspend academic testing until school resumes due to national emergency. Initials—suspend until school resumes. 3 years—check no testing necessary and support with data—NWEA, CBMs, grades, title info, mastery connect, etc.

Dr. Potter brought up idea that we may need to adapt how we do things—is this the new normal. Are the norms for assessments valid for kids who are traumatized during this crisis? How will we serve kids and how can we do this differently?

How are we serving SPED kids now?

- Varies from teacher to teacher—some districts required to do X amount of time virtually with students, others doing choice boards. Some teachers have jumped right on and are providing minute to minute while others are just doing weekly check ins with choice boards. This may have to increase in structure and depth if school closure continues.
- We shouldn't rely on parents to provide services as many are not capable during this crisis due to ability, working, stress, etc.
- Services also seem to be depending on what parent wants—do they want virtual, packets, nothing?
- DOCUMENT, DOCUMENT and then document some more!
- Offer options more than once and DOCUMENT!
- Current focus seems to be on maintenance versus progress but staff are trying to take progress data.

Most districts are not amending IEPs, but are providing PWN with specific wording. Examples were shared. Some districts in MN are writing Individual Service Plans and amending minutes.

NDASP will prepare position paper for parents by next week for review by group. It will focus on explaining our role during COVID 19 and some of the changes in how we do our services and why.

NDASP will prepare position statement/guide for fall so we are not inundated with evals. Can we even say the kids had adequate instruction? Consensus is no. Will we see an influx of parent requests because kids are behind-possibly? Need something to address that.