



# Ask the Experts Webinar Series

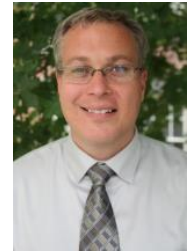
## The Pandemic's Impact on Academic Instruction and Student Progress

# “Ask the Experts” Webinar Series

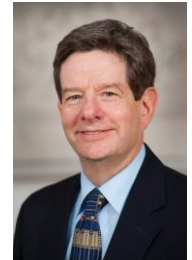
- Series of recorded webinars to be posted on the NASP website
- Webinars are designed to offer support to school psychologists, interns, and practicum students as they navigate the delivery of school psychological services during the COVID-19 pandemic
- Each webinar will be followed by the opening of a discussion thread on the NASP member exchange community
- Each webinar will:
  - Address critical questions emerging as a result of the need to provide virtual telehealth school psychological services
  - Provide advice and guidance from experts
  - Offer suggested strategies and resources for addressing professional practice issues

# Expert Panel

Matthew Burns, Ph.D., Professor, Special Education and Director of the Center for Collaborative Solutions for Kids, Practice, and Policy, University of Missouri



Joe Kovalski, D.Ed., Professor Emeritus of Educational and School Psychology, Indiana University of Pennsylvania



Timothy Runge, Ph.D., Professor, Educational and School Psychology, Indiana University of Pennsylvania



Amanda VanDerHeyden, Ph.D. Private Consultant and Founder of Spring Math



# Question 1

- How do you see the role of the school psychologist changing - if at all - in supporting academic instruction during and after long term school closures?
  - An opportunity for role expansion for some

## Question 2

- From an academic interventions standpoint, what are the most important aspects we need to consider about the learner today, and in the Fall when school resumes? How should school psychologists be preparing for the possible scenarios?

## Question 3

- When considering our Child Find obligations and a school's problem solving process, how do the extended school closures impact our process for addressing academic concerns and needs of students?
  - Both over-identification and under-identification are dangers right now.

## Question 4

- What should be the focus of academic screening efforts now and when school resumes in the fall? What screening activities should school psychologists be engaged in over the summer?

## Question 5

- What are the key considerations for academic instruction and intervention in reading, writing and math for a virtual or hybrid (some virtual, some F2F) learning environment? Where should school psychologists focus their efforts when working with teachers?



## Question 6

- What additional academic considerations should school psychologists keep in mind when conducting special education evaluations during and after long term school closures?
  - Assessing lack of instruction will be problematic but important.

## Question 7

- Educators are somewhat accustomed to managing summer learning loss when a new school year begins. What additional academic support may be needed to address learning loss in the unique context of extended school closures?

## Question 8

- In regards to academics, what are the most critical equity issues important to address in virtual learning?

# Key Messages

- No academic screening as a single-point-in-time measure will function accurately in the context of variability that is the new reality. Intervention trials must be part of the assessment.
- Monitoring students' progress will continue to be essential in delivering appropriate instruction for all students, even in virtual learning environments.
- The COVID19 extended break in schooling will likely exacerbate the achievement gap; there is likely inequity in what students experienced during the break, which will have significant impact on academic performance when schools reopen.
- The response to the extended break from instruction and intervention will need to be immediate and systemic before attempting any return to normalcy.

# Please join us for “Member Only” COVID-19 Webinars Coming Soon....

- Academic Screening
- Academic Interventions: Reading
- Academic Interventions: Math
- Academic Interventions: Writing
- Special Education Evaluation and Identification

# NASP Resources



The screenshot shows the NASP COVID-19 Resource Center website. At the top is a navigation menu with links for 'About School Psychology', 'Resources & Publications', 'Professional Development', 'Standards & Certification', 'Research & Policy', and 'Membership & Community'. Below the menu is a breadcrumb trail: 'Home > Resources & Publications > Resources & Podcasts'. The main heading is 'COVID-19: Resource Center'. A large banner image shows a teacher and a student working together, with the text 'Guidance and Supports'. To the right of the banner is a 'ASK THE EXPERTS Webinar Series' section featuring a 'President Check-In with Leslie Paige' and the tagline 'Together We Thrive'. Below the banner, there is a paragraph of introductory text: 'NASP is committed to providing our members and the public with information, guidelines, and resources to help support the learning and well-being of students, their families and others in the school community during the COVID-19 crisis. We will continue to develop and update resources as new information becomes available.' Below this text are four columns of resource categories: 'Service Delivery & Special Education', 'Crisis & Mental Health', 'Families & Educators', and 'Professional & Credential Preparation'. Each column lists specific resources and includes a 'View More Resources' link.

- NASP COVID-19 Resource Center  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>
- Considerations for Academic Assessments and Interventions Upon a Return to School  
<https://www.nasponline.org/return-to-school-academic>
- Virtual Service Delivery in Response to COVID Disruptions  
<https://www.nasponline.org/x55063.xml>
- Equity Considerations During and After COVID-19 School Closures  
<https://www.nasponline.org/x55210.xml>

# External Resources

Center on Response to Intervention (AIR)

<https://rti4success.org/>

Institute for Education Sciences: What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>

Minnesota Center for Reading Research

<https://mccr.umn.edu/programs/path-reading-excellence-schools-sites-press>

National Center on Intensive Intervention: Tools, Charts, and Implementation Rubric

<https://intensiveintervention.org/>

Spring Math

[www.springmath.com](http://www.springmath.com)

# Additional References

- Burns, M. K., Riley-Tillman, T. C., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Graham, S., MacArthur, C. A., & Hebert, M. (2009). *Best practices in writing instruction* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Hyson, D. M., Kovaleski, J. F., Silberglitt, B., & Pedersen, J. A. (2020). *The data-driven school: Collaborating to improve student outcomes*. New York: Guildford.
- Kovaleski, J. F., VanDerHeyden, A. M., & Shapiro, E.S. (2013). *The RTI approach to evaluating learning disabilities*. New York: Guilford.
- Mather, N., Wendling, B. J., & Roberts, R. (2009). *Writing assessment and instruction for students with learning disabilities* (2<sup>nd</sup> ed.). San Francisco, CA: John Wiley & Sons.





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