
John Kelly, Co-Chair, NASP Membership Committee
Emily Klein, Chair, NASP ATS Committee
Ashley Arnold, Member, NASP ATS Committee
How are COVID19 and School Psychology Alike?

- **Screening** for Membership Illnesses
- **Diagnosing** the Affect of COVID 19 on Membership
- Finding the Right **Treatment** for COVID 19 Membership Illnesses
- **Finding a Vaccine (Prevention)** for COVID 19 and Possible Future Membership Viruses
How has COVID-19 affected your state association?

- Cancelled/postponed a conference or other association-sponsored professional development opportunity?
- Affected your revenue?
- Changed the focus of your association’s advocacy?
- Changed how your members deliver school psychological services?
- Created distances or isolation where it did not previously exist?
When You Make Yourself Valuable, You Will Be Valued
How State Associations Can Maintain Relevance

- Member engagement
- Facilitating professional networking
- Professional development
- Effective communication
- Advocacy
Unique Challenges Require Unique Solutions
Engagement of Members

- Why should someone become a member of your state association?
  - Networking opportunities
  - Professional development
  - Helpful resources
  - Relevance in professional advocacy

- But how is what your state association offers DIFFERENT from other professional organizations, like NASP or state mental health/educational associations?
  - Identify your unique niche
“It was once the case that each association owned a small monopoly, providing the single best resource to everyone in their field. No more. With the advent of 24/7 interconnectivity, anyone can set up shop and begin serving your members.”

- 2019 MEMBERSHIP MARKETING BENCHMARKING REPORT
Innovation and Value

- Associations reporting positive outcomes in membership also report higher innovation and level-of-value-scores.
- In short, these more innovative and value producing associations are successfully adapting to the challenges faced in today’s competitive marketplace.
Possible Niches...

- Your state department of education is remaining silent on how assessments will be conducted while schools are closed, so some districts have decided that it’s okay for school psychologists to conduct IQ testing remotely over video call… what could you do?

- A member contacts the state association concerned that budget cuts are going to result in a loss of school psych positions in their district next year… how could you assist?

- We’ve all been cooped up for months and need some stress relief… how could you help?
Professional Development Tailored To Your State Needs and Issues
Membership Perk - Professional Development

- Professional development is a major membership perk… it’s also how state associations bring in revenue to fund other services for your members!
- You might not be able to do a large, face-to-face conference, but it just means that it’s time for some creativity!
  - Using a virtual format (i.e., webinar)
  - Organizing smaller, regional face-to-face gatherings within your state’s guidelines for group gatherings (e.g., rather than a single event attended by 100 people, have 4 regional facilitators offer the content to groups of no more than 25 people)
- If you make it accessible only to members, you might get additional dues revenue that you wouldn’t have otherwise gotten!
Membership Perk - Professional Development

- However you choose to offer professional development, consider “How is our PD specifically a value for our members? What differentiates it from something that our members could get elsewhere?”

Some ways to differentiate your product:

- Offer NASP-approved CPD hours
- Highly relevant local topic targeted to your specific audience (ethics is never a bad idea…)
- Include opportunities to network with other school psychs
State Example: Texas Resource Guide

I. Counseling Resources
   A. Guidance provided by TEA as of 4/14/2020 can be found here regarding remote counseling and student support services.
   B. A comprehensive list of Mental and Behavioral Health supports across the state can be found here.
   C. Texas Suicide Prevention has posted COVID-19 Resources and Support for students.
   D. ESC 12 has compiled a resource document for related services counseling which can be found here.
   E. ESC 13 has also compiled a Virtual Counseling Toolbox resources for all grade levels. It can be found here.
   F. ESC 16 has compiled a counselor support resource document here.
   G. NASP Webinar with associated handouts (on sample log) on Providing Teleschool Services here.
   H. NASP virtual School Suicide Prevention and Assessment Resources can be found here.
I. Trauma
   J. ESC 3 Mental Health Resources (https://www.escc3.net/Page185)
   K. ESC 3 Social Emotional Learning (https://www.escc3.net/Page186)
   L. ESC 4 Counseling Resources (https://www.escc4.net/Page159)
   M. ESC 4 Social Emotional Learning Resources (https://www.escc4.net/Page160)
   N. ESC 4 Mental Health and Emotional Wellness (https://www.escc4.net/Page161)

II. Remote Assessment
   A. Webinar from NASP on Legal and Ethical Considerations for Remote School Psychological Services, including sample worksheet, can be found here.
   B. NASP document on Telehealth/Virtual Service Delivery can be found here.
   C. APA information on Remote Assessment can be found here.
   D. Information from WP5 regarding tele-assessment can be found here.
   E. Information from Pearson regarding tele-assessment can be found here.
   F. Information from Pro-Ed regarding tele-assessment can be found here.
   G. Information from PAR regarding tele-assessment can be found here.
   H. Information from Riverside regarding tele-assessment can be found here.

III. Initial Evaluations
   A. TEA released update guidance regarding how LEAs should handle student services for cases in which the FIE cannot be completed due to Covid-19. This was released on 4/23/2020 and can be found under the Evaluation section of this document.
   B. For detailed guidance regarding how to navigate various evaluation scenarios please reference this document.
   C. Guidance regarding potential testing resuming as stay at home order has expired can be found here.

IV. Supporting Parents and Caregivers
   A. TEA and PBIS have collaborated on educational programming to bring resources to families. Information can be found here.
   B. NASP Webinar on Engaging and Supporting Parents can be found here.
   C. NASP Handout on Countering Covid 19 Stigma and Racism. Tips for Parents and Caregivers can be found here.
   D. Handout on Helping Children Cope available in English, Spanish, Korean, Chinese, Amharic, French, Vietnamese, Urdu, Bahasa, and Hmong.
   E. ESC 4 Resources for Parents (https://www.escc4.net/safeschools/parent-resources)

V. Trauma Resources
   A. ESC 13 has compiled trauma informed resources which can be found here.
   B. TEA has compiled a statewide resource document for COVID-19 Mental and Behavioral Health Grief and Trauma which can be found here.
   C. Karyn Purvis Institute of Child Development is offering free access to TBR 101 through June 30, 2020.
   D. NASP Website for Trauma can be found here.
   E. NASP resource on Supporting Trauma: Tips for Parents and Educators can be found here.
   F. ESC 3 Resources for Displaced Families (https://www.escc3.net/Page197)

VI. Self-Care for the Practitioner
   A. NASP Website for Care for the Caregiver: Tips for Administrators and Crisis Team can be found here.
New York Association of School Psychologist

Attention School Psychologists, Teachers, and Administrators!
NYASP Presents Special Online Webinar:

How to Keep Executive Functioning When Everything is Whacked!
Strategies for Supporting School Psychologists, Teachers, Parents and Students

School psychologist, Jack A. Naglieri and master teacher, Kathleen Kryza combine their expertise to bring you three one-hour webinars filled with research-based strategies to support school psychologists, teachers, parents and students in these trying times when so many things have changed. The sessions will emphasize how we all can cope better if we use our Executive Functioning skills to figure out how to manage new demands such as learning in a virtual classroom, staying focused and the importance of staying connected.

Attention School Psychologists, Teachers, and Administrators!
NYASP Presents A Special Online Webinar Series:

Applying Trauma Informed Practices in a Post-Pandemic World

As districts increasingly recognize the impact of stress, adversity, and trauma on students, schools must now consider how to implement these trauma-informed approaches within their unique contexts, all while balancing existing demands and school-wide initiatives. Join us for three one-hour webinars designed to prepare educators with the fundamentals of providing trauma-informed approaches in our schools, both in the aftermath of COVID-19 and in the long-term.

Session 1: Trauma Informed Schools 101 - Monday May 11, 2020 4 pm
- Defining “trauma” and “trauma-informed”
- Describing individual and event factors that influence impact

Session 2: Trauma Informed Practices within an MTSS Framework – Thursday May 14, 2020 4 pm
- Implementing trauma-informed practices within an MTSS framework
- Embedding approaches within existing infrastructure (e.g., discipline policies, report-writing, IEP meetings)
- Identifying 6 core principles of trauma-informed schools (including within the COVID context)
Create Networks for School Psychologists in your State to Connect
Membership Perk - Networking Opportunities

- State association conferences often provide a great opportunity for school psychs to network with each other.
- While f2f has its benefits, you can still offer other networking opportunities to your members while following guidelines for physical distancing.
State Example: Delaware “Coffee Hour” Chats

- DASP has offered virtual “Coffee Hour” chats after the end of the workday every few weeks since schools have been closed.
- The “chats” consisted of a facilitated discussion on a topic, such as:
  - What was going well (and what wasn’t) when we had to quickly pivot to remote service provision
  - What are some of the equity issues that you’ve seen in your school communities during distance learning, and what actions are helping/not helping?
Provide Communication and Practice Resources Unique to State Issues
Membership Perk
Communications/Resources

● What do your members need to know?
  ○ “One stop shop” link to content from other sites that is relevant to your members’ needs
  ○ Create new content specific to your state (e.g., how to interpret your state’s guidance on evaluation timelines, what is your state association’s position on use of telepractice or remote assessment, etc.)

● What’s important is staying connected to your members, letting them know that the association is here to support them in these times of uncertainty.
WSASP指导框架
特殊教育评估
在COVID-19停课期间
Advocate for What is Important to Your State School Psychologists
Membership Perk - Advocacy

- What kind of advocacy is your state association providing on issues relevant to your members?
  - Collaborating with your state Department of Education around developing guidance for school psychological practice during distance learning
  - Addressing inequity of resource allocation for students during distance learning
  - Providing input in plans to reopen schools

- This could be an opportunity to engage members that may have previously not been actively involved - they may discover an issue that they really want to do some work on!

- Think about opportunities for microvolunteering.
State Example: North Carolina
Reach out and Touch Someone! We are all in this together.
CONNECT USING THE....

- NASP Member Exchange
- State President/President Elect Community
- Contact your NASP delegate to help identify and share resources from other states
- ATS or Membership Committee Consults

These tough times offer a unique opportunity to engage your members and demonstrate the value of state association membership - all you have to do is seize it!
Questions: Contact Us

John Kelly, Co-Chair Membership
jkellyphd62@gmail.com

Emily Klein, Chair, ATS
eklein@udel.edu

Ashley Arnold, Committee Member, ATS
Ashley821@hotmail.com