

Summary

Panelists:

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Below is a summary of the key points addressed in this webinar:

Guidance for creation of a virtual environment

- Be aware of your own technology competencies and willingness to learn new platforms and technology.
- Make sure you have a computer with video and audio capabilities as well as sufficient bandwidth and speed to manage the platform you choose.
- Ensure you have a communication system, likely telephone, in case of loss of connection.
- Best-case scenario, the student will have a similar setup in order to facilitate the connection.
- Also consider distractions, work space, adults to support, and also in-home triggers.
- If the student does not have telecapabilities, think outside the box and allow for other opportunities for connection including paper.
- Consider the privacy and confidentiality of students who may not have private spaces.

Communication with your team to ensure that students in need are being supported and identified

- Make sure you connect with your school teams, and ensure that all decisions are done with a collaborative focus.
- Set a plan and schedule to regularly communicate with your team.
- Consider how mental health services might be viewed the student's family and community.
- Keep good documentations, set up a file system, and manage email folders to keep cases managed.
- Give yourself a break; it takes between 50–100 hours to set up an effective online telepractice system/office.

Considerations for what services can be delivered

- At the district level, problem solving meetings and data based meetings go really well virtually.
- Consider developing online professional learning around key topics.
- At the direct service level, counseling and intervention services can be effectively delivered.
- When providing behavioral intervention services, consider how you can incorporate adults in the students' environment and empower them.
- Assessments-follow the U.S. Department of Education guidance. If the services require face to face contact, these services can be waived at this time.

Ethical and legal issues that might impact your daily work

- Informed consent is key, and you must have a specific clause around telehealth. There are online examples, but work with your district to develop yours.
- Confidentiality in FERPA/HIPPA: Have a private room, with no other people around. Use headphones and a mic to create more privacy; this is ideal.
- Ensure you are practicing within your skills. Have training in telehealth and be comfortable with your platform. Assessment platforms definitely need training.
- Use platforms that are appropriate for different groups. Teleservices may not be appropriate for young children and for children who need frequent refocusing by an adult. Again, do no harm and try to do good.
- Dynamic informed consent should be considered—that is, informed consent that is flexible with your environment and theirs.

Engage your resources

- Use your NASP resources. You don't have to reinvent the wheel.
- Practicum and intern students: NASP has guidance on how to finish your 1,200 hours of supervised provision of services.
- Be creative! If someone doesn't have the technology, think about using print resources or phone calls.

Steps to Success

- Step 1: Consider your virtual environment.
- Step 2: Communicate with your team to determine a process for identifying and responding to student needs.
- Step 3: Consider the breadth of services that need to be delivered.
- Step 4: Consider the big picture ethical and legal issues that might impact your daily work.
- Step 5: Engage people and NASP as resources.

Key Messages

- Let the NASP Practice Model be your guide. Consider how your telehealth work today can support prevention, evaluation, and intervention services for tomorrow.
- This is an opportunity for you to demonstrate your value beyond what they already know or believe about you.
- Be thoughtful about your virtual environment.
- Technology offers ways that you can connect with your colleagues, school administrators, parents, and kids. Reach out and touch someone!
- Prioritize student needs; weigh risks and benefits of services. Consider compensatory services as needed.
- Communicate and coordinate regularly with colleagues, teachers, parents, and your students.
- Use a legal and ethical decision making model to guide your work.
- Consider your skills and seek out related professional development as needed.
- Utilize NASP and external resources in supporting the work of your school community.
- Internship and practicum students should work closely with graduate educators and site supervisors to stay engaged with students and teachers.

NASP Resources

Sample School Psychological Services Log,

<https://www.nasponline.org/Documents/Resources%20and%20Publications/Resources/Health/COVID-19/Webinar%202%20SP%20Services%20Log%20SAMPLE.docx>

NASP Virtual Service Delivery in Response to COVID-19 Disruptions, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions>

NASP Guidance for the Delivery of School Psychological Telehealth Services, [http://www.nasponline.org/assets/documents/Guidance_Telehealth_Virtual_Service_%20Delivery_Final%20\(2\).pdf](http://www.nasponline.org/assets/documents/Guidance_Telehealth_Virtual_Service_%20Delivery_Final%20(2).pdf)

Just a Click Away: Virtual School Psychologist for Hire, <https://www.nasponline.org/publications/periodicals/communique/issues/volume-46-issue-1/just-a-click-away-virtual-school-psychologist-for-hire>

External Resources

APA: Office and Technology Checklist for Telepsychological Services, <https://www.apa.org/practice/programs/dmhi/research-information/telepsychology-services-checklist.pdf>

APA: Comparing the Latest Telehealth Solutions, <https://www.apaservices.org/practice/business/technology/tech-column/telehealth-solutions>

APA: Telehealth Continuing Education Resources, <https://www.apa.org/ed/ce/telehealth>

ASCA: Planning for Virtual/Distance School Counseling During an Emergency Shutdown, <https://www.schoolcounselor.org/asca/media/asca/home/EmergencyShutdown.pdf>

PESI: Telehealth for Mental Health Professionals: 2-Day Distance Therapy Training (PROMO CODE: TELEFREE), https://catalog.pesi.com/item/52191/?utm_source=featuredad&utm_medium=banner&utm_campaign=BH_telehealth_POS055645&fbclid=IwAR27UFhALN5f_rPIUWpYffttDSnDPbn4ZdQIaiQ2A9pIen0rg6Nak2s70tM#tabCredit

Presence Learning: Remote, Online Administration of Psychoeducational Assessments, https://www.presencelearning.com/app/uploads/2019/12/PA_Whitepaper_February2018_FINAL.pdf

U.S. Department of Health and Human Services: Notification of Enforcement Discretion for Telehealth Remote Communications During the COVID-19 Nationwide Public Health Emergency, <https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html>