



Addressing Student Needs Planning for the Transition Back to the Brick-and-Mortar School

7/9/2021

Presented by

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School Psychologist



eLuma
online therapy

Moderated by

George Dayton,
Marketing Director, eLuma Online Therapy

Agenda

Introduction	1:00 pm EST (5 minutes)
Presentation	1:05 pm EST (40 minutes)
Q&A	1:45 pm EST (10 minutes)

Who is eLuma?

eLuma Online Therapy

- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 299 dedicated team members
- ▶ Over 22,000 students served in 36 states



The Webinar

A few facts:

- › Part of our eLumanated Webinar Series
- › Recording will be posted to Webinars page at elumatherapy.com
- › Slide Deck and Certificate of Attendance will be sent after the webinar



The Presenter

Benjamin S. Fernandez, MS Ed.

- Practicing school psychologist with 25 years of experience
- Lead School Psychologist
- PREPaRE Master Trainer
- Member of the NASP's School Safety and Crisis Response Committee





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Schools During the Pandemic



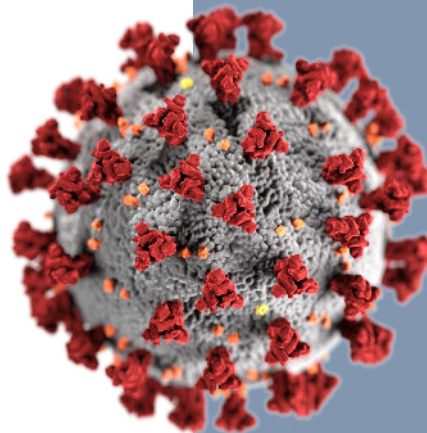
Transitioned to 100% Virtual or Distance Learning and Service Delivery



Remained open and in person utilizing various mitigation approaches



Hybrid – In person and asynchronous days



COVID-19

Early 2020 The World Shut Down

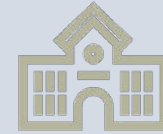
Travel was restricted, businesses temporarily closed, social distancing, people were getting sick, confusion and fear, essential workers

Facts and Figures – Education During the Pandemic

The COVID 19 Landscape of Education



- Apr. 2020 - 1.2 billion students globally were out of school
- June 30, 2021 – approx. 156,692,641 learners impacted, globally



- In U.S., considered partially open – 58,663,970 learners impacted (PS-12)
- Lower income students were less likely to receive online instruction vs. wealthier

Impact on Families and Students

Job loss

Financial Instability

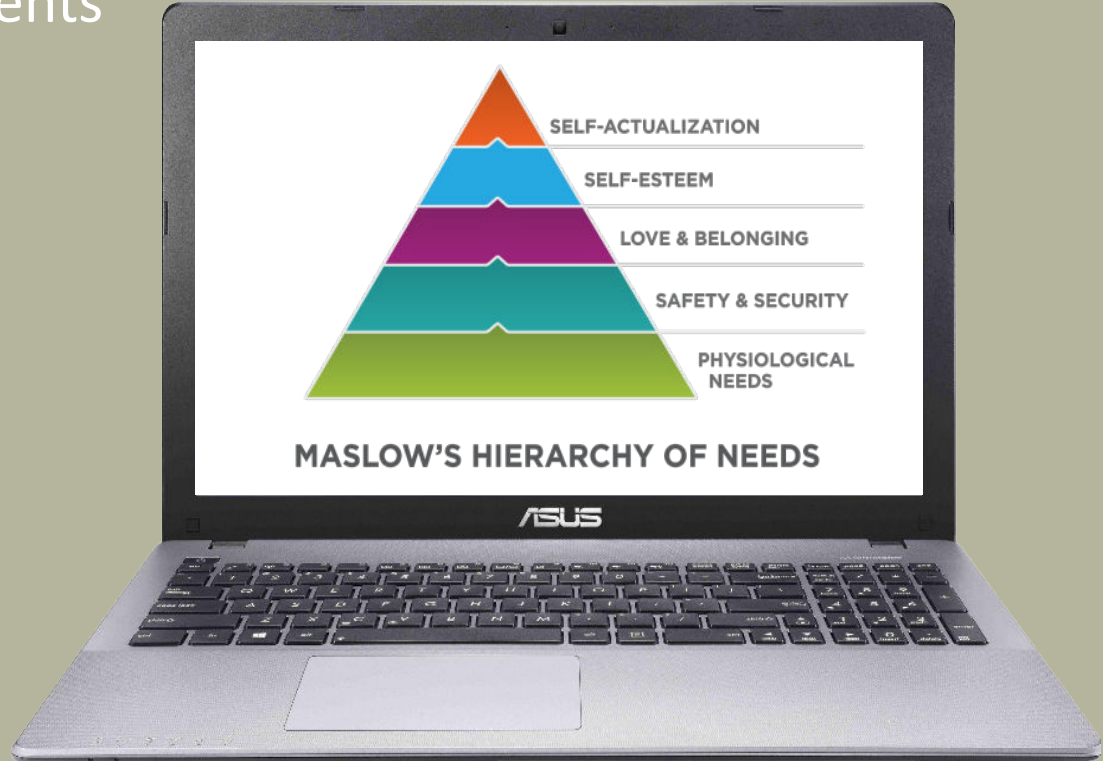
Food Insecurity

Housing Insecurity

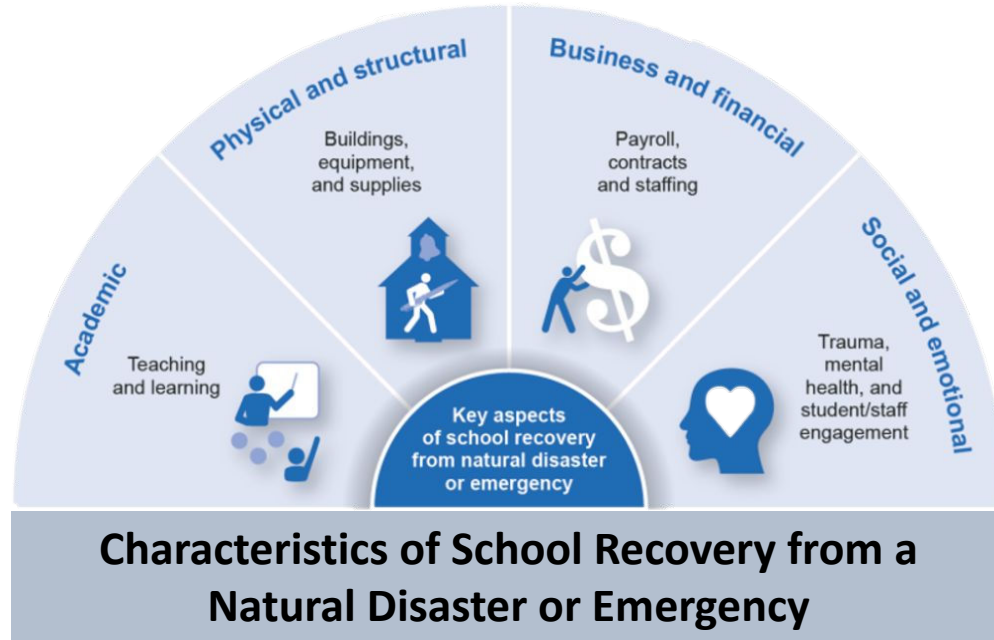
Fears of Illnesses & Actual
Illnesses

Loss Grief

Mental Health & Trauma



Recovery and Continuity



- Mental Health & Trauma
- Lost Instructional Time
- Staff Burn Out
- Recovery Projects Delayed
- Financial Strain

Anticipated Concerns



Increased Mental Health
Concerns & Trauma



Behavioral
Concerns



School Avoidance
& Attendance

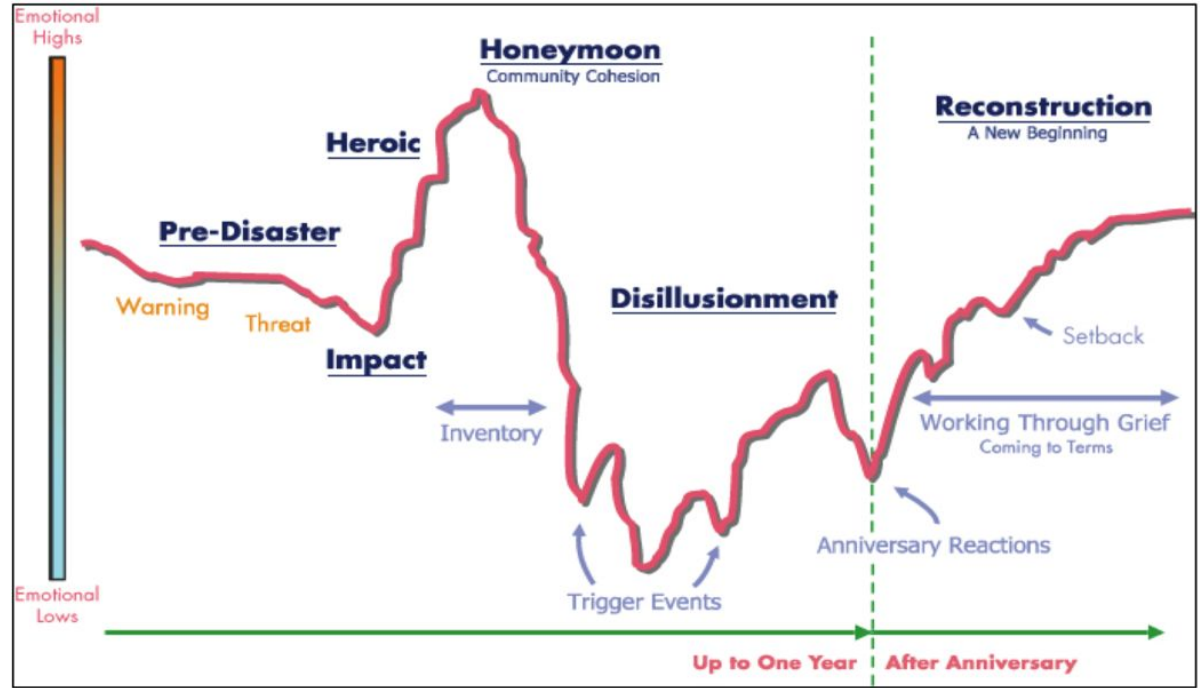


Academic
Adjustment



Connection and
Social
Adjustment

What Can We Anticipate?



(Brock, et al., 2016)



Preparing for the Return of Students

Developing Initial Strategies

- Triage and assess the unique impact
- Identifying existing resources and assets
- Identifying needs
- Implementation
- Examination of effectiveness
- Identify a means of reporting

Considerations for the Return

1. Convene your team
2. Map Your Resources
3. Identify the Crisis Event Facts
 - Macro level – What are the unique facts related to your school?
 - Micro Level – What are the unique impacts on a student or groups of students?
4. Assess Crisis Event Variables & Measure Outcomes
5. Establish your initial strategies based on assessing the crisis facts.



Identify, Convene, & Structure Your Team

Team Characteristics

- Multi-disciplinary
- Connected
- Leaders among staff
- Think critically
- Community Partners

Work Structure

- Establish a regular meeting schedule
- Goals
- Identifying data sources
- Establish a picture of what progress looks like



Already existing data sources – what was the pre-COVID landscape? Potential identify a baseline



Suicide screenings, threat assessments, mental health contacts



Student engagement, attendance



New or additional sources of information



Identify Our Data Sources

Identifying key data to help us to identify:

- Needs
- Areas of concern
- Track progress
- Report outcomes
- Help to advocate for resources

Need to consider how we will report progress and outcomes to stakeholders

Goals

Create specific, manageable, attainable, realistic and timely goals. Goals will help refine interventions as the school year goes on and present a picture of effectiveness. Can set immediate, short-term, and long-term goals.



Focus on student
Academic,
Behavioral, and
Mental Health
Needs



Aligning
demonstrate
d needs with
your tiers of
support



Measure
effectiveness
and track
progress.



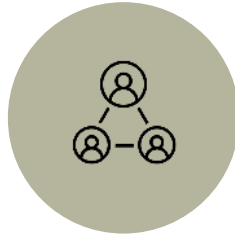
Resources Mapping and Needs Assessment

What Do You Already Have in Place?



Assemble Team

Use multi-disciplinary team, identifying schedule for the year and begin planning



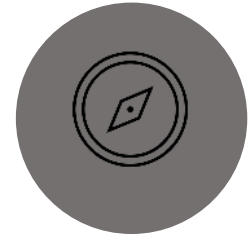
Identify Resources

Include: programs, people, services, community partners, & other resources



Analyze & Identify Needs

Using any data collected identify patterns, benefits, gaps to what you have in place

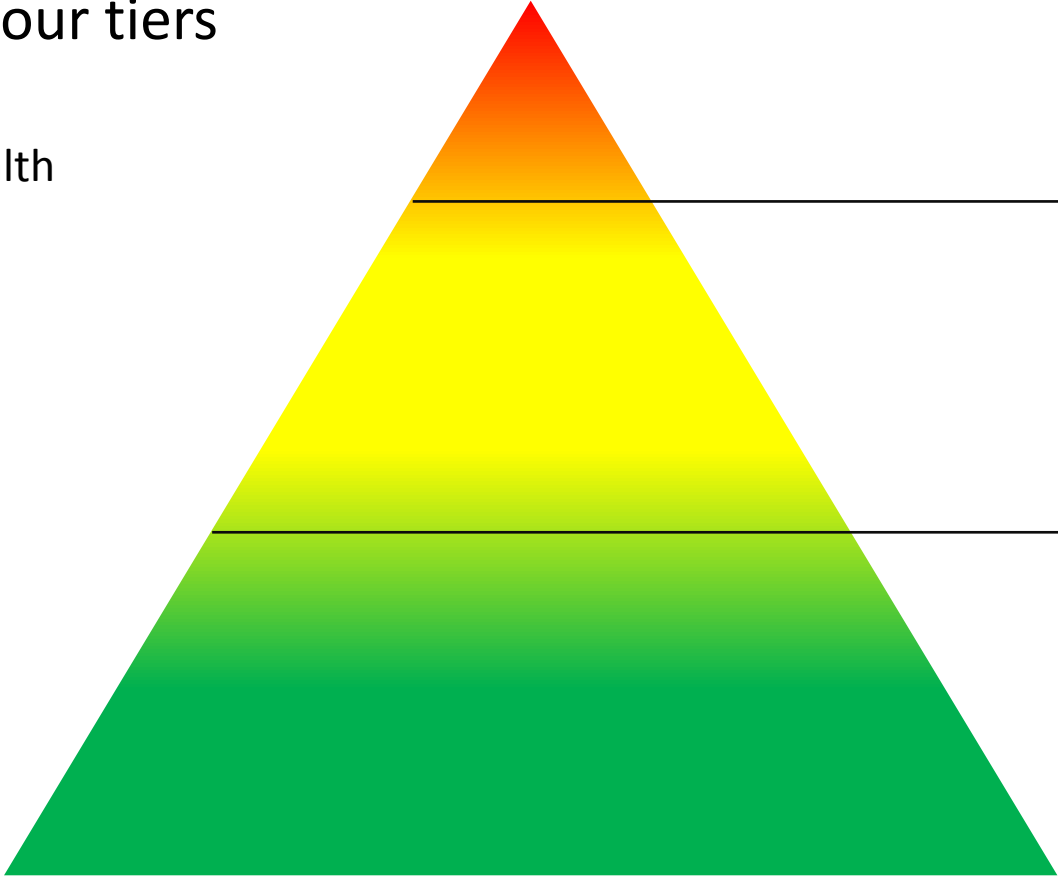


Maintain Map

Establish a maintain plan – who will maintain, when to review & update

Establish your tiers

Mental Health
Academic
Behavioral
Social



Intensive

Targeted

Universal

Establish your tiers

Mental Health
Academic
Behavioral
Social

- Defining, teaching, modeling, reinforcing behavioral expectations
- Suicide Prevention and Mental Health Awareness
- Advisory lessons – resiliency, coping, strengths
- Bullying prevention
- Substance abuse prevention
- Counseling lessons within the classroom
- Classroom instructional practices and management

- Social Emotional Learning

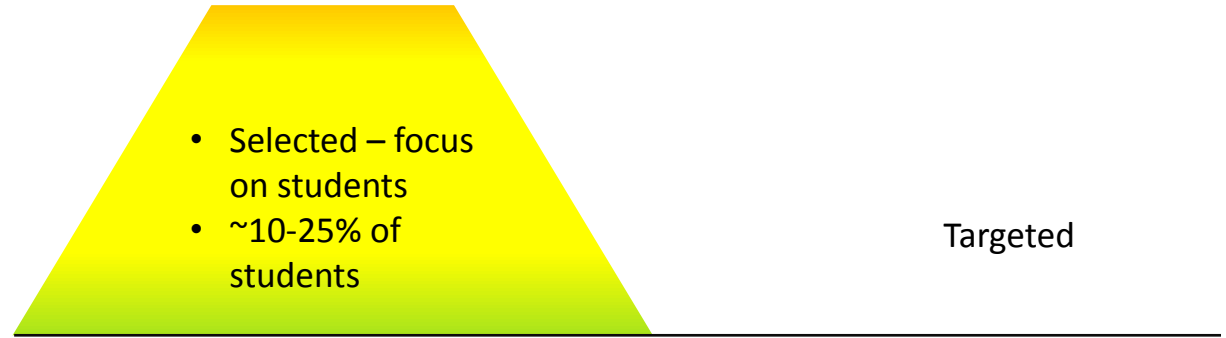
Tier 1 – universal supports for all students

- Primary level of prevention
- High quality interventions and curricula
- Data Driven

Universal

Establish your tiers

Mental Health
Academic
Behavioral
Social

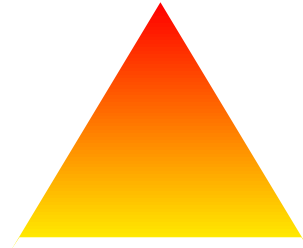


Tier 2 Considerations

- Group counseling services
- Restorative Circles
- Mentoring
- Tutoring
- Check in/Check out
- Specialized reading and math instruction

Establish your tiers

Mental Health
Academic
Behavioral
Social



Intensive, individual
supports and
interventions

- High risk students
- 3-5% of students

- Individual counseling
 - Suicide assessment, referral, follow-up and re-entry
 - Functional behavior assessment and behavior intervention plans
 - Restorative conferences
 - Modified instruction or assignments
 - Individualized instruction
 - Referral to outside providers
-

Measuring Outcomes – Goal Attainment Scaling

+3 Much More Expected
+2 Somewhat more than expected
+1 Slightly more than expected
0 Expected outcome
-1 Less than expected outcomes

1

Criterion referenced tool to assist with goal setting and assessing outcomes for individuals, groups, organizations, programs, or systems

2

Standardizes the evaluation of outcomes across school-based services

3

Provides an easy quantitative rating to assess outcomes and progress of your goals

4

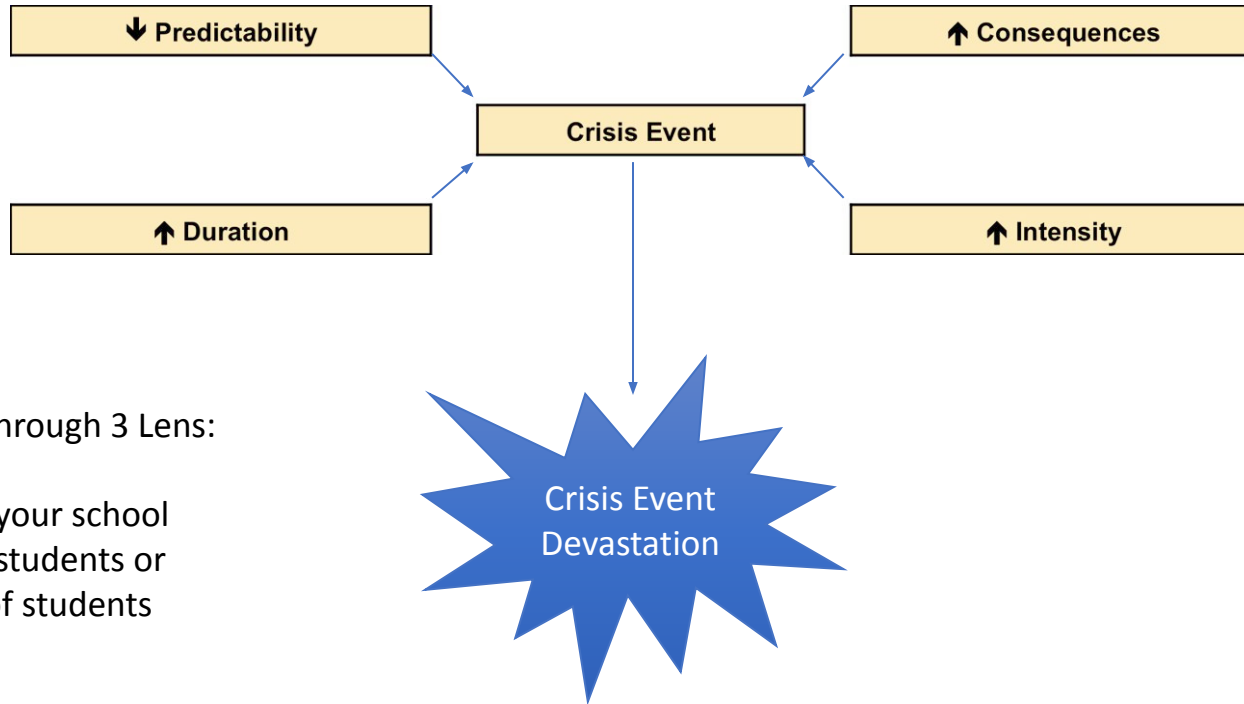
Can use a variety of methods to assess a variety of types of goals and interventions and programs.

Measuring Outcomes – Goal Attainment Scaling

1. Identify the focus of your intervention
2. Create a S.M.A.R.T. goal
3. Identify how you will measure progress toward your goal
4. Measure baseline performance and specify the “No Change (Baseline)” (0) outcome level
5. Specify the “Expected Outcome” (+2) or desired level of performance
6. Specify the “Less than Expected” (+1), “More than Expected” (+3) levels, and “Worse than Expected” (-1) outcome levels to represent a complete continuum of change
7. Assess, re-assess, and evaluate overtime

+3 Much More Expected
+2 Somewhat more than expected
+1 Slightly more than expected
0 Expected outcome
-1 Less than expected outcomes

Assessing the Impact



Evaluating through 3 Lens:

1. Broadly your school
2. Specific students or groups of students
3. Staff

(Brock, et al., 2016)

COVID-19 School Adjustment Risk Matrix

A tool to assist with your assessment and conceptualization of impact and initial strategies to address needs.

Shelter-in-Place Environment	Pre-COVID-19 School Experiences			
		Positive	Variable	Negative
	Positive	Low Risk	Low/Moderate Risk	Moderate/High Risk
	Variable	Low/Moderate Risk	Moderate Risk	High Risk
Toxic	High Risk	High Risk	Extreme Risk	

Pre-COVID-19 School Experiences

Positive

- Did the student like school?
- Involved/connected to school
- Felt apart of the school community

Variable

- Liked certain aspects of school or had neutral or negative experiences

Negative

- Did not like school
- Did not feel connected
- Not involved in activities

(National Association of School Psychologists, 2020)

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Toxic	High Risk	High Risk	Extreme Risk	

COVID-19 Shelter-In Place (Closure) Experiences

Positive

- Safe, adaptive, healthy environment
- Good relationships w/i home
- No significant stressors

Variable

- Variable environment & stressors: illness, loss of jobs

Negative

- Significantly stressful, unhealthy environment and/or stressors
- Significant impacts e.g., medical, financial, etc.
- Or abuse, violence, substance abuse, mental health

Duration

- Closure continued most of the year until hybrid in 2nd semester
- For the rest of 2020 and the 1st month access issues continued, now a handful of issues
- Calls re: Mental Health started mid Oct. then increased in January, spike at holidays/breaks
- Transitioning was helpful to students

What were Pre-COVID challenges?

Positive? Variable? Negative?

- Initial closure was a surprise
- Ongoing uncertainty based on local and state metrics – made things unpredictable
- Certain issues were clear – families w/food insecurity and other needs
- Illnesses were unpredictable

Predictability

School Example

Crisis Event Facts

- COVID Closure – March 12, 2020
- Transition to DL and Hybrid
- Families –no access to WiFi/technology, healthcare,
- Student Engagement decline and stop coming
- Student loss of Supports at school
- Collective Stress
- Student Mental Health Calls
- Quarantining /Isolation
- Families and staff getting sick

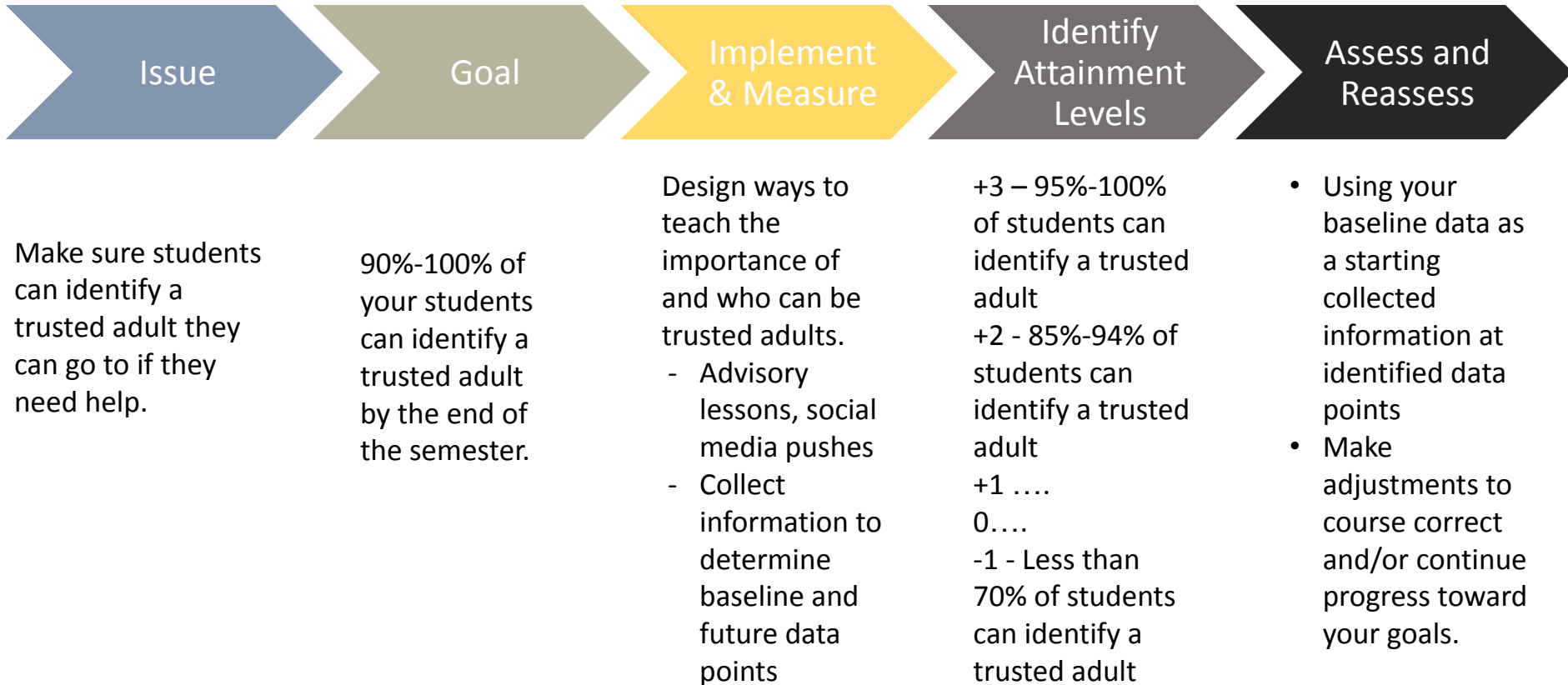
Impact on School

Intensity

- Significant change in the delivery of instruction and school
- High pressure and stress for students, families, and staff
- Community tension, staff tension
- Uncertainty about reopening
- Pandemic metrics much higher in community than other parts of the county
- ~~Resource needs were high~~
- Closure was a shock to all staff and families: reports of families getting sick, some severely
- Similar impacts to staff
- Increased financial stressors as families were losing jobs; increase in need for food and housing
- Increased pressure and stress in among families and staff
- Stress and fear related to returning to work and teach hybrid, Frustration re: having to return
- High disengagement
- Increase in mental health concerns
- Decreases in academic performance
- Rumors about illnesses
- Frustrated and angry families
- Disruptive social life
- Loss of school culture
- Increased parent support/engagement

Consequences

Goal Attainment Example: School



Duration

- Closure is ongoing
- Father's illness has been going for at least 1 month and will continue
- Mother was not able to leave home country has been about 6 weeks
- Academics – stopped engaging 3 weeks ago
- Financial stressors intensified since father stopped working – immediate and ongoing concerns

Student Example (Can do something similar with staff)

Crisis Event Facts

- COVID Closure – March 12, 2020
- Transition to DL and Hybrid
- Mother has to return to home country due to a death in the family, then gets stuck
- Father gets sick and student is trying to manage
- Attendance is sporadic, then stops
- Finally notifies school of situation and what he is trying to manage on his own.

Intensity

- Father becomes sick and declines very quickly, on oxygen, in ICU for at least 1 month
- Pre-COVID financial stressors intensified
- Has to make choices – caring and supporting family or continue school

What were Pre-COVID challenges?

Positive? Variable? Negative?

- Father's illness not predictability
- Issues were unknown to the school until the student told his counselor

Predictability

Impact on Student

- Student now is responsible for caring for sibling and making sure they go to school, finances and bring income to the family, decisions, and caring/visiting father
- Significant pressure and stressor on student
- Had to make a choice between school and family – stopped engaging
- Pre-COVID was a strong student with goals to go to college; submitted applications
- Variable contact with mother
- Limited social supports in the area
- Struggling significantly with anxiety, feeling hopeless and helpless

Consequences

Assessing Impact Continued: Risk factors

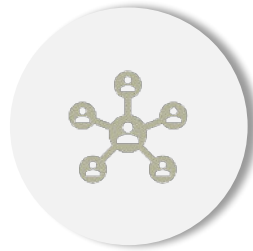
Exposure – Physical & Emotional Proximity

Vulnerabilities – Internal and External

Risk Factors - Exposure



Physical Proximity

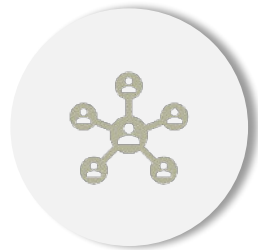


Emotional Proximity

Risk Factors - Vulnerabilities



Internal
Vulnerabilities



External
Vulnerabilities

Duration

- Closure is ongoing
- Father's illness has been going for at least 1 month and will continue
- Mother was not able to leave home country has been about 6 weeks
- Academics – stopped engaging 3 weeks ago
- Financial stressors intensified, mother stopped working – increased concerns

Student Example (Can do something similar with staff)

Intensity

- Father becomes sick and declines very quickly, on oxygen, in ICU for at least 1 month
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Crisis Event Facts

- COVID Closure – March 12, 2020
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- Mother has to return to home country
- a death in the family, then gets sick
- Mother gets sick and student is trying to manage
- Attendance is sporadic, then stops
- normally notifies school of situation and is trying to manage on his own.

Exposure

- Strong relationship with father
- He watched the rapid physical decline
- At the hospital seeing all the medical intervention

What were the challenges?

Positive? Variable? Negative?

Vulnerabilities

- Has some coping skills, but typically his trusted adult is his father
- Family does not have much social connection to aid with support

Impact on Student

- Father's illness not predictable
- Issues were unknown to the school until the student told his counselor

Predictability

- responsible for caring for sibling and making sure they go to school, finances and bring income to the family, decisions, and caring/visiting father
- Significant pressure and stressor on student
- Had to make a choice between school and family – stopped engaging
- Pre-COVID was a strong student with goals to go to college; submitted applications
- Variable contact with mother
- Limited social supports in the area
- Struggling significantly with anxiety, feeling hopeless and helpless

Consequences

Goal Attainment Example: Student

Issue

Student is struggling to attend his first block class consistently.

Goal

The student will go to class on time after arriving to school by interim time first quarter.

Implement & Measure

Develop a plan where the student connects with a trusted adult (T/A) as he arrives to school, works on coping strategies, emotional thermometer, and goes to class.

Identify Attainment Levels

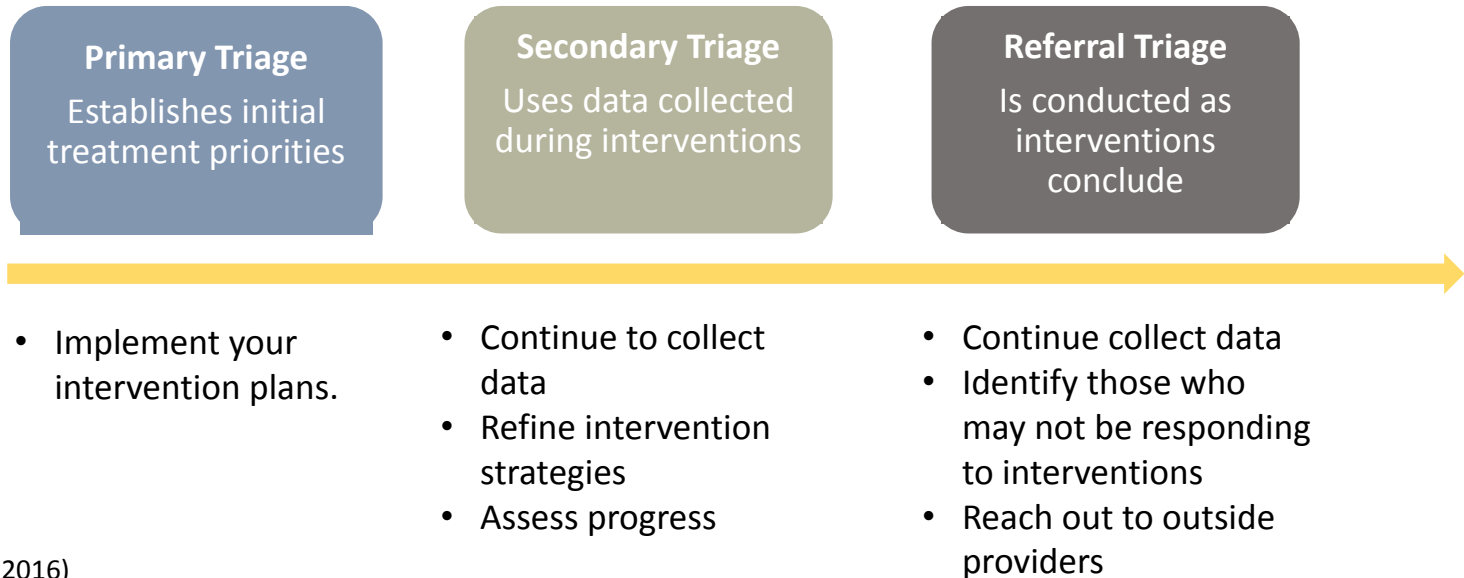
+3 – meets with T/A and goes to class in less than 5 minutes after arriving to school
+2 - meets with T/A and goes to class in less than 6-15 minutes after arriving to school
+1
0....
-1 – Student takes longer than 60 minutes to go to class

Assess and Reassess

- Using your baseline data as a starting collected information at identified data points
- Make adjustments to course correct and/or continue progress toward your goals.

Next Steps

Macro and Micro Perspective



Other Considerations

1

Suicide Prevention Program

2

Threat Assessment Program

3

Ways to Support Teacher Needs

4

Re-establish connection

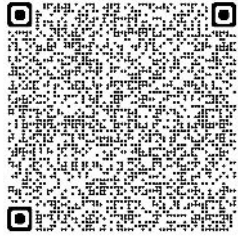




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Questions

Resources



COVID19-School Adjustment Risk Matrix

<https://bit.ly/3wqucaE>



ASCA-NASP School RE-entry SEL Considerations Guidance

<https://bit.ly/3jYuW4i>



Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

<https://bit.ly/3jUNqCX>

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Q&A



Next Webinar



The Special Education Legislative Summit – A Recap

Friday, August 13, 2021

Phyllis Wolfram, the Executive Director of CASE, will report on the 2021 Special Education Legislative Summit.

If you want to learn the latest & most important developments in special education, this is one event you won't want to miss!

2nd Annual 
eLumaNation Summit

Sept 30 – Oct 1st, 2021

Register at: <https://bit.ly/eLumaNation2021>



Thank You

For more information contact:

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