

School Psychologist



Student Support / Special Education
Parent Night
9/26/2018

Purpose

Parent Education:

- provide information about the multiple roles of a School Psychologist
- provide information about various evaluations a School Psychologist conducts
- provide information about how evaluations are used to help inform service delivery in schools

Group Norms

1. Assume best intentions.
2. Stay engaged with the goal of making things better.
3. Highlight and celebrate the positive.
4. Focus on "building with," not "doing to."
5. Explore and consider multiple perspectives when solving problems.
6. Commit to regular and clear communication.
7. Be inclusive.

Equity Action Plan



Psychologists in public schools

- Promote academic achievement and progress
- Foster positive social emotional learning
- Build healthy relationships & connectedness
- Foster tolerance & respect for others
- Promote competence, self-esteem, & resiliency

NASP Standards

- Individual Assessment & Evaluation
- Consultation with stakeholders for student & system level change
- Interventions
- Staff, parent, & student education
- Research & program development
- Mental health care
- Advocacy

Local School District Responsibilities

- Special Education Eligibility Case Managers
- 504 team members
- Crisis Response
- Behavior Consultation for Schools
- SST Meeting Facilitator
 - » Parent Requests
- Private/Community School Consultation
- RTI Consultation
- Administrative & Clerical

When do students need a school Psychologist?

- **Learning difficulties**
- **Behavior concerns**
- **Attention problems**
- Interpersonal problems
- Mental health concerns
- Coping with crisis, trauma, and life changing events
- Advocacy of their learning & mental health needs

Child-Centered Consultation

School Psychologists:

- **Provide knowledge to help improve student learning & mental health outcomes** by increasing teacher/parent understanding of development
- Work with SST committees to **implement and manage academic & behavioral interventions**
- **Assist parents to develop skills** to help their children succeed at home & in school
- Collaborate with the principal & other school personnel to **identify systemic concerns & promote systems-level change**

Prevention

School Psychologists:

- Implement programs to build positive connections between students & adults
- Screen for early identification of academic skill deficits and/or learning difficulties
- Design & implement intervention programs
- Foster tolerance & appreciation of diversity
- Help to create safe & supportive learning environments

Intervention

School Psychologists:

- Work directly with children, teachers, administrators, & families
- Develop individualized, classroom, & school-wide interventions for learning & adjustment
- Design & implement crisis response plans
- Provide counseling, social skills training, academic, & behavioral interventions
- Develop strategies for modifying instruction to optimize student progress

Professional Learning

School Psychologists provide teachers & parents training in:

- Learning strategies & interventions
- Behavior management techniques
- Working with exceptional students
- Strategies to address substance abuse, risky behaviors, or mental illnesses that affect students
- Crisis prevention & response

Research and Program Development

School Psychologists:

- Recommend & implement evidence-based programs & strategies
- Collect & analyze data to help inform practices
- Evaluate effectiveness of programs & interventions independently & as part of a school-based consultation team
- Contribute to school-wide reform & restructuring

Mental Health Support

School Psychologists:

- Partner with parents & teachers to create healthy school environments
- Support with mental health services such as group, individual & crisis counseling
- Collaborate with community resources & mental health care providers to provide students with complete seamless services
- Promote mental health in the school setting

Assessments

School Psychologists work with children, parents, & staff to help determine a student's:

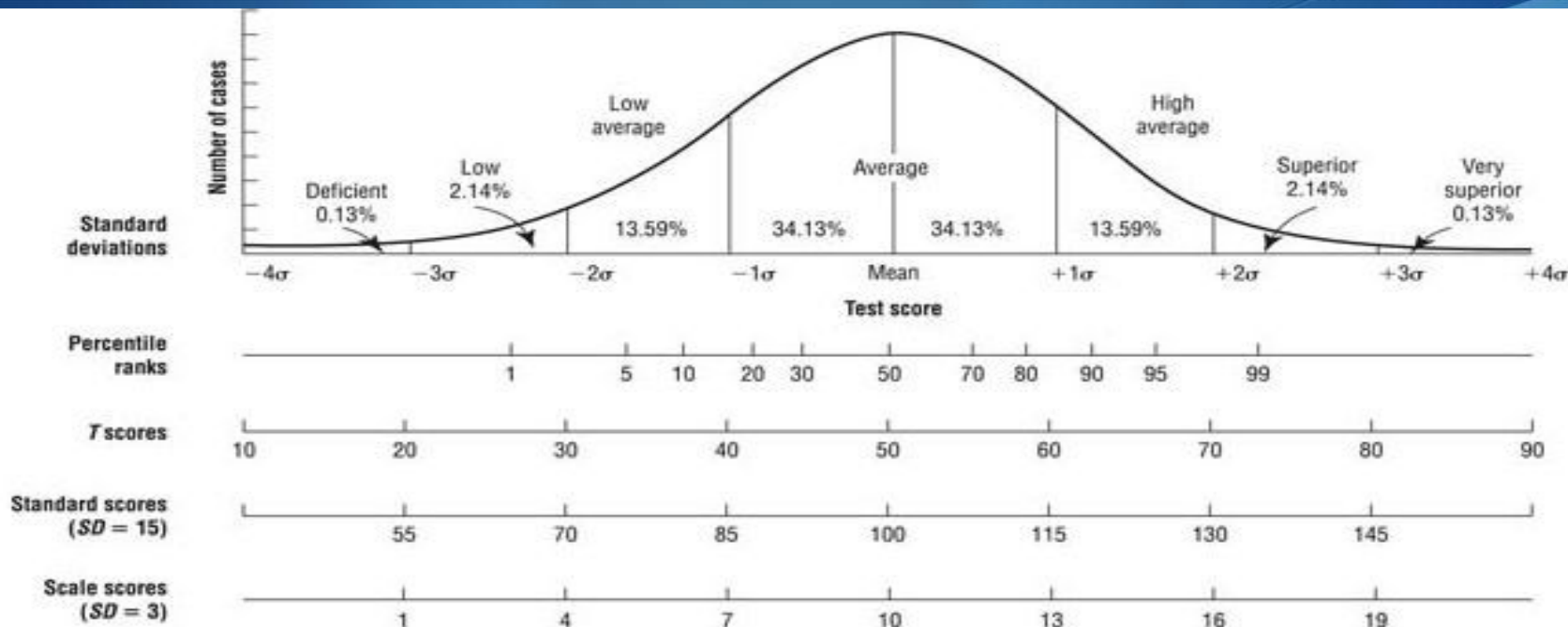
- Academic skills
- Instructional level
- Learning profile of strengths, & weaknesses
- Personality & emotional development
- Social skills & behavioral concerns
- Learning environment
- 504 eligibility
- Special education eligibility

Assessments Continued...

School Psychologists use the following assessment methods:

- Observations
- Interviews with parent, teacher, student, and outside service providers
- Classroom work samples/teacher reports
- Criterion referenced assessments (GMAS, DRA)
- Standardized assessments (MAP, Individual achievement)
- Curriculum-based measurement (CBM) /assessment (DIBELS)
 - probes to assess basic academic skills
- Response to Intervention progress monitoring data

What is a Standard Score?



Assessments

Individualized assessment

- Achievement, Intellectual Ability, Cognitive Processing, Social Emotional/ Behavior
- Must have informed consent
- Screenings during RTI
- Information to help evaluate for 504
- Comprehensive Evaluation for Special Education Eligibility

Psycho-Educational Evaluation vs. Private Evaluation

| Medical/ Clinical Model | Public School Model |
|--|---|
| DSM-V or ICD-10 | Individuals with Disabilities Act (IDEA) |
| | Section 504 |
| Individual Clinical Judgment | Data Team Decision |
| End with a medical diagnosis / treatment options | End with a team eligibility determination and service options |

Who is correct?

- Both can be right because we use different criteria

More Differences

Clinical

- **Diagnosis by clinician**
- Dyslexia, Dysgraphia, Dyscalculia, ADHD, Autism Spectrum Disorder, etc.
- Diagnosis based on clinical criteria/judgment
- Diagnosis drives treatment (insurance)

Public School

- **Identified by committee**
- IDEA categories: Specific Learning Disability, OHI, Autism
- Identification based on identified/quantified deficits **AND** inadequate response to interventions.
- Services driven by individual needs and data.

Does a Private Diagnosis = Eligibility for services in the public schools?

- *Sometimes*, but not always.
- IDEA and GaDOE Special Education Eligibility Rules include the term “dyslexia” in its definition of “Specific Learning Disability”
- Dyslexia is a “language-based learning disability,” and a broad term that is generally regarded as neurological in origin, and characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. (International Dyslexia Association)
- Dyslexia is “a learning disability in the area of reading.” (The Learning Disabilities Association of America)



| | IEP | 504 |
|-----------------------------|--|---|
| Primary Focus | Free Appropriate Public Education (FAPE) | Free Appropriate Public Education (FAPE) |
| Who is Covered | 12 different eligibility categories; must show educational impact that requires special education and related services | Mental or Physical Impairment that substantially limits a major life activity as defined by ADA |
| Purpose of the Plan | Specialized Instruction through individualized education plan that may include goals, related services, accommodations and modifications to the general education curriculum | <i>Reasonable</i> accommodations to provide access to participation |
| Consent | Consent required for evaluation and initial placement | Requires informed parent consent for initial evaluations |
| Parent Participation | Parents are a required IEP team member and must be invited to meetings | Parent is not a required team member but should be invited to meetings |
| Dispute Resolution | IDEA parent rights outline due process procedures for disputes which include due process hearing, OCR complaint, state formal complaint or formal mediation. | Have a right to an impartial hearing and school must have review procedures- parents can also make OCR complaints |

Special Education Categories in Georgia

SLD = Specific Learning Disability

OHI = Other Health Impairment

AUT = Autism Spectrum Disorder

SDD = Significant Developmental Delay

EBD = Emotional Behavior Disorder

ID = Intellectual Disability

SI = Speech-Language Impairment

VI = Visual Impairment

D/HH = Deaf/Hard of Hearing

DB = Deafblind

TBI = Traumatic Brain Injury

OI = Orthopedic Impairment

Specific Learning Disability (SLD)

- A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written.
- Manifests itself in difficulties in the ability to listen, speak, read, write, spell or do mathematical calculations.
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, **relative to age, State-approved grade level standards and intellectual development.**
- Achievement deficiencies must be directly related to the processing deficit **and** the child's response to scientific, research-based interventions.

Other Health Impairment (OHI)

■ GaDOE definition of OHI:

- » Limited strength, vitality, or alertness including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment
- » Due to chronic health problems such as asthma, attention deficit/hyperactivity disorder, diabetes, epilepsy, sickle cell, leukemia, Tourette Syndrome

Autism Spectrum Disorder (AU)

Defined by delays, deficits, or inconsistencies in the following areas:

- Developmental Rates & Sequences
 - Social Interaction & Participation
 - Communication (verbal and/or nonverbal)
 - Sensory Processing
 - Repertoire of Activities & Interests
- Children with autism spectrum disorder vary widely in their abilities & behavior.
 - **It is not a diagnosis but an educational classification**

Significant Developmental Delay (SDD)

- SDD must be established on or before the day the child turns 7 years old.
- Can receive services until the end of the school year that they turn 9 years old.
- Must exhibit a significant delay in one or more of the following areas:
 - Cognition
 - Communication
 - Adaptive Behavior
 - Motor Development
 - Social/Emotional Development

Emotional Behavioral Disorder (EBD)

- Children may qualify for EBD by having any of the following behaviors:
 - Inability to build/maintain interpersonal relationships with peers and/or teachers
 - Inability to learn that is not due to intellectual, sensory, or health factors
 - Consistent or chronic inappropriate behaviors/feelings under normal conditions
 - Displayed pervasive mood of unhappiness or depression
 - Displayed tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems

Intellectual Disability (ID)

- Significantly subaverage general intellectual functioning
- With concurrent delays in *adaptive* functioning
- **Two cognitive measures required to establish ID**

FAQ Questions



For more information please visit

www.nasponline.org



Thank you!

