

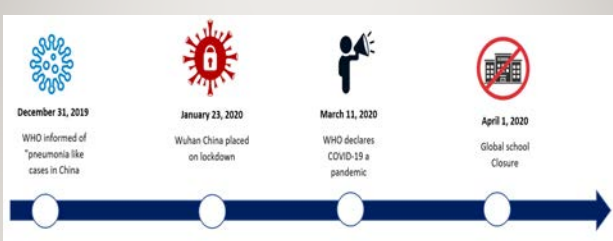
THE GLOBAL EVOLUTION OF SCHOOL PSYCHOLOGY PRACTICE DURING THE COVID-19 OUTBREAK



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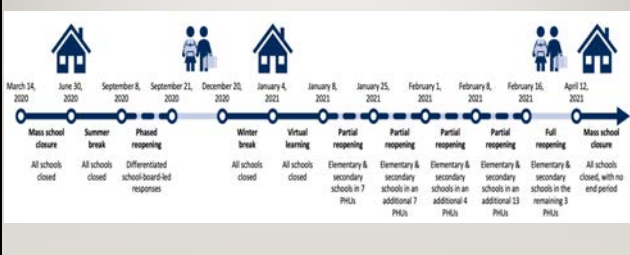
TIMELINE OF COVID-19 AND SCHOOL CLOSURE



- December 31, 2019**: WHO informed of "pneumonia like cases in China"
- January 23, 2020**: Wuhan China placed on lockdown
- March 11, 2020**: WHO declares COVID-19 a pandemic
- April 1, 2020**: Global school closure

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TIMELINE OF COVID-19 AND SCHOOL CLOSURE




Date	Event
March 14, 2020	Mass school closure: All schools closed
June 30, 2020	Summer break: All schools closed
September 8, 2020	Phased reopening: Differentiated school-board-led responses
September 21, 2020	Winter break: All schools closed
December 20, 2020	Virtual learning: All schools closed
January 4, 2021	Partial reopening: Elementary & secondary schools in an additional 7 PHAs
January 8, 2021	Partial reopening: Elementary & secondary schools in an additional 7 PHAs
January 25, 2021	Partial reopening: Elementary & secondary schools in an additional 4 PHAs
February 1, 2021	Partial reopening: Elementary & secondary schools in an additional 13 PHAs
February 8, 2021	Partial reopening: Elementary & secondary schools in the remaining 3 PHAs
February 16, 2021	Full reopening: Elementary & secondary schools in the remaining 3 PHAs
April 12, 2021	Mass school closure: All schools closed, with no end period

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OVERVIEW OF COVID-19 AND SCHOOL CLOSURE

By April, 2020 192 countries had closed all physical school buildings



1.6 billion children affected

Legend: Country-wide school closure (dark grey), Local school closure (light grey)


The boundaries and names shown on this map do not imply official endorsement or acceptance by McKinsey & Company. Source: UNICEF

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OVERVIEW OF COVID-19 AND SCHOOL CLOSURE

Worldwide COVID-19 Impacted:

- 1.6 Billion Students (90% of school-age children impacted)**
- 85 million teachers**
- 76,000 School Psychologists (32,000 in the U.S.) (Jimerson et al., 2011)**



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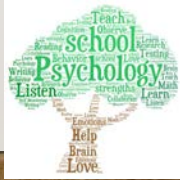
WHO ARE SCHOOL PSYCHOLOGISTS?

School Psychology

- ✓ A specialty of psychology that is concerned with providing services to children, families, and learners of *all ages* with an emphasis on schools, other systems, and how people learn (American Psychological Association, n.d.)

Settings School Psychologists Practice in:

- ✓ Schools
- ✓ Hospitals
- ✓ Clinics
- ✓ Universities
- ✓ Residential and Day Habilitation programs



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WHO DO SCHOOL PSYCHOLOGISTS DO?

Roles and Responsibilities of School Psychologists:



Counseling



Consultation



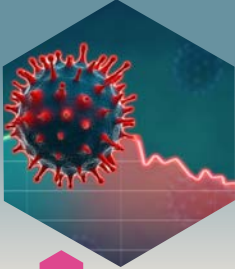
Data Collection & Analysis



Assessment








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INTERNATIONAL IMPACT OF COVID-19 ON SCHOOL PSYCHOLOGY PRACTICE




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PRIMARY RESEARCHERS ACROSS STUDIES


 Gary Schaffer Niagara University USA & Canada	 Elizabeth M. Power The College of Saint Rose USA
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 Alexa Von Hagen Goethe-University Germany	 Emily Berger Monash University Australia


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STUDIES










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FOCUS OF SURVEY FOR ORIGINAL STUDY

The original study focused on a comparison of school psychology before and during the pandemic in the following areas:

- Roles and responsibilities of School Psychologists
- Service delivery
- Perceived concerns and barriers to supports
- Concerns and recommendations for school re-entry

*Other countries adapted this survey for their needs.



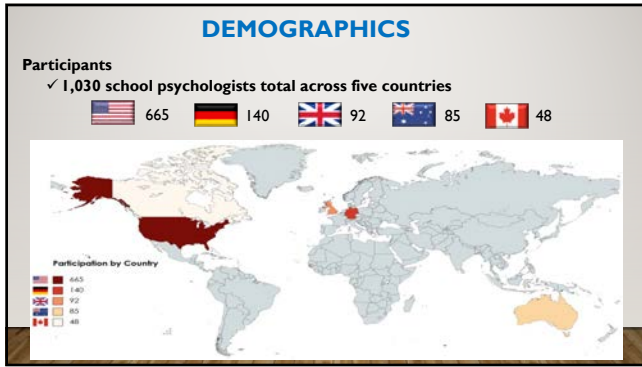
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RESEARCH QUESTIONS

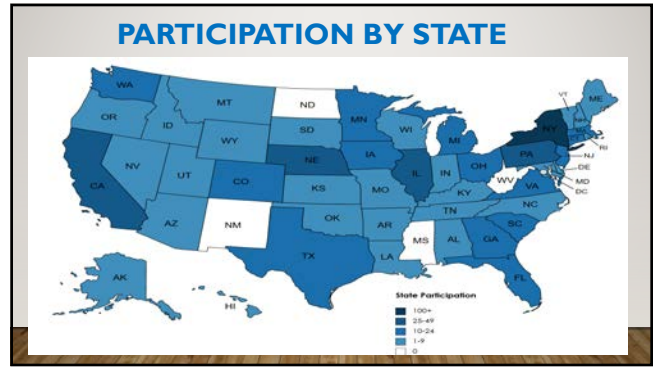
General Research Questions Across Studies

- ✓What changes to practice were reported by school psychologists in each country in response to COVID-19 restrictions?
- ✓What factors supported school psychologists in the delivery of services throughout the COVID-19 pandemic in each country?

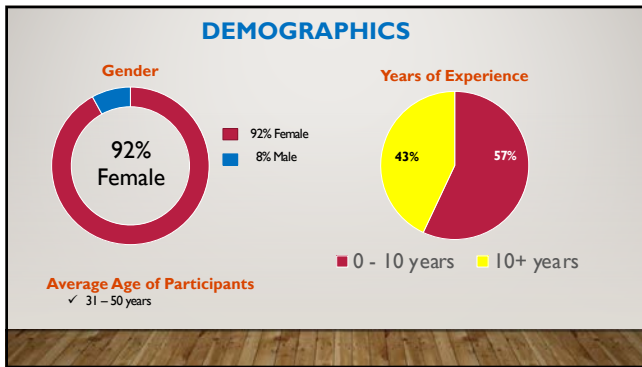
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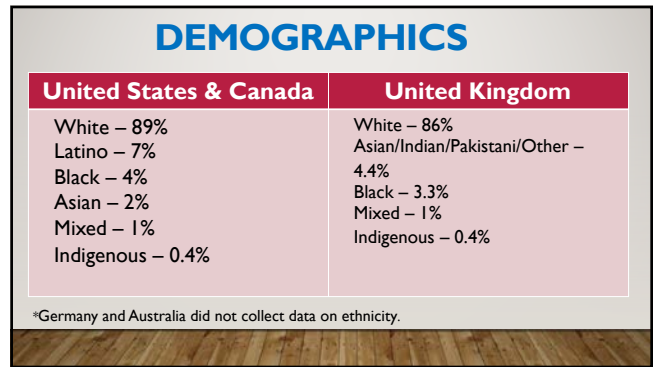
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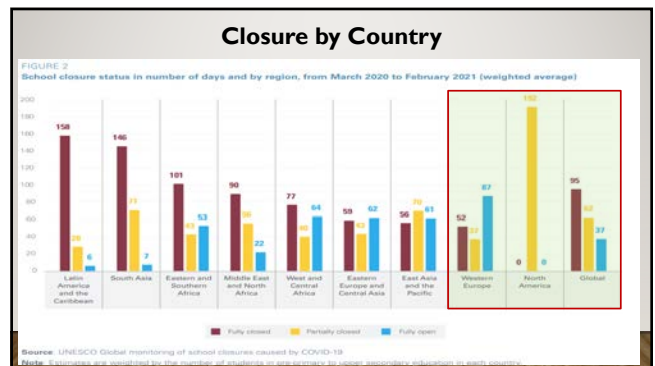
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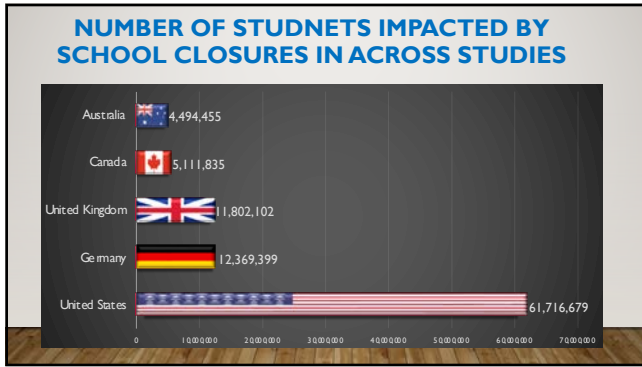
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Broad Themes Across Studies

Theme 1: Modality of Service Delivery Changed

- ✓ School psychology services and supports moved from in-person to online
 - 83% of school psychologists across countries reported servicing students online

Theme 2: Shift in Roles and Responsibilities

- ✓ School psychologists focus shifted away from completing assessments to consultation, intervention, and counseling
- ✓ Prior to the pandemic over 50% of school psychologists time in the United States was taken up with special education assessment.

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Broad Themes Across Studies

Theme 3: Change in Working Hours

United States	Canada	United Kingdom	Germany	Australia
62% reported decrease in working hours during pandemic	58% reported a decrease in working hours during pandemic	No change to working hours	No change to working hours	33% reported an increase in working hours during the pandemic

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QUESTION

Question:

- ✓ During a time where children needed the most social-emotional support, why did school psychologists working hours decrease significantly across the United States and Canada?

Answer:

- ✓ School psychology has largely been an underutilized profession in North America
- ✓ Over 50% of school psychologists time has been consumed by assessment for special education services over the past 50 years.

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QUESTION

Theme 4: Using Other Skillsets

- ✓ School psychologists in the United States and Canada used their other skillsets during COVID-19

TABLE 2 School psychologists' service delivery before and during COVID-19

Before COVID-19		After COVID-19	
Rank	Item	Rank	Item
1	Psychoeducational assessments	1	Consultation and collaboration
2	Consultation and collaboration	2	IEP meetings
3	IEP Meetings	3	Counseling
4	Counseling	4	Researching social, emotional, behavioral, or academic interventions/supports
5	CST Meetings	5	Psychoeducational assessments

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Broad Themes Across Studies

Theme 5: School Psychologists Used Self-Care Strategies During COVID-19

Table 4. Factors that supported the delivery of school psychology services during COVID-19 in Canada and the United States of America (select all that apply responses).

Enabling Factor	%	
	Canada	USA
Exercise	47.8	40.0
Participating in outdoor activities (e.g., hiking, gardening)	15.2	11.6
Spending time with family/significant others	10.9	13.1
Videoconference meetings with friends	4.4	6.4
Pet care/pet adoption	4.4	3.0
Watching television	4.4	6.1
Meditating/mindfulness/yoga	2.2	4.7
Hobbies (arts and crafts)	2.2	6.8

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UNITED STATES SPECIFIC RESULTS

Beyond the four walls: The evolution of school psychological services during the COVID-19 outbreak
 Gary S. Schubert, J. J. Winkler de Jesus, J. Amy K. Hall, J. Hannah T. Taylor

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THEMES SPECIFIC TO UNITED STATES STUDY

Theme 1: Barriers to Telehealth Services

- ✓ **Top three barriers to providing telehealth services were:**
 1. Child/family not signing online for services
 2. Work/life balance
 3. Child/family not having adequate internet connection

Theme 2: Concern over Students Mental Health

- ✓ 56% of School Psychologists in the U.S. indicated the pandemic would negatively impact students mental health moderately.
- ✓ 22% indicated that the pandemic would negatively impact students mental health severely.

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"I think that there will be a one-thousand percent need for more children's mental health clinicians in New York State. To get my daughter into a counselor during COVID took two weeks, but then my daughter was referred to a counseling service for additional services that took up to three weeks. Within the five weeks that she was waiting for services, my daughter was hospitalized and seen in the emergency psychiatric unit at the hospital. I think that might have been prevented if my daughter had access to children's mental health services right away."

A Qualitative Investigation of the Impact of COVID-19 on United States' Frontline Health Care Workers and the Perceived Impact on Their Family Members

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THEMES SPECIFIC TO UNITED STATES STUDY

Theme 3: Needs of School Psychologists

- ✓ **School Psychologists wanted legislators to know that they needed:**

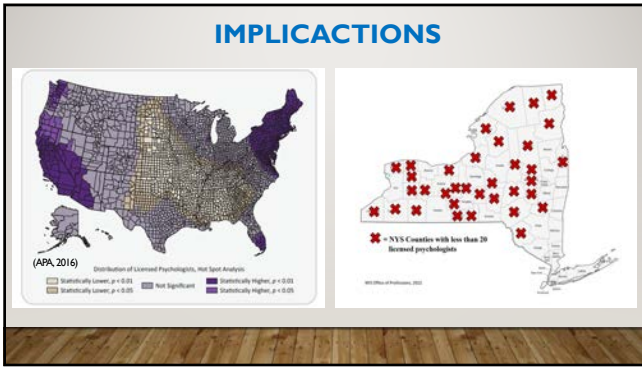
Concern	% of Responses
Awareness of our roles	~38%
Client regulation/guidance	~12%
Shortage of school psychs	~10%
Increased focus on mental health	~8%
Difficulty providing telehealth	~6%
Concern for budget issues	~4%
Concern for future work/life	~3%
SPYs involved in equity plans	~2%
Equity for children	~1%

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IMPLICATIONS

- Districts and schools in North America are underutilizing school psychologists and need to begin using their advanced skillsets under preventative models, such as MTSS
- Districts and schools across the world should provide school psychologists ongoing professional development in crisis prevention and intervention
- Post-secondary programs of school psychology should ensure that the courses being taught provide sufficient knowledge in the areas of mental and behavioral health and crisis intervention services
- Longitudinal research will be needed into the extent to which changes to school psychology practice across countries has been sustained beyond the pandemic.
- Across the United States, mental health support can be greatly bolstered by licensing school psychologists in states that do not already do so to allow them to practice beyond school settings.

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QUESTIONS & THANK YOU

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The slide features a decorative background of colorful hexagons (red, pink, blue, grey) and circular images showing people in various settings (e.g., a person wearing a mask, a person at a computer, a person reading).

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