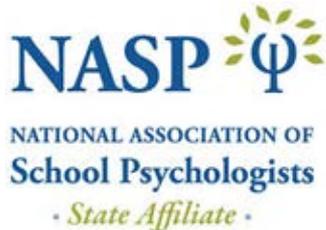


Best Practices in Completing Educational Evaluations During School Closure

Arizona Association of School
Psychologists

aasp-az.org



Meet Your Presenters



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Best Practice Paper

Addresses issues related to evaluations during COVID-19 shutdown

Helpful for practitioners (and administrators)

About half of state school psychology associations have released a similar document



Main Idea

The Arizona Association of School Psychologists (AASP) encourages school psychologists to refrain from completing or conducting evaluations that require additional data which would usually be collected through an in-person testing session using standardized assessment materials.



Completing Reevaluations

Review of existing data

- Evaluations and information provided by the parents of the student, including current medical, developmental, and functional status and history and any parentally obtained evaluations;
- Results of any prior special education evaluation(s) and an analysis of those data;
- Current classroom-based, PEA, and statewide assessments, including language proficiency assessments, where applicable;
- Classroom-based observations and pre-referral interventions; and
- Observations and input by teachers and related service providers.

Completing Reevaluations

Based on review of existing data the team must decide if additional data are needed to determine:

- Whether the student has a disability;
- The educational and developmental needs of the student;
- The present levels of academic achievement; and
- Whether the student needs special education and related services.

Completing Existing Initial/Open Evaluations

- Postpone
- Issue appropriate paperwork (PWN)

AND

- Address concerns
 - Provide support
- (This may apply too for certain reevaluations)*

Virtual Assessment

- Virtual administration



- Online or paper/pencil rating scales



- Allow flexibility among teams and between teams



Professional Ethics for School Psychologists

- School psychologists select assessment instruments and strategies that are reliable and valid for the child and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher or the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.
- If using norm-referenced measures, school psychologists choose instruments with up-to-date normative data.
- When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.

Assessments must be administered in the manner in which they were developed and validated. If adaptations are made for remote administration, there must be high-quality evidence that such adaptations produce results that are similarly reliable and valid to the face-to-face administration. Any such adaptations should be documented in the evaluation report.

Assessments should be administered remotely only on platforms designed for that purpose. Appropriate training is needed for both the school psychologist and any individual at home who assists the student. Even when appropriate supports are available, school psychologists should still identify and report any validity issues given the student's level of anxiety, disruptions during the testing session, etc.

Although rating scales, interviews, and possibly home-based observations could be conducted remotely, it is important to remember that students' behavior during the time of school closure may not be typical for that student, which may reduce the utility of those assessments, particularly when planning interventions that may eventually be delivered when school resumes.

Professional Ethics for School Psychologists

Armistead, L., Williams, B. B., & Jacob, S. (2011). Professional ethics for school psychologists: A problem-solving model casebook (2nd ed.). National Association of School Psychologists.

[NASP Standards and Certification Professional Ethics](#)

[Virtual Service Delivery in Response to COVID-19 Disruptions](#)

[Telehealth Virtual Service Delivery Updated Recommendations](#)



Thank you!

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