

2022-2023 ROVINSKY FAMILY LECTURESHIP SERIES



Friday, January 13, 2023 | 12:00 – 1:00 PM | Live Webinar

READING ASSESSMENT FOLLOWING A GLOBAL PANDEMIC

Meghan Garrett, PsyD, NCSP

PROGRAM DESCRIPTION:

School psychologists in Pennsylvania are faced with unprecedented challenges following the abrupt shut down of schools due to the COVID-19 global pandemic. One of the most prominent questions as schools return to in-person instruction is how to determine a suspected reading disability and classification for special education when students have been educated at home for many months. Recent data highlights disparities in distance learning and suggests that all students may be “behind” academically. Thus, school psychologists need to readjust how to examine pre-referral data to determine a suspected disability vs. deficits related to the global pandemic. Further, school psychologists need to address these instructional differences in reports in order to meet IDEA requirements for eligibility. This presentation seeks to address these objectives through use of NASP resources, research, and discussion of practices occurring in Pennsylvania. Attendees will learn how to help school teams with RtII determinations, when to identify students for psychoeducational evaluations, and reading assessment strategies for addressing exclusionary criteria when evaluating for learning disabilities, especially reading disabilities. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Describe the extent and prevalence of learning disparities in students returning to school during and following the COVID-19 pandemic
- Explain how to help school teams make determinations for RtII groups and collecting progress monitoring data
- Predict when to identify students for psychoeducational evaluations following the return to brick and mortar school
- Analyze assessment strategies for addressing exclusionary criteria when evaluating for learning disabilities
- Compare/contrast the pre-referral and assessment needs of students who differ in native languages, socio-economic statuses, ethnic/racial backgrounds, and/or gender identities.

SUGGESTED READINGS

Farmer, R., McGill, R., Dombrowski, S., Benson, N., Smith-Kellen, S., Lockwood, A., Powell, S., Pynn, C., & Stinnett, T. (2020). Conducting psychoeducational assessment during the COVID-19 Crisis: The danger of good intentions. *Contemporary School Psychology, 25*(1), 27-32. <https://doi.org/10.1007/s40688-020-00293-x>

Kovaleski, J., Vanderheyden, A., & Shapiro, E. (2013). *The RTI approach to evaluating learning disabilities*. Guilford Press.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator, 36*(1), 12-19, 39. <https://files.eric.ed.gov/fulltext/EJ971753.pdf>

Kaffenbeger, M. (2021). Modeling the long-run learning impact of the COVID-19 learning shock: Actions to (more than) mitigate loss. *International Journal of Educational Development, 81*, Article 102326. <https://doi.org/10.1016/j.ijedudev.2020.102326>

ABOUT THE PRESENTER

Meghan Garrett, PsyD, NCSP is a certified school psychologist who currently works in the Colonial School District in a high school where she regularly conducts psychoeducational assessments and serves on the school's prereferral and RtII teams. Dr. Garrett is also an Assistant Clinical Instructor at the Philadelphia College of Osteopathic Medicine (PCOM).

**Target Audience: Doctoral Level
Psychologists and Other Mental Health Professionals**

Level of Instruction: Intermediate

Number of CE Credits Offered: 1 CE credit

Cost: \$15



CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.



PSYCHOLOGISTS: Philadelphia College of Osteopathic Medicine’s School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



CERTIFIED COUNSELORS: Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

LICENSED SOCIAL WORKERS: Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, all social workers are responsible for checking with their Board. The Board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE’s, social workers will receive the Certificate of Attendance.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.

REFUND/CANCELLATION POLICY: For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than three business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within three business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at katiega@pcom.edu.

