



Addressing Children's Mental and Behavioral Health Needs in the Schools


ISCA/ISPA CONFERENCE 2016

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Moving Upstream: A Story of Prevention and Intervention




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2

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"It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they could not make it and fell through into the river. So I got someone to fix the bridge."



3

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Risk factors that create "Barriers to Learning"

- Poverty
- Exposure to violence or drug use
- Absent or infirm parents
- Behavioral and cognitive disabilities
- Court-involved – juvenile justice
- Foster care

Failure to address multiple problems early on can lead to **systems spillover**.

Schools are victim of **systems spillover**.



Need for Mental Health Supports in Idaho

- 18,000 children in Idaho live with serious mental health conditions.
- Approximately 1 in 10 children between ages 2 – 17 have one or more emotional, behavioral, or developmental conditions.
- 2 times as many boys are diagnosed with an emotional, behavioral, or developmental condition.

- Suicide is the third-leading cause of death among youth and young adults aged 15-24.
- Approximately 47 percent of Idaho students aged 14 and older living with serious mental health conditions who receive special education services dropped out of high school.
- Only 50% of children in need of services received mental health treatment in the past year

Spring 2016, ISCA newsletter, Jennifer Tachell

- Lack of access to community resources, especially in rural areas, there are no
 - mental health
 - drug/alcohol
 - family counseling services
- An increase in mental health and behavioral issues
 - Counselors report an increase in crisis management situations (such as suicidal students), and this leaves little time for meeting the academic, personal/social, and career needs of ALL students.



Every Student Succeeds Act (ESSA) Offers New Opportunities

- Shift of control from federal to state and local jurisdictions
(Risk and Opportunity!)
- Engagement of stakeholders in decision making (SISP) and accountability measures and systems
- More flexible funding streams
- More comprehensive, *less prescribed* accountability measures
- **Emphasis on mental/behavioral health and school climate/safety**
- Added resources for foster children and youth
- Risk of reduced attention to children with special needs; masking outcomes for these populations

10

Key ESSA Definition:

School Based Mental Health Services Provider

- **School-based mental health services provider:** “..includes a State-licensed or State-certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide mental health services to children and adolescents.

Key ESSA Definition: *Specialized Instructional Support Personnel (SISP)*

Specialized Instructional Support Personnel means “(i) school counselors, school social workers, and school psychologists; and “(ii) other qualified professional personnel... involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services ...) as part of a comprehensive program to meet student needs.”

- Replaces “pupil services personnel”
- Is intended to reflect the similarities between pupil services (as defined in ESEA) and ‘related services’ as defined by IDEA
- ESSA explicitly references (and in some cases mandates) specialized instructional support personnel and services more than 40 times in policies regarding state and district school improvement plans; identifying and supporting students most at risk of school failure; improving student literacy; addressing school climate and school safety; supporting the mental and behavioral health of students, among others.

MENTAL HEALTH IN THE SCHOOLS

SUPPORTS



- Divorce
- Financial difficulties
- Homelessness
- Sickness
- Violence
- Deployment
- Death
- Unemployment
- Bullying
- Academic difficulties

What is Mental Health?



- Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral wellness and the ability to cope with life's challenges.

“Mental health is as important as physical health to a child's quality of life and impacts their learning, development and success in school.”

Why Mental Health in Schools?

- Students are substantially more likely to seek help when school-based mental health services are available
- Schools are already the major providers of mental health services to children
- The Carnegie Council Task Force on Education of Young Adolescents concluded that, while school systems are not responsible for meeting every need of their students, ***schools must meet the challenge when the need directly affects learning.***

The Good News!

- School based counseling programs improve student mental wellness, behavioral functioning, and academic achievement.
- School mental health programs improve educational outcomes by decreasing absences, discipline referrals and improving test scores.
- Expanded school mental health services in elementary schools have been found to:
 - reduce special education referrals
 - improve aspects of the school climate
 - produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students

TIERED LEVELS OF SUPPORT



"Oscar, I do not consider 'beating some sense into their stubborn little heads' an acceptable behavioral objective."

What We Know...

- The earlier school staff can identify students' difficulties, the quicker and less expensive the task is to help them catch up
- The longer a student goes without assistance, the longer the remediation time and the more intense the services must be

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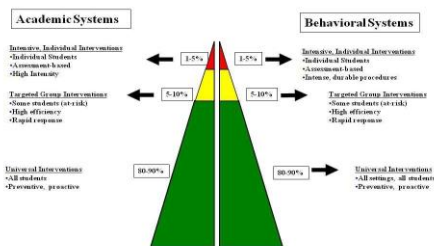
What We Know...

- Students must know what is expected of them
- Behavior is learned
- Schools must provide safe, learning conducive and predictable environments
- We must teach students what positive behaviors look like

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Integrating Response To Instruction & Intervention (RTII) and PBIS

Designing School-Wide Systems for Student Success



Multi-tiered Systems of Support

- Mental and behavioral health services fall on a continuum and are increasingly provided within a multi-tiered system of supports
 - Tier I: promotion of mental and behavioral wellness and prevention of mental and behavioral health problems
 - Tier II: direct and indirect services to address emerging mental and behavioral health problems and prevent risky behaviors
 - Tier III: direct and indirect services to address identified mental and behavioral health problems
- services provided by at all three levels are considered mental and behavioral health services

Mental Health in Schools:

Current practice in school-based mental health:

- Over emphasis on individual **treatment** to the detriment of **prevention**.
- A focus on mental illness & treatment leads to:
 - Increasing demand on clinical services
 - Assigning diagnostic labels to commonplace behavioral, learning and emotional problems.
 - Consuming finite resources and a zero-sum game

Adelman & Taylor, Fall 2007

Mental Health in Schools: “Much more than services for a few”

School systems need to address all three tiers:

- Promote healthy development, prevent problems
- Address problems as soon after onset as is feasible
- Have a system for assisting those with chronic and severe problems.

Adelman & Taylor, Fall 2007

Advantages of MTSS

- Provides instructional and behavioral assistance in a timely fashion (e.g., not a wait to fail model)
- Helps to ensure a student’s poor academic performance is not due to:
 - poor instruction
 - inappropriate curriculum
 - lack of expectations
- Informs teachers and improves behavior and/or instruction because data are collected and closely linked to interventions.

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7

Discussion 1:


- What is your school/district doing to address the mental and behavioral health needs of students?
 - Do you use “Tiered” supports?
 - Who provides these services?
 - Are they available to all students?
 - Are certain services specifically offered for students with an IEP?



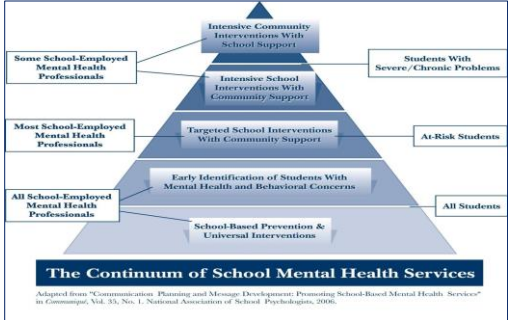


Model of School-Based Mental Health Services

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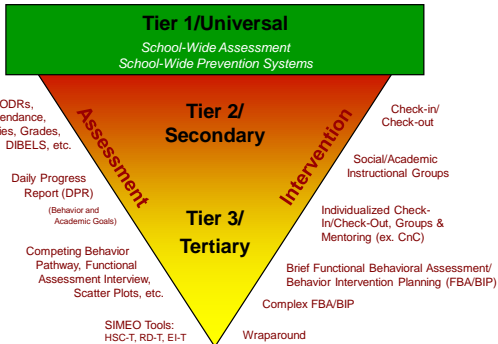
Model of School Based Mental Health Services



The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communication*, Vol. 33, No. 1, National Association of School Psychologists, 2006.

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Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

Tier 2/Secondary

Tier 3/Tertiary

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Daily Progress Report (DPR) (Behavior and Academic Goals)

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

SIMEO Tools: HSC-T, RD-T, EI-T

Check-in/Check-out

Social/Academic Instructional Groups


Individualized Check-In/Check-Out, Groups & Mentoring (ex. CnC)

Brief Functional Behavioral Assessment/ Behavior Intervention Planning (FBA/BIP)

Complex FBA/BIP

Wraparound

Wiscap PBIS Network, Revised Aug. 2009. Adapted from T. Scott, 2004.


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Prevention and Universal Interventions

- Prevention and wellness promotion
- Universal screening for academic, behavioral, and emotional barriers to learning

Examples

- Classroom guidance lessons
- Social Emotional Learning
- Positive behavior interventions and supports
- Effective discipline policies and practices
- Bullying/Violence Prevention
- Crisis prevention and intervention teams
- Fostering positive relationships among students and staff



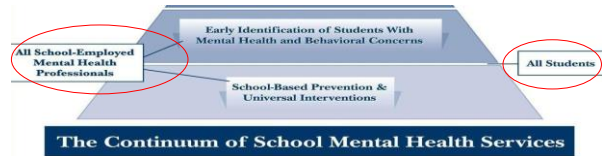
Discussion 2

- What are the “Universal” interventions/supports that you are using in your school to meet the needs of your students?



Early Identification

- Staff development/Mental Health First Aid
- Suicide Risk/Threat Universal Screening
- Protocols for Responding to Bullying
- Self-Reporting
- Anonymous Reporting



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| <ul style="list-style-type: none"> ❑ Academic Difficulties <ul style="list-style-type: none"> ❑ Drop in academic performance ❑ School tardiness ❑ School truancy ❑ Aggressive (or Threats of) Behaviors <ul style="list-style-type: none"> ❑ Toward animals ❑ Toward others (e.g. physical, verbal, or relational bullying) ❑ Toward self (e.g., cutting, burning, scratching) ❑ Toward the property of another person ❑ Avoidance Behaviors, such as avoiding: <ul style="list-style-type: none"> ❑ Activities the student once found enjoyable ❑ School, in general ❑ Social situations ❑ Specific objects, situations, or places ❑ Irregular/Consuming Thoughts, such as: <ul style="list-style-type: none"> ❑ Anger/irritability ❑ Death or dying ❑ Extreme perfectionism ❑ Fear of gaining weight ❑ Flight of ideas (racing thoughts) ❑ Grandiosity (inflated sense of self-importance) ❑ Guilt | <ul style="list-style-type: none"> ❑ Eccentric behaviors, such as: <ul style="list-style-type: none"> ❑ Engaging in high-risk behaviors ❑ Excessive engagement in pleasurable behaviors ❑ Excessive talkativeness ❑ Excessive Sadness, such as: <ul style="list-style-type: none"> ❑ Excessive crying ❑ Feelings of hopelessness/helplessness ❑ Loss of interest ❑ Excessive Worrying, such as: <ul style="list-style-type: none"> ❑ Worrying about everything and anything most of the time ❑ Worrying surrounding a specific object, place, event, or situation ❑ Inattentive Behaviors, such as: <ul style="list-style-type: none"> ❑ Being easily distracted ❑ Being fidgety ❑ Difficulty with concentration or keeping attention for long periods of time ❑ Not being able to remain seated ❑ Not following directions or completing assigned tasks (like homework) ❑ Not listening or responding ❑ Speaking out of turn/interrupting others |
|--|--|

University of Nebraska

Discussion 3

- What mechanisms/systems do you have in place to identify students with mental or behavioral health needs?
- What data do you use to determine if students need targeted interventions?



Targeted Interventions

- Check-In Check Out
- Group Counseling
- Teacher/Family Consultation
- Behavior Plans
- Mentoring
- Facilitate conversation family/school/community



Intensive School and Community Supports



Intensive School Interventions	Intensive Community Interventions
Individual Counseling	Long Term Therapy
Functional Behavioral Assessment	Family Counseling
Special Education Consideration	Involvement with Social Services
Individualized Behavior Plan	Community Mentoring
More restrictive environment	

Discussion 4

- How are you using your school-employed mental health professionals to provide “intensive supports?”
- How do you integrate school-based and community-based services?



I Recognize . . .

- Some school psychologists & school counselors are limited in their ability to provide mental and behavioral health services due to other demands of their role in the schools or administrative decisions
- Some may need professional development to strengthen their competencies
- Perceptions related to the provision of these services need to be challenged at both the graduate preparation and practitioner level, as well as at the administrative and policy making level



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NASP Resources on ESSA: Handouts for Administrators & Policy Makers

- Engaging SPs for Student Success
- Engaging SPs to Improve Assessment and Accountability Systems
- Engaging SPs to Improve Multi-tiered Systems of Support
- Engaging SPs to Create Safe and Supportive School Climates
- Comprehensive School Mental and Behavioral Health Services

NASP ESSA Implementation Resources:
<http://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/essa-implementation-resources>

A Framework for Safe and Successful Schools

<http://www.nasponline.org/resources/framework-safe-and-successful-schools.aspx>

A Framework for School-Wide Bullying Prevention and Safety

http://www.nasponline.org/resources/Bullying/Bullying_Brief_12.pdf

Home • Standards & Certification • **NASP Practice Model**

NASP Practice Model Implementation Guide

Using This Guide
 This guide is designed to help move toward the implementation of the NASP Practice Model by setting goals that best meet the needs of your school building, district, or state. The suggestions and resources within can be adapted to your school's specific context.

I. Practice Model Overview
 The NASP Practice Model has a wide range of knowledge and skills that school psychologists possess across the domains of comprehensive practice to meet the needs of youth, families, and schools, as well as organizations and principles of effective schools.

II. Implementation
 By identifying and addressing prevailing needs in your school or district, you and your colleagues can move toward a comprehensive service delivery model to ensure that all students are achieving their best academically, socially, and emotionally.

III. Organization & Management
 The organizational principles are articulated in the NASP Practice Model to describe the conditions necessary to ensure effective delivery of school psychological services. While conditions are articulated at both the individual level and system-wide.

IV. Evaluating Services
 Guiding principles of the NASP Practice Model in the evaluation of school psychological prevention and services can help schools implement a system of continuous improvement in service delivery at both the individual level and system-wide.

V. Advocacy Steps
 Consistent adoption of these standards ensures the public that students can access needed services whenever they are in need. School psychologists must be able to communicate the value of national standards in engaging customers, and the importance of these standards.

<http://www.nasponline.org/standards-and-certification/nasp-practice-model>

The School Counselor and Multi-tiered System of Supports

- School counselors align their work with MTSS through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.
- https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MultitieredSupportSystem.pdf



The School Counselor and Multi-tiered System of Supports

Executive Summary: Executive Summary (ES) of the National Association of School Psychologists (NASP) Position Statement on the School Counselor and Multi-tiered System of Supports (MTSS). This document is intended to provide information and support to school psychologists, school counselors, and other professionals who work with MTSS through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.

Key Points:
 • School psychologists are uniquely positioned to deliver high quality mental and behavioral health services in the school setting to ensure all students have the support they need to be successful in school, at home, and throughout life.
 • School psychologists are uniquely positioned to facilitate the development, delivery, and monitoring of primary, effective, and culturally responsive mental and behavioral health services of prevention and intervention. In Hughes and Matka (2014) has observed, "school psychologists are situated in real time in the biopsychosocial system where children spend 10 hours or more a week" (p. 27). School psychologists' biopsychosocial perspective on academic, mental, and behavioral health service providers, coupled with their engagement in and familiarity with schools' organizational and cultural contexts, equip them to play a primary role in multidisciplinary and responsive, school-based mental and behavioral health programs.

Key Points (continued):
 • The mental and behavioral health of students is a necessary, appropriate, and critical factor of education for individuals both in age 21. Mental and behavioral health is directly linked to several positive student achievement, school climate, high school graduation rates, and the prevention of risky behaviors, disciplinary incidents, and substance abuse (Center for Health and Healthcare in Schools, 2014). These factors, in turn, are associated with improved life outcomes as improved occupational attainments, higher earnings, greater employment stability, and lower likelihood of involvement with the criminal justice system (Lew, Loh, Mayfield, Miller, & Pomeroy, 2014).
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NASP White Paper: School Psychologists Mental and Behavioral Health Role

- School psychologists are qualified MBH providers
- NASP training and practice standards encompass MBH services
- School psychologists are recognized in ACA and ESSA as qualified providers

https://www.nasponline.org/assets/Documents/Research%20and%20Policy/Position%20Statements/WP_Qualified_Mental_and_Behavioral_Health_Professionals.pdf

NASP White Paper

School Psychologists: Qualified Health Professionals Providing Child and Adolescent Mental and Behavioral Health Services

School psychologists are uniquely trained to deliver high quality mental and behavioral health services in the school setting to ensure all students have the support they need to be successful in school, at home, and throughout life.

School psychologists are uniquely positioned in schools to facilitate the development, delivery, and monitoring of primary, effective, and culturally responsive mental and behavioral health services of prevention and intervention. In Hughes and Matka (2014) has observed, "school psychologists are situated in real time in the biopsychosocial system where children spend 10 hours or more a week" (p. 27). School psychologists' biopsychosocial perspective on academic, mental, and behavioral health service providers, coupled with their engagement in and familiarity with schools' organizational and cultural contexts, equip them to play a primary role in multidisciplinary and responsive, school-based mental and behavioral health programs.

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School psychologists are uniquely positioned to provide mental and behavioral health services in schools.

Online Resources: Mental Health

Counseling & Mental Health (nasponline.org)

- Podcasts
 - *Through a New Lens: Transforming EBD Identification Through Culturally Responsive Approaches*
 - *Bridges to Support Behavioral Health Services in Schools, Universities, and Hospitals*
 - *Continuum of DBT Services for School-Based Settings to Address Emotional Regulation Skills*
 - *Taking the 'Pole' out of Bipolar: Disruptive Mood Dysregulation Disorder*
 - *Meta-Analysis of Mindfulness-Based Interventions for Youth and Caregivers*
 - *Tough Kids, Cool Counseling: Top Techniques for Influencing Challenging Students*
 - *Individual Counseling With LGBTQ Students: Ethical and Affirmative Practices*
 - *Universal Screening to Inform Interventions for Behavioral and Emotional Concerns*
 - *Peers Promoting School Success: Protection Against Bullying*
 - *NASP Dialogues: Group Counseling*
- Online Learning Center
 - *Assessing and Remediating Student Test Anxiety*
 - *Multicultural Counseling: Culturally Responsive Approaches in the Era of Evidence-Based Interventions*
 - *Individual Counseling With LGBTQ Students: Ethical and Affirmative Practices*

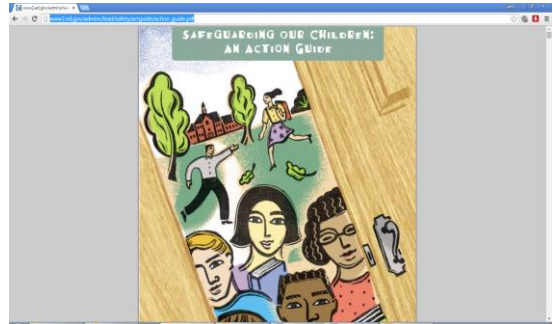
Early Warning, Timely Response

<http://cecp.air.org/guide/>



Safeguarding Our Children

http://cecp.air.org/guide/AIRResearch01%28Frev%29Action_Guide_SP.pdf



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