Distance Learning Consortium
How PPS Providers Work Together to Support Student Mental Health

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

Outcomes:

- **Define and identify Pupil Personnel Services Staff** (SBMHP) trained in supporting student mental health

- Outline **best practices for collaboration** among SBMHP to address the full spectrum of student mental health

- Explore examples of **data elements** for early identification of need for supplemental or intensified supports

Welcoming Reflection

"**The strength of the team is each individual member. The strength of each member is the team.**" - Phil Jackson

"**Coming together is a beginning, staying together is progress, and working together is success.**" – Henry Ford

"**Strong and cohesive teams thrive when leaders highlight how much they all have in common, not how much he or she stands above from the crowd.**" - Moira Alexander

"**No one can whistle a symphony. It takes a whole orchestra to play it.**" – H.E. Luccock

CA MTSS

Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

CASEL's 5 Core Competencies & Skills

- **Identifying emotions**
- **Examining prejudices and biases**
- **Having a growth mindset**

- **Taking others' perspectives**
- **Identifying diverse social norms, including unjust ones**
- **Understanding the influences of organizations and systems on behavior**

- **Developing positive relationships**
- **Demonstrating cultural competence**
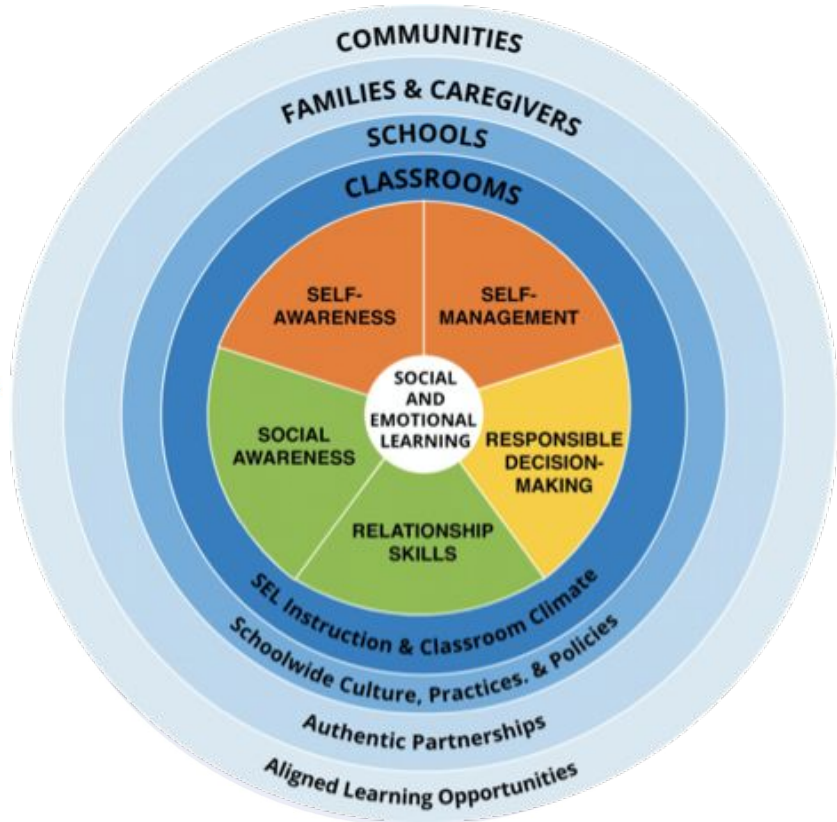- **Standing up for the rights of others**
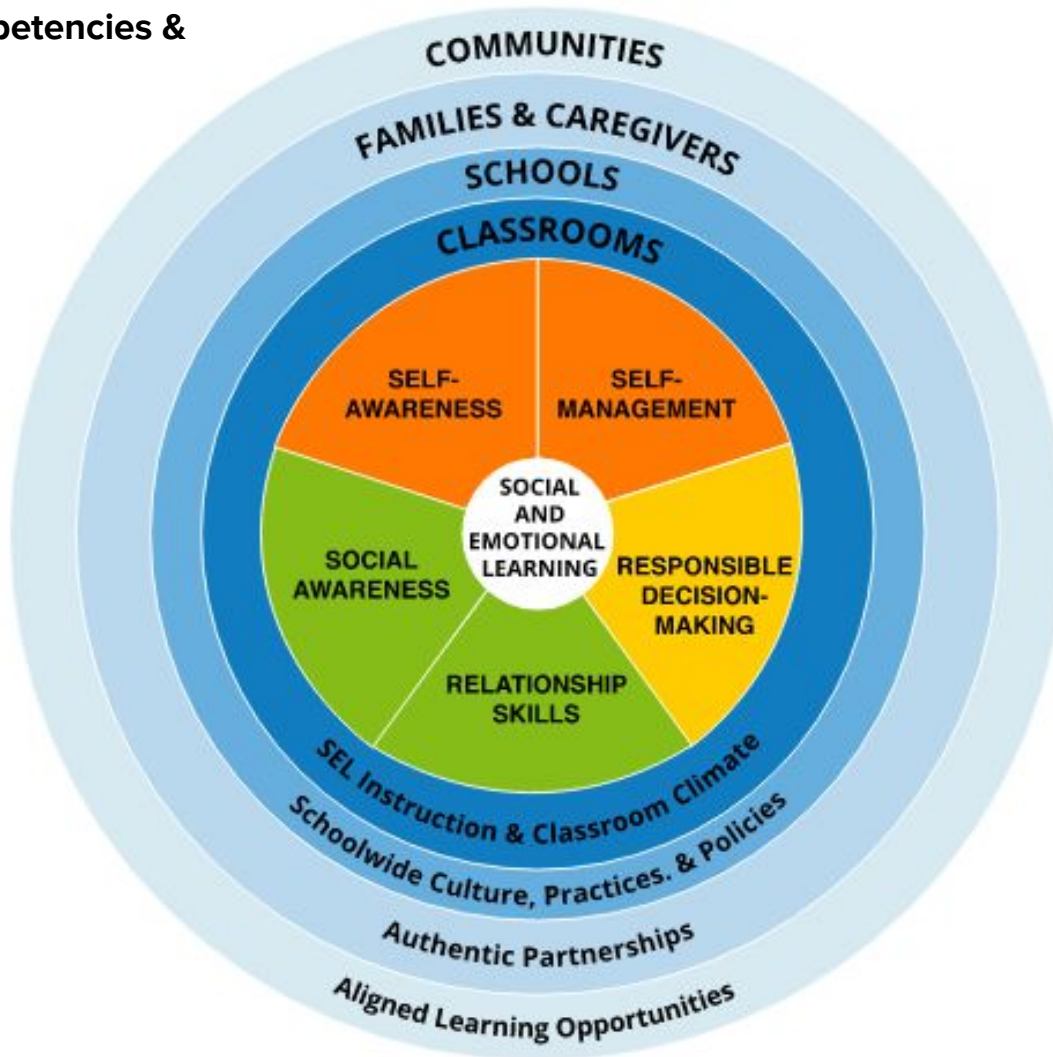
- **Managing one's emotions**
- **Setting personal and collective goals,**
- **Demonstrating personal and collective agency**

- **Identifying solutions for personal and social problems**
- **Recognizing how critical thinking skills are useful inside and outside of school**
- **Demonstrating curiosity & open-mindedness**

Benefits of SEL for Students

HOW?

Implementation Focus Areas

- Build Foundational Support and Plan
- Strengthen Adult SEL Compentencies and Capacity
- Promote SEL for Students
- Reflect on Data for Continious Improvement

WHAT AND WHERE?

COMMUNITIES

FAMILIES & CAREGIVERS

SCHOOLS

CLASSROOMS

SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS

SOCIAL AND EMOTIONAL LEARNING

SEL Instruction & Classroom Climate

Schoolwide Culture, Practices. & Policies

Authentic Partnerships

Aligned Learning Opportunities

WHY?

Research-based Student Outcomes

Short-Term
- Improved attitudes about self, others, and tasks
- Perceived classroom and school climate

Intermediate
- Positive Social Behaviors and Relationships
- Academic Success
- Fewer Conduct Problems
- Less Emotional Distress
- Less Drug Use

Long-Term
- High School Graduation
- College/Career Readiness
- Safe Sexual Behaviors
- Healthy Relationships
- Mental Health
- Reduced Criminal Behavior
- Civic Engagement

Foster the Whole Child

Between 50 to 60% of students do not receive treatment due to stigma and lack of access to services (National Association of School Psychologists, 2016; NAMI, 2019)

Who are School Based Mental Health Professionals (SBMHP)?

- SBMHP hold a **Pupil Personnel Services (PPS) Credential**
- Can be found at **all levels in education** from preschool through college
- They are specially **trained** in **school systems**, **mental health** and **learning theory**
- Integral part of the overall educational team and central to enriching the **school climate**
  - Create conditions for students to **develop a healthy sense of self**
- Assist teachers and **work collaboratively** with parents to mitigate issues that interfere with student learning
- Work within the **continuum of school mental health services** from **prevention** to **early identification**, to **targeted services** and **treatment**

CA MTSS Continuum of Support
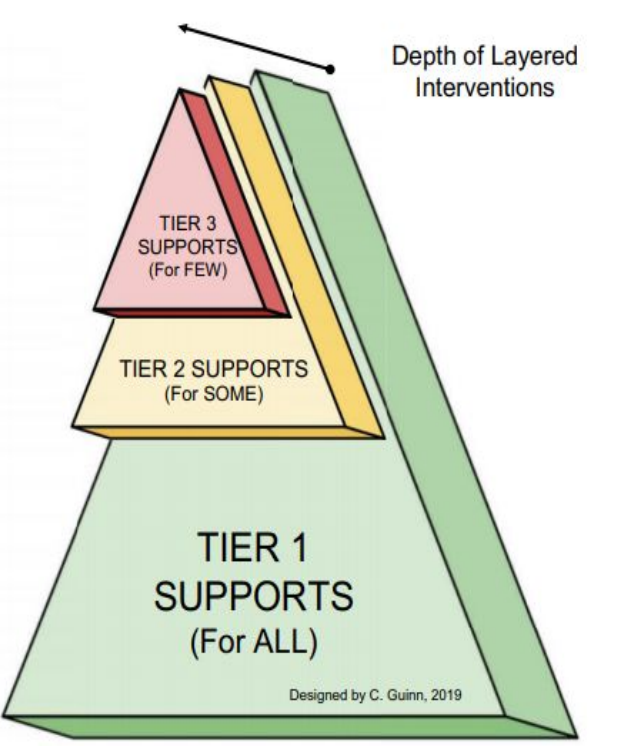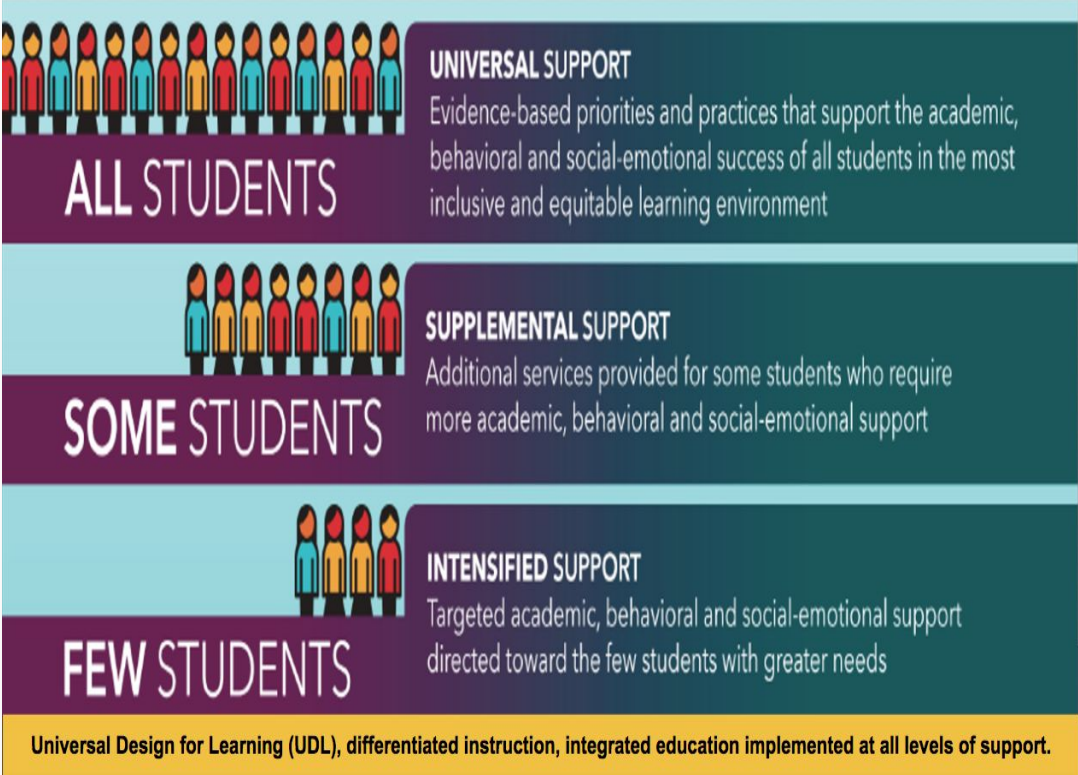
School Social Workers

"School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. School Social Workers are the link between the home, school and community."
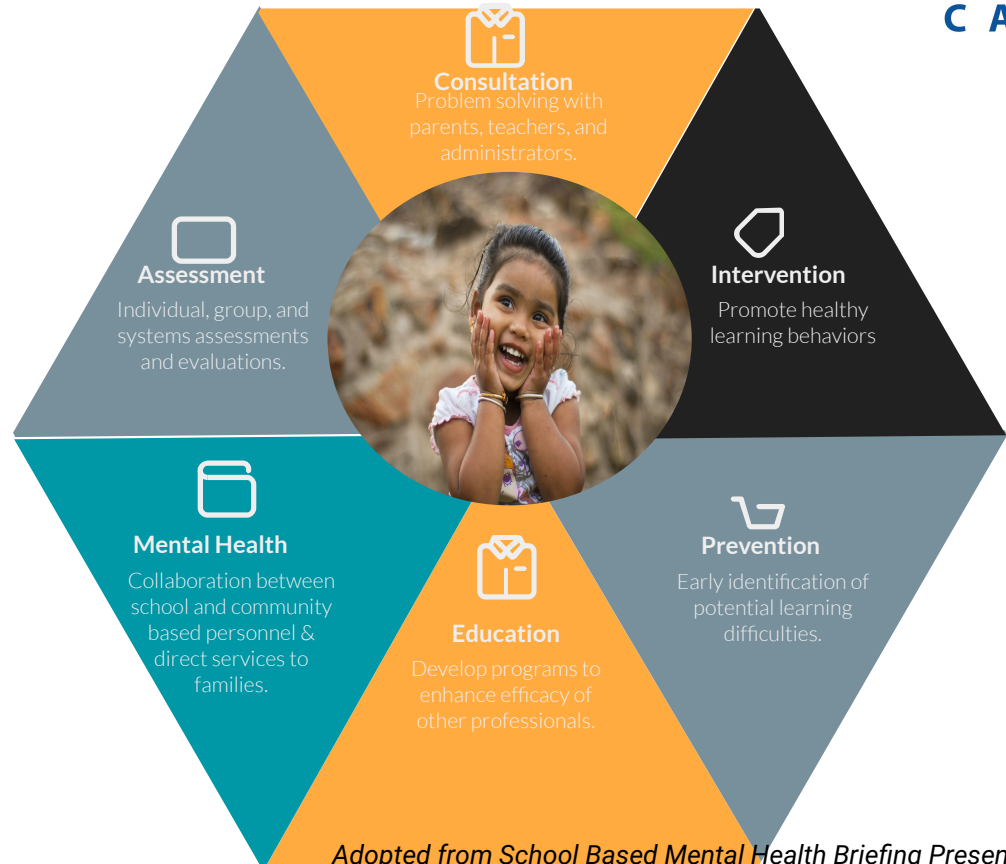
~School Social Work Association of America

School Psychologists

Support students' ability to learn and teachers' ability to teach.

- Provide:
  - Academic and behavioral Support
  - Mental health supports
  - Consultations with teachers and families
  - Culturally responsive services
  - Crisis preventions and response
- Support:
  - Struggling and diverse learners
  - Academic achievement
  - School-family-community partnerships
  - School-wide data-based decision making

Consultation
Problem solving with parents, teachers, and administrators.

Assessment
Individual, group, and systems assessments and evaluations.

Intervention
Promote healthy learning behaviors

Mental Health
Collaboration between school and community based personnel & direct services to families.

Education
Develop programs to enhance efficacy of other professionals.

Prevention
Early identification of potential learning difficulties.

Adopted from School Based Mental Health Briefing Presentation, 2020

CASP

School Counselors

What is comprehensive school counseling?

ASCA National Model
FOURTH EDITION

Multi-tiered, Multi-Domain System of Supports -

School Counseling Program Delivery Model
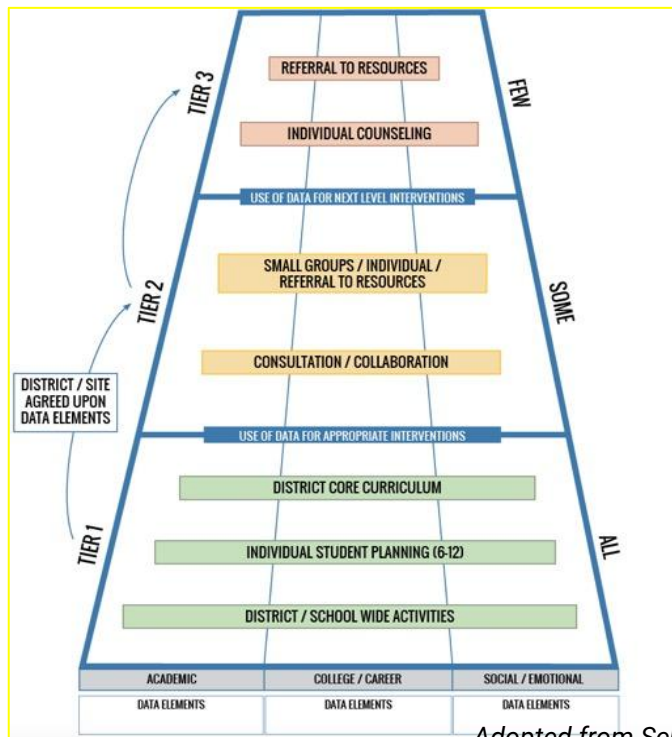
Leadership

Advocacy

Collaboration

Systemic Change

-Academic Achievement

-Increased Attendance

-Reduced Discipline

Adopted from School Based Mental Health Briefing Presentation, 2020

School Counselors: Serve Students in 3 Domains

Adopted from School Based Mental Health Briefing Presentation, 2020

Supporting SEL and Mental Health Across Tiers

Tier 3: Indirect Services
for FEW

Chronic, complex
needs;
Consult & collaborate;
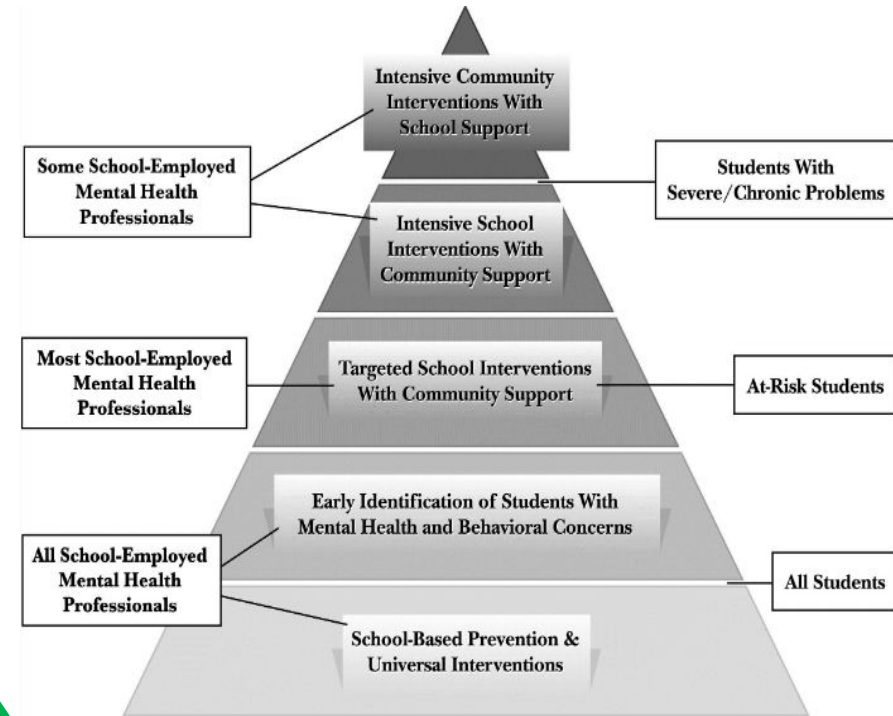Wrap-around support;
Facilitate referrals

Tier 2: Direct & Indirect Services
for SOME

Individual/small group counseling,
instruction, appraisal & advisement;

Consult and collaborate with
teachers/staff, parents and
community providers

Tier 1 Direct & Indirect Prevention for ALL

School counseling classroom instruction (lessons);

Large group/school-wide activities & initiatives;

Student appraisal & advisement;

Staff & family training/workshops;

Community partnerships

Goodman-Scott, Betters-Bubon & Donohue (2016);
©Goodman-Scott, Betters-Bubon & Donohue (2019)

Intensive Community
Interventions With
School Support

Some School-Employed
Mental Health
Professionals

Students With
Severe/Chronic Problems

Intensive School
Interventions With
Community Support

Most School-Employed
Mental Health
Professionals

Targeted School Interventions
With Community Support

At-Risk Students

Early Identification of Students With
Mental Health and Behavioral Concerns

All School-Employed
Mental Health
Professionals

All Students

School-Based Prevention &
Universal Interventions

The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services"
in *Communiqué*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

Pause and Reflect

Pause the video and reflect on the information we just reviewed.

- Please review the one pagers for each role located in the resource list.
- How can the SBMPs help you **better support your students' mental health that you had not thought about before?**
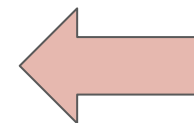
SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services provided for some students who require more academic, behavioral and social-emotional support

Tier 2: Supplemental support is for for Some students who need an additional level of intervention and instruction

- Develop and utilize responsive interventions such as student safety plans, check-in and check-outs, behavior plans, peer-to-peer support, trauma-informed approaches, etc.
- Provide individual/small group psycho-educational counseling to address data driven needs
- Consult/collaborate with support providers (e.g. nurses, school psychologists, social workers)
- Monitor student's progress during and after interventions
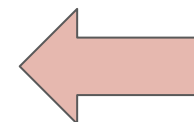- Refer to outside resources as appropriate

FEW STUDENTS

INTENSIFIED SUPPORT

Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs

Tier 3: Intensified support is for a Few students who need an additional level of individualized focus to manage their mental health needs

- Conduct crisis response assessments using crisis management protocols
- Provide crisis counseling and short-term solution-focused individual counseling
- Consult/collaborate with support providers (e.g. nurses, school psychologists, social workers) and community agency partners to facilitate student's transition and/or return to school
- Apply and reinforce trauma-informed practices
- Refer student and family to school-based mental health clinician or community agency partner(s) or for chronic mental/behavioral health related issues
- Monitor student progress during intervention and post-intervention services

Collaboration/Consultation

Referral

Maximizing SBMH Full Potential: Best Practices for Collaboration

Support the Whole Child by implementing a multi-tiered system of support (MTSS)	Offer a broad array of services and supports focused on prevention, and early removal of barriers to learning, behavior, social and emotional problems and needs.
Implement Multi-tiered Intervention Systems	Promotes the maxim **"All Means All"** Allows for students to participate in the general education curriculum, instruction and activities of their grade level peers.
Foster a Positive School Climate	Promote a positive school climate and foster a culture of equitable opportunities, services, and supports. Foster a collective caring environment by focusing on social emotional development and promotive-protective supports and services.
Reduce Attendance Barriers	Addressing problems related to key personal, social, school and environmental factors. Strategies and interventions can be best implemented with all constituencies.
Prepare for Crises	SBMHP team are experienced collaborators in crisis situations. The SBMHP teams should be prepared to collaboratively meet these new exigencies with compassion and professionalism.
Support Professional Development	Allows for for SBMHP to stay current about laws, regulations that directly apply to their unique and specialized work, so they can continue to provide quality work to their school communities.

When are supplemental services warranted?

As a follow up activity, I would like for you to explore this document further:

1. Examples of Supplemental and Intensified Data Elements by Domain
2. Determining Data Driven Intentional Interventions

These can be great tools to help you determine red flags that may indicate if a student needs supplemental or intensified supports.

Arrange an action plan!

School Based Mental Health Professionals are the dream team!

As we discussed in this presentation, there are many necessary redundancies in our services. However, each role is important and imperative for student success.

Explore the the [Roles of Pupil Personnel Service Providers](#) and discuss with your dream team what ideal arrangements could be made to help systematically support student's comprehensive needs.

Thank You!