



A Collaborative Approach to Student Mental Health



MICHIGAN
SCHOOL
COUNSELOR
ASSOCIATION



MASP

Michigan Association of School Psychologists



Michigan
Association
of School
Social Workers



MASN

MICHIGAN ASSOCIATION OF SCHOOL NURSES
specialists in school health

The School Mental Health Professionals Collaborative

Today's Presenters:

Michigan Association of School Psychologists (MASP)

- **Tom Harwood**
- **Tracy Hobbs**

Michigan Association of School Social Workers (MASSW)

- **Nicole Wilbur**

Michigan School Counselors Association (MSCA)

Michigan Association of School Nurses (MASN)

- **Rachel Vandenbrink**

The School Mental Health Professionals Collaborative Mission and Vision

The Michigan School Mental Health Professionals Collaborative seeks to identify and address systemic issues regarding school mental health.

Through research, evidence-based practices and community partner development, the Michigan Association of School Psychologists (MASP), the Michigan Association of School Social Workers (MASSW), the Michigan School Counselors Association (MSCA) and the Michigan Association of School Nurses (MASN) have committed to work jointly on educating stakeholders and improving the mental health of all students.



Priorities

1. School Suicide Prevention and Intervention, and

2. School Safety, with a focus on:

- School Integrative Physical and Mental Health Services
- Student Mental Health Programming and Best Practices
- School Mental Health *System of Care* Development
- Joint Professional Development, Conferences, and Training
- Hospital to School Transition Programming
(Workgroup that is sponsored by *Pine Rest Services*, *Forest View Hospital*, and the *West Michigan Regional Suicide Prevention Alliance*)
- The Facilitation of Legislative Agendas, Legislation, Policy, and Grant Opportunities

Increasing Student Mental Health Needs

40%

40% of students have experienced a mental health problem by 7th grade

(SAMSHA 2016)

46%

46% of children have experienced at least one Adverse Child Experience (ACE)

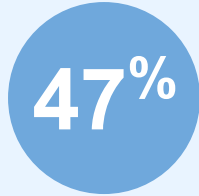


92% of principals say their schools have faced problems related to the threat of gun violence. 1 in 3 dealt with a threat in the past year

Increasing Youth Suicide Rates



Present rate of suicide among youth is at the highest level recorded in history



The rate of suicide increased 47% since 2000 for 15-19 year old students



The suicide death rate among Black youth is increasing faster than any other racial/ethnic group.



LGB youth attempt suicide at a rate three times that of heterosexual youth



4 out of 5 teens that attempt suicide have given clear warning signs

Mental Health Services in Schools

- 20% of students have been diagnosed with a mental health condition, but only 1 in 5 students who have mental health difficulties are receiving treatment.
- Schools are optimal locations for students to receive help for mental health difficulties since they spend 7 hours a day, five days per week in school.
- Historically, 70% of children with a mental health diagnosis and impaired functioning have received mental health services from the schools.

School Health Professionals

Access to school-based mental health services directly improves students physical and psychological safety, academic performance and social emotional learning.

Framework for Safe and Successful Schools

Barrier to Intervention

Limited access to school mental health staff

1.7

million

students are in schools with police but no counselors

3

million

students are in schools with police but no nurses

6

million

students are in schools with police but no school psychologists

10

million

students are in schools with police but no social workers

14

million

students are in schools with police but no counselors, nurses, school psychologists, or social workers



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The School Health Team

School counselors, school psychologists, school social workers and school nurses all offer unique individual skills that complement one another in such a way that the sum is greater than the parts.

School Counselor	School Psychologist	School Social Worker	School Nurse
School Counselor License	Michigan School Psychologist Certificate	Master of Social Work License School Social Work Certificate	Michigan Registered Nurse License
M.A. School Counseling	Ed. Specialist in School Psychology	Master of Social Work (MSW) degree	Bachelor's Degree in Nursing
Minimum 600 hours internship	600 hour practicum in school psychology and a 1,200 hour full-time internship	Minimum 500 hours school-related practicum	Three years successful experience as a school nurse as determined by MDE and LEA employer required to attain Professional School Nurse Certification
6 semester credit hours or 150 SCECHs or 150 hours DPPD	6 semester credit hours or 150 SCECHs or 150 hours of DPPD	45 hours of board approved continuing education	25 hours of board approved continuing education

Barrier to Intervention

Professional to student ratios

	Recommended	Michigan actual
School Counselors	1:250	1: 693
School Psychologists	1:700	1:2184
School Social Workers	1:250	1:1051
School Nurses	1:700* *Minimally 1 RN per building	1:2062

Access to School Mental Health Professionals as a Priority

- History of inflexible funding streams
- Typically, access for Special Education students only
- A growing awareness of needs is evolving with increased focus on and implementation of:
 - A Whole Child Approach to health and education
 - Caring 4 Students (C4S) Medicaid programming
 - 31n(6) supports and services
 - Key participants on school safety and threat assessment teams

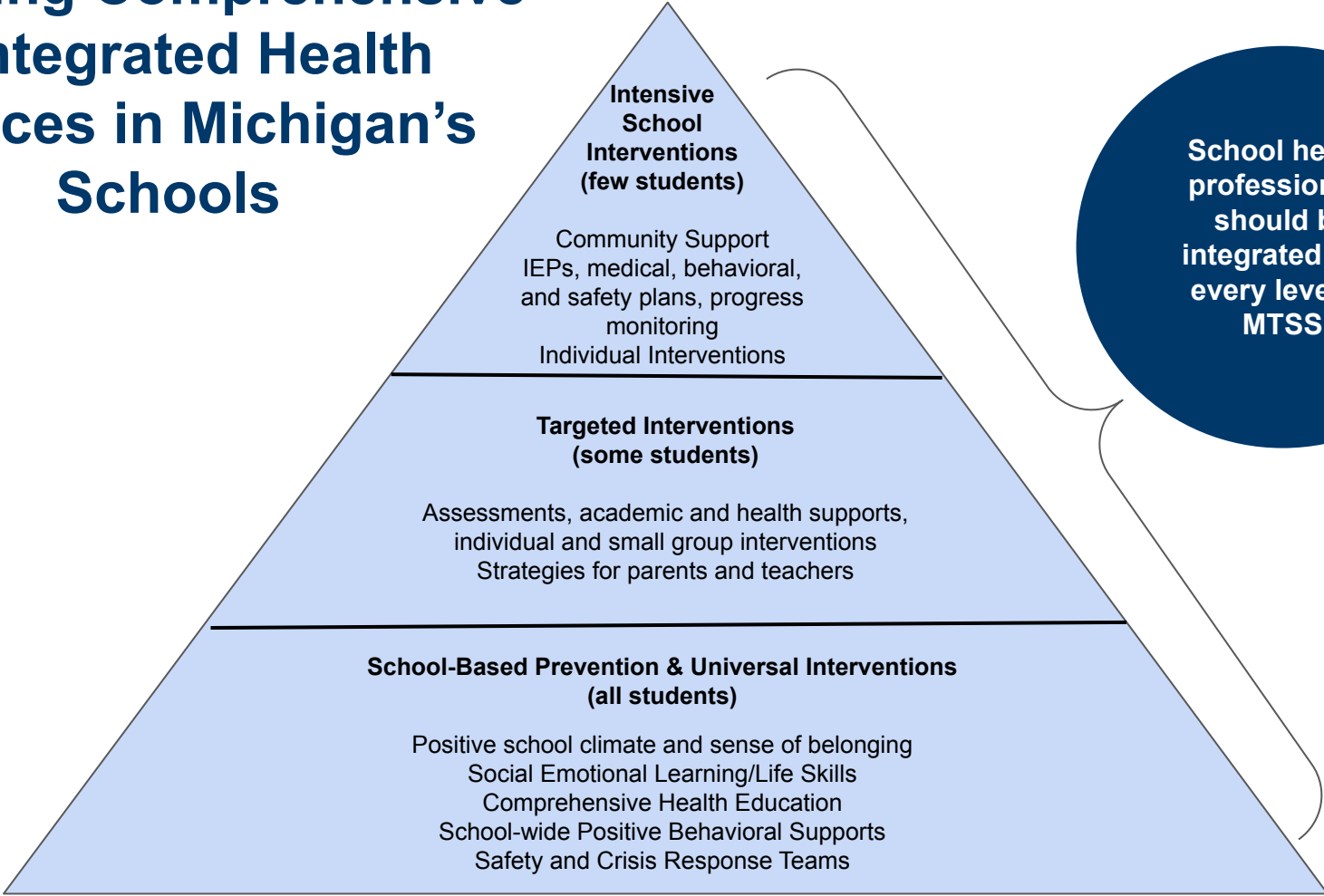
School-Employed Mental Health Professionals

- School-employed mental health professionals focus on how a student's behavior impacts their ability to learn and be successful in school.
- School based mental health providers have unique knowledge of school systems including educational law, curriculum, classroom & behavior management, diverse learners and students with disabilities & models for school-based practices.
- School-employed professionals are members of the school staff and have ***relationships*** with teachers and administrators to facilitate interventions
- Research shows that Social Emotional Learning programs conducted by school-employed staff were significantly more effective vs. community consultants.

Community-Employed Mental Health Staff

- Community-employed mental health professional in schools focus on a student's global mental health and how it impacts family, community, work and school.
- Community-employed mental health providers vary in their level of experience and training related to schools
- A school-employed mental health professional should be assigned to coordinate services provided by school and community employed professionals.
- All mental health professionals in schools should be integrated into the multi-tiered systems of support framework. (ISF Model)

Providing Comprehensive & Integrated Health Services in Michigan's Schools



School health professionals should be integrated into every level of MTSS

School Counselors, School Psychologists, School Social Workers and School Nurses Create Safe, Positive School Climates

**Bullying
Prevention**

**Social-emotional
Learning/Life
Skills**

**Assess school
climate and
improve school
connectedness**

**Implement and
promote positive
discipline and
restorative
practices**

**Implement
school-wide
positive
behavioral
supports**

**Participate
(Facilitate) School
Safety & Crisis
Teams**

**Provide
intervention
services to
address chronic
health needs**

**Conduct suicide
and threat
assessments
to ensure student
safety**



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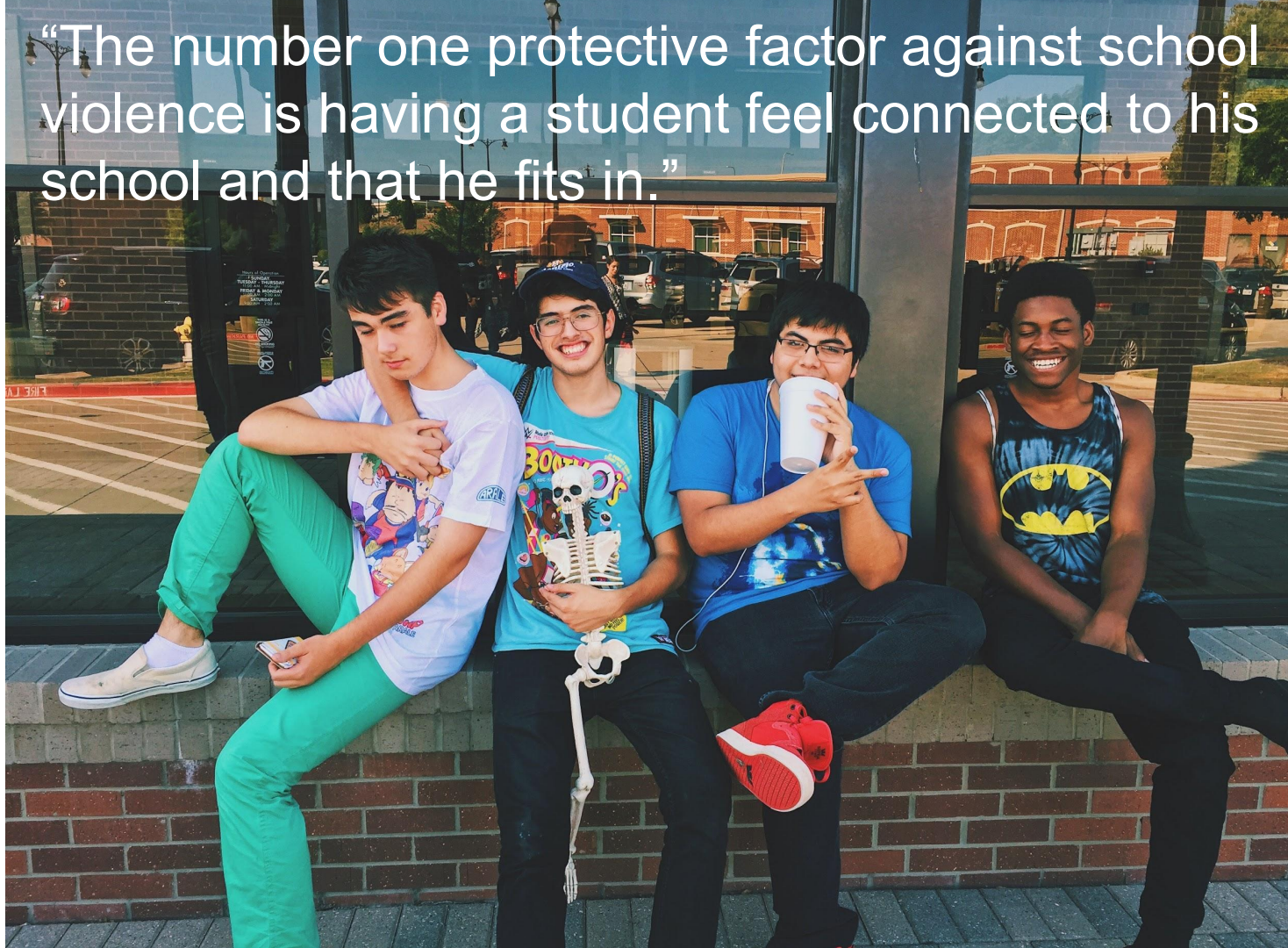


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“The number one protective factor against school violence is having a student feel connected to his school and that he fits in.”



The Role of School Health Professionals in Suicide Prevention and Intervention

Train all staff members (teachers, administrators, para-pros etc.) on the warning signs of suicide and methods of reporting these concerns

Implement universal screening

Completion of suicide assessments on individual students

Provide school based therapy to address coping skills and improve outcomes for students with suicidal ideation/who have attempted suicide

Educate families on suicide and safety issues associated with this difficulty (removal of lethal methods-pills guns etc. from the home)

Creating plans in the school to improve academic success and decrease emotional difficulties

School Counselors, School Psychologists, School Social Workers and School Nurses Provide Crisis Response Services

Lead, participate, and inform crisis response teams to provide emotional support after a myriad of crises:

1

Suicide
of students

2

Death of
teachers/staff
members

3

Hurricane,
fire, tornado,
and medical
emergencies

4

Car accidents
with student
deaths or
severe injuries

5

Counseling
and support
after school
shootings

School Counselors, School Psychologists, School Social Workers and School Nurses Promote Academic Achievement

✓ Promote student motivation and engagement

✓ Conduct psychological, academic and health assessments

✓ Individualize instruction and interventions

✓ Improve student and classroom behavior

✓ Monitor student progress

✓ Reduce inappropriate referrals to special education

✓ Collect and interpret student and classroom data

School Counselors, School Psychologists, School Social Workers and School Nurses Support Diverse Learners

Assess diverse
learning needs

Provide culturally
responsive services
to students and
families from diverse
backgrounds

Plan appropriate
Individualized
Education Programs
for students with
disabilities

Modify and adapt
curricula and
instruction

Adjust classroom
facilities and routines
to improve student
engagement and
learning

Monitor and
effectively
communicate with
parents about student
progress



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School Counselors, School Psychologists, School Social Workers and School Nurses Conduct Interventions

We engage in the following interventions at the school level:

Promoting
Social
Emotional
Learning

Counseling

Academic
interventions
and behavior
plans

Collaborating
with outside
providers

Connecting
families with
community
resources

Signs of
Suicide
training

Threat
assessment

Suicide
assessment



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The School Health Team Fosters School and Home Collaboration

Help families understand their child's learning and mental health needs

Assist in navigating special education processes

Connect families with community service providers when necessary

Help effectively engage families with teachers and other school staff

Enhance staff understanding and responsiveness to diverse cultures and backgrounds

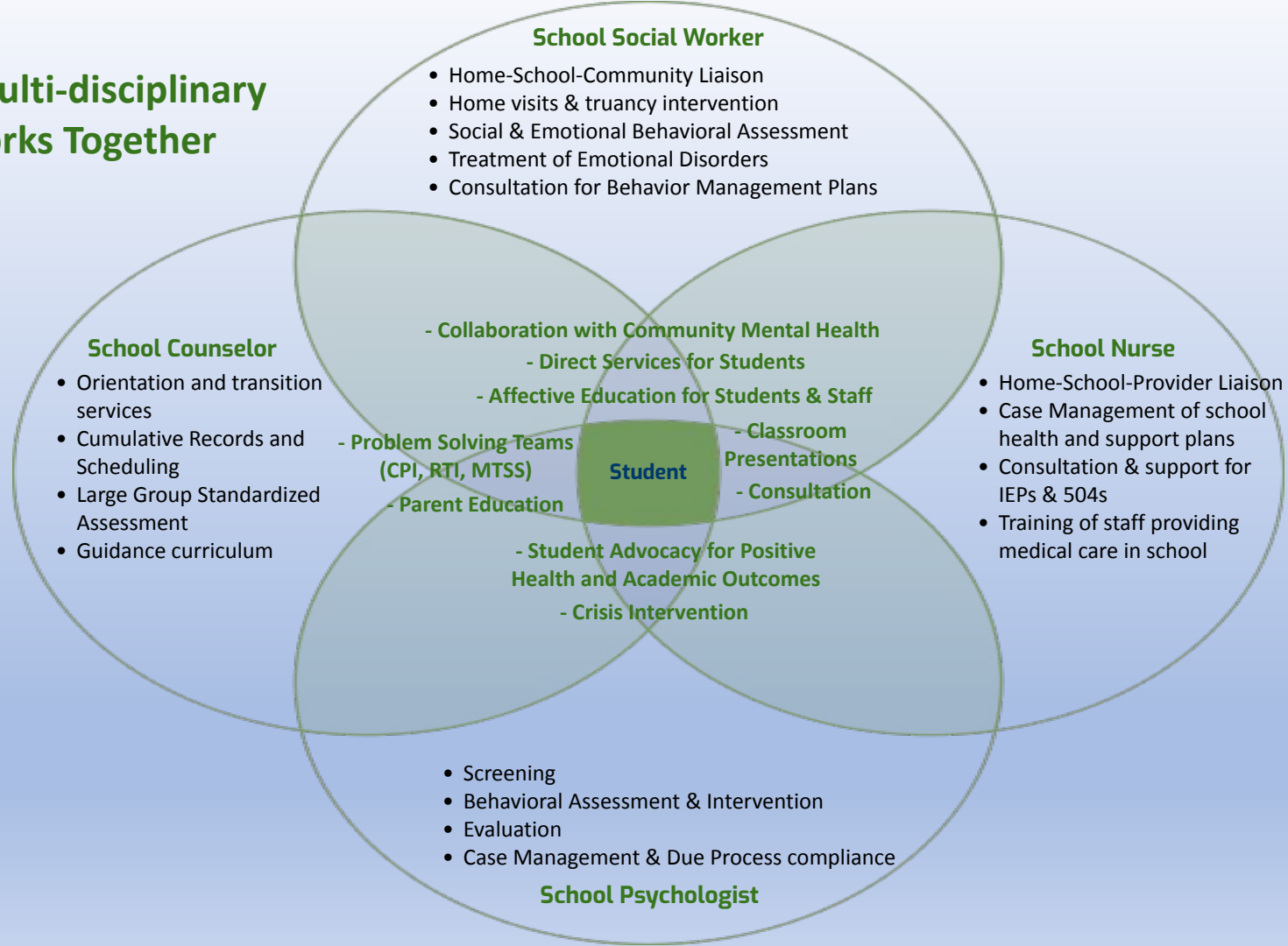
Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs

Coordinate care between staff, student, health care provider, health care facility and family

Play a proactive role in the early identification and treatment of at risk students as identified by school staff

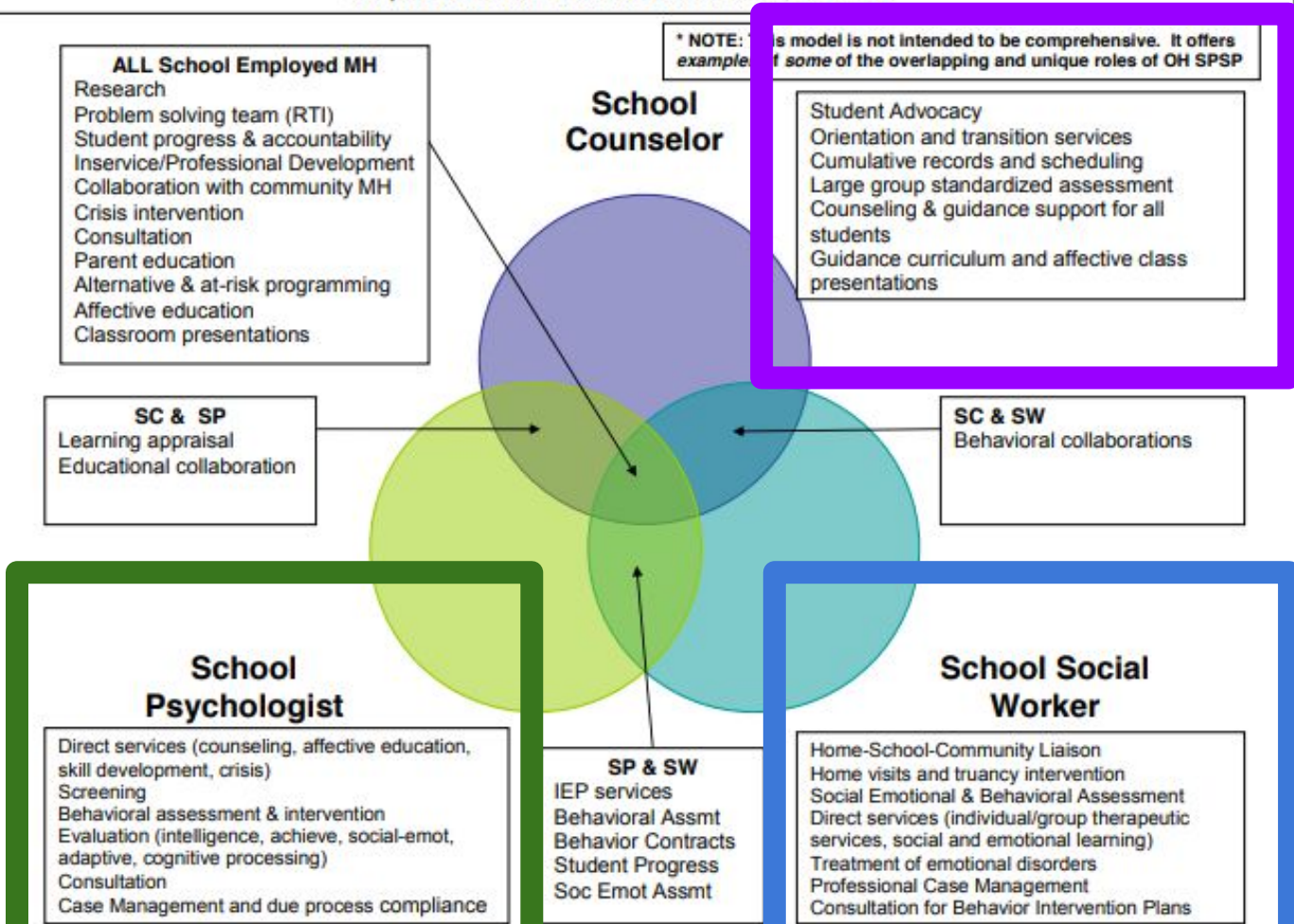
Provide mental health prevention education to staff, students and families

How a Multi-disciplinary Team Works Together



Overlapping and Unique Roles of OH Specialized Pupil Services Personnel*

Adapted from Sun Prairie Area School District, Wisconsin



SCHOOL PSYCHOLOGISTS

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

THEY ARE EXPERTS IN



Learning



Behavior



Mental Health



School Systems

THEY PROVIDE

- Academic and behavioral interventions
- Mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response



THEY SUPPORT

- Struggling and diverse learners
- Academic achievement
- Positive behavior and mental health
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making

THEY SERVE IN

- Public and private schools
- Early childhood centers
- Universities
- Juvenile justice facilities
- Clinics and hospitals
- Independent practice



RECOMMENDED RATIO

1 school psychologist per 500 students

Lowering barriers to learning is critical to
children's success in school.

Contact your school psychologist to find out
how they can help.

School Psychologists:
Helping Children Thrive • In School • At Home • In Life
www.nasponline.org

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School Psychologist as Mental/Behavioral Service Provider

The NASP *Model for Comprehensive and Integrated School Psychological Services* (also known as the NASP Practice Model) represents NASP's official policy regarding the delivery of school psychological services.

NASP Practice Model Domains of Practice

The Practice Model encompasses 10 Domains of Practice including:

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.



NASP Practice Model Domains



Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

School Psychologists & Mental/Behavioral Health

- School psychologists are mental and behavioral health providers
- We deliver a range of services across a broad continuum that encompasses wellness promotion, prevention, assessment, and intervention at the individual and systems levels
- Schools need more school psychologists to provide mental health services
- Systems need to be organized to support comprehensive mental health service delivery

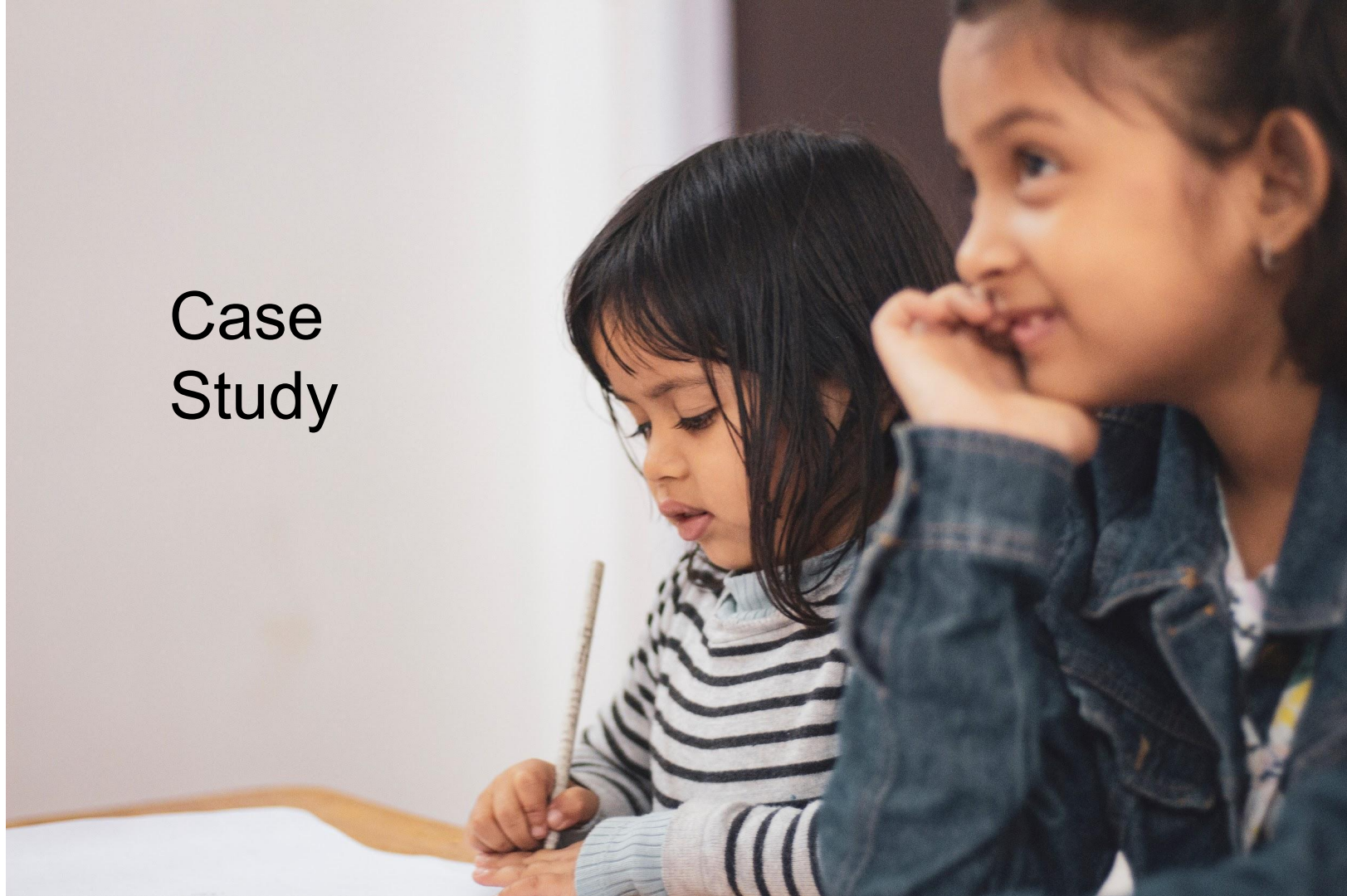
Do you participate in activities like:

- Greet students regularly?
- Consider the role of behavior with academics?
- Support your school's PBIS initiatives?
- Identify specific skill or performance deficits during Functional Behavior Assessments?
- Promote effective home-school collaboration?
- Work to develop behavior plans and interventions?
- Conduct classroom observations to assess student behavior?
- Attend child study team meetings to discuss student behavior?
- Consider students' cultural and other factors in relation to assessments, testing tools, etc.?
- Include developmental histories and student interviews for your assessments?
- Provide support for teachers themselves and/or their classrooms?
- Conduct SEL lessons or curricula for students, classes, buildings, or districts?
- Engage in restorative practices or strategies?
- Provide PD or training to families, staff, or communities?
- Advocate for students and their needs, despite the barriers that often occur?
- Conduct risk assessments or are you part of a crisis team?
- Respond empathetically to student behaviors or listen to and guide students with calming, coping, and advisement?

You are doing mental health services!



Case Study



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OSEP Technical Assistance Center on PBIS, Fact Sheet: Interconnected Systems Framework 101
www.MHTTCnetwork.org