A Framework for Safe and Successful Schools

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NASP
NATIONAL ASSOCIATION OF
School Psychologists

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Learning Objectives

- Understand key components of the Framework for Safe and Successful Schools

- Understand the importance of school based mental health services in school safety efforts

- Identify opportunities and barriers to utilizing school community partnerships to enhance mental health

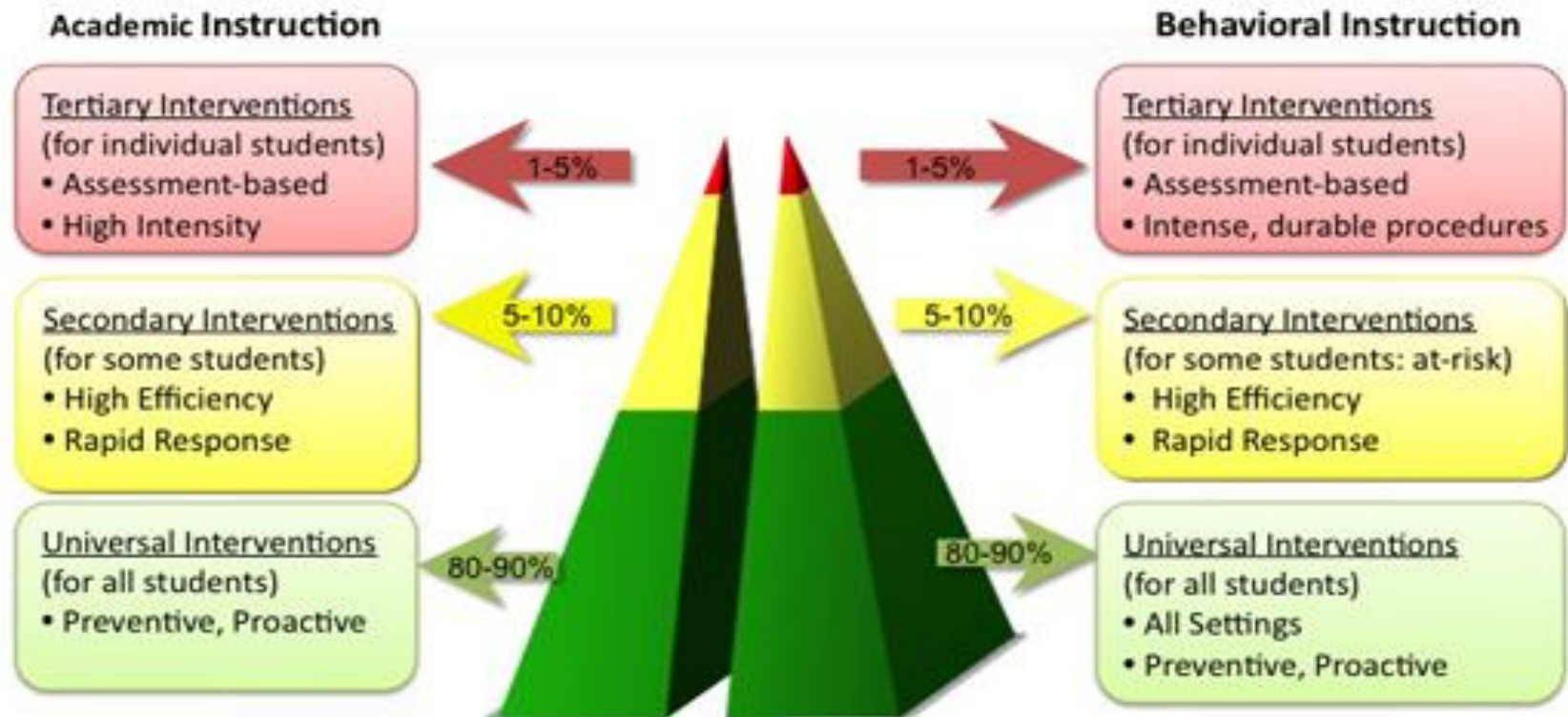- Learn key advocacy activities to improve overall school safety
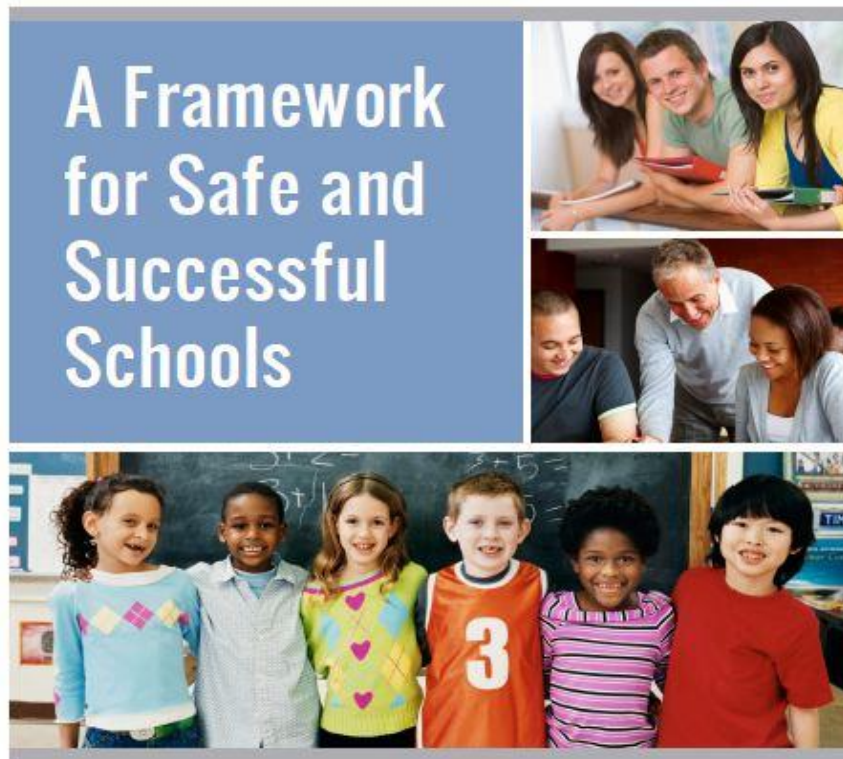
- Integrate learning supports, instruction, and school leadership.

- Implement MTSS

- Improve access to mental health support

- Integrate school climate and school safety efforts

- Balance physical and psychological safety

- Employ effective discipline practices

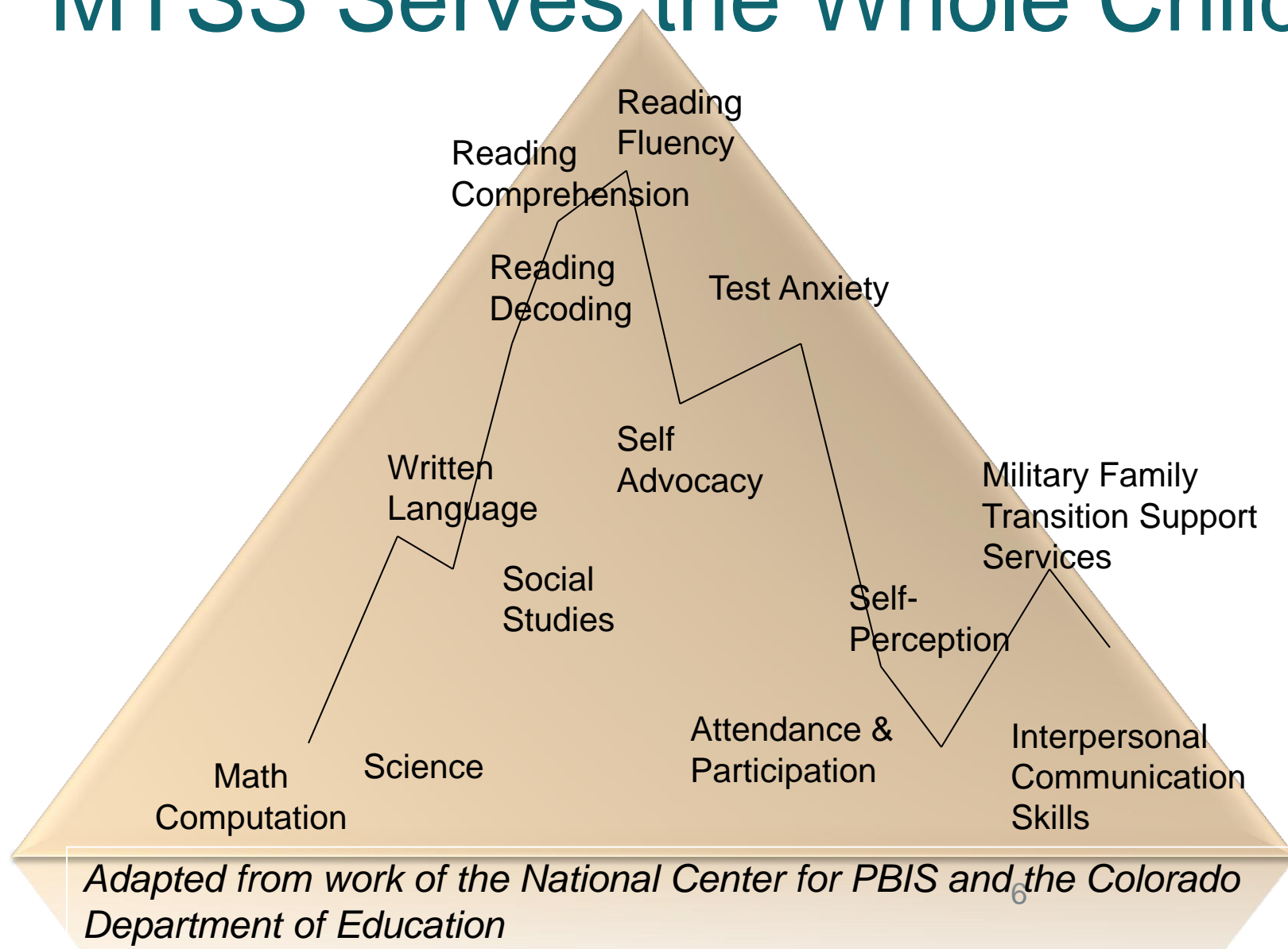- Consider the unique context of each school environment

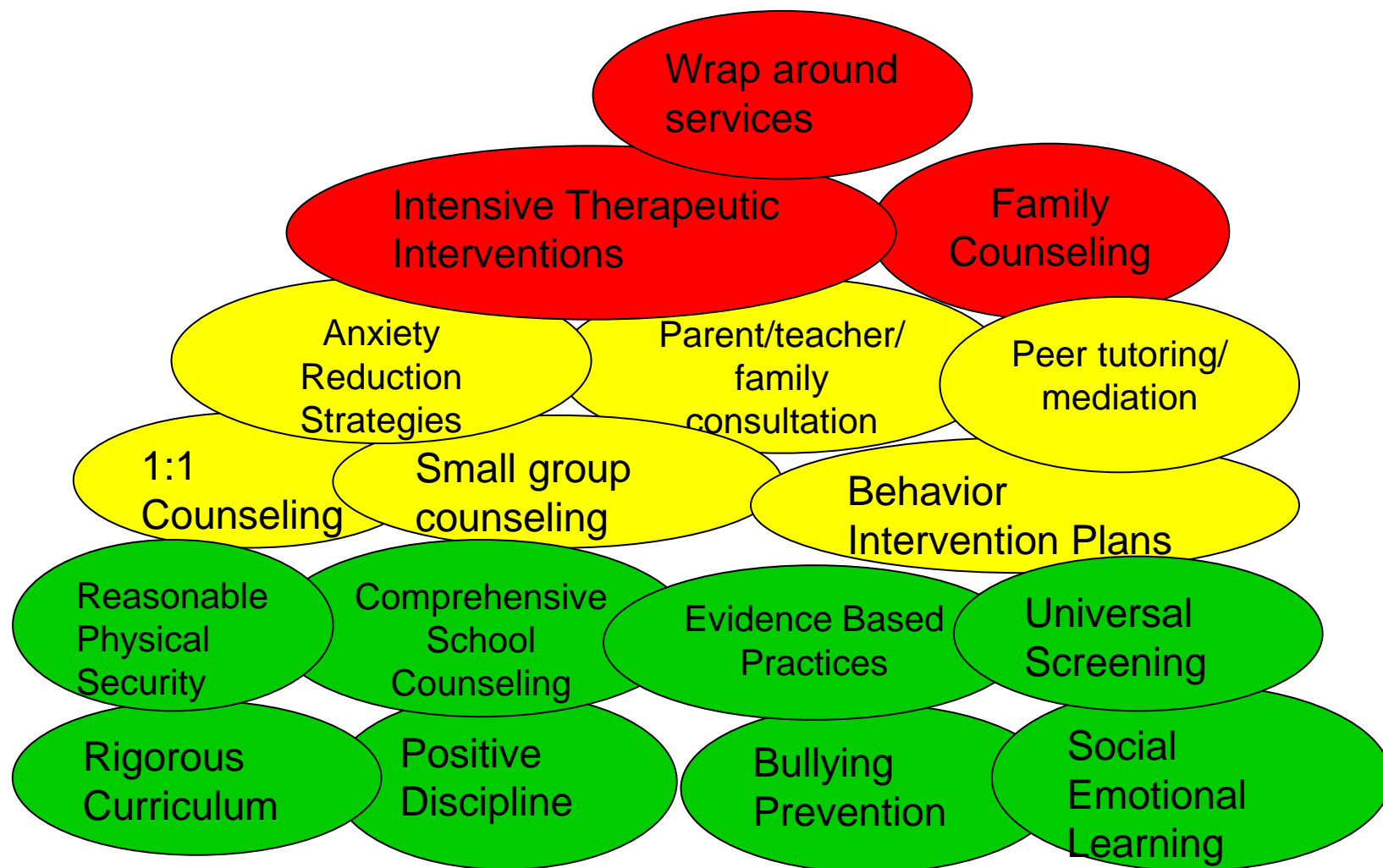# Implement Multi-Tiered Systems of Support

Designing Schoolwide Systems for Student Success

Academic Instruction

Tertiary Interventions
(for individual students)
• Assessment-based
• High Intensity

1-5%

Secondary Interventions
(for some students)
• High Efficiency
• Rapid Response

5-10%

Universal Interventions
(for all students)
• Preventive, Proactive

80-90%

Behavioral Instruction

Tertiary Interventions
(for individual students)
• Assessment-based
• Intense, durable procedures

1-5%

Secondary Interventions
(for some students: at-risk)
• High Efficiency
• Rapid Response

5-10%

Universal Interventions
(for all students)
• All Settings
• Preventive, Proactive

80-90%

Source:www.pbis.org

MTSS Serves the Whole Child

Reading Fluency

Reading Comprehension

Reading Decoding

Test Anxiety

Written Language

Self Advocacy

Military Family Transition Support Services

Social Studies

Self-Perception

Math Computation

Science

Attendance & Participation

Interpersonal Communication Skills

Adapted from work of the National Center for PBIS and the Colorado Department of Education

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Wrap around services

Intensive Therapeutic Interventions

Family Counseling

Anxiety Reduction Strategies

Parent/teacher/ family consultation

Peer tutoring/ mediation

1:1 Counseling

Small group counseling

Behavior Intervention Plans

Reasonable Physical Security

Comprehensive School Counseling

Evidence Based Practices

Universal Screening

Rigorous Curriculum

Positive Discipline

Bullying Prevention

Social Emotional Learning

KEY: Tier 1 Tier 2 Tier 3

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MTSS Are Fueled By…

Data Driven Decision Making
Improved Student Outcomes for ALL Students
Accountability
Cradle to College & Career Focus
Coordination and Collaboration
Evidenced Based Practice

Do these sound familiar and
important to you and your work?

Implementation of MTSS Requires…

- Adequate access to school employed mental health professionals

- Effective collaboration with community agencies

- Proper collection, evaluation, interpretation and use of data

- Patience and commitment

Balance Physical and Psychological Safety
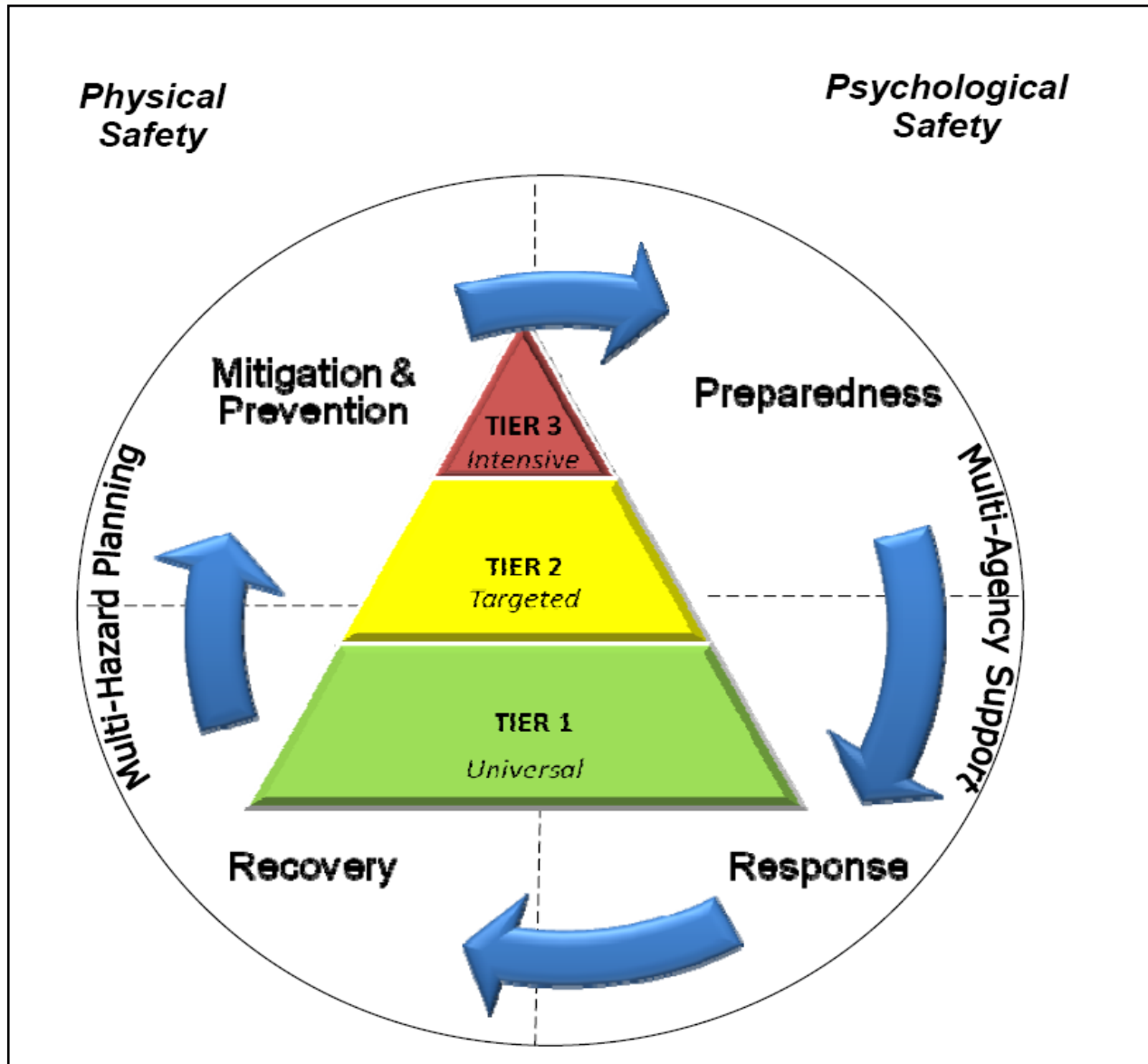
Physical Safety	Psychological Safety
Secure doors	Trusting and Respectful Relationships
Check in/out system	Access to school employed mental health professionals
Lighted hallways	Continuum of support services
Monitoring of School Grounds	Mental Health First Aid
Properly designed playgrounds and sports fields	Positive Discipline
Adult supervision in high traffic areas	Anti-bullying initiatives
School Resource Officer**	Confidential Reporting System
Threat Assessment Procedures	Threat Assessment Procedures

Improve Access to Mental Health Through Collaboration

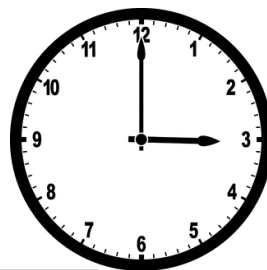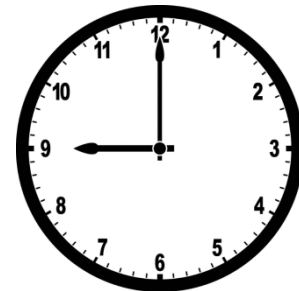# What does 9:00am-3:00pm look like? How about 3:00pm-9:00pm?
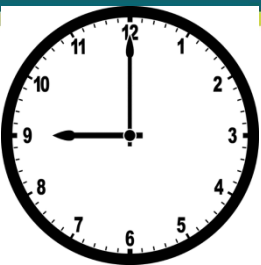
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Helping Children Thrive • In School • At Home • In Life

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
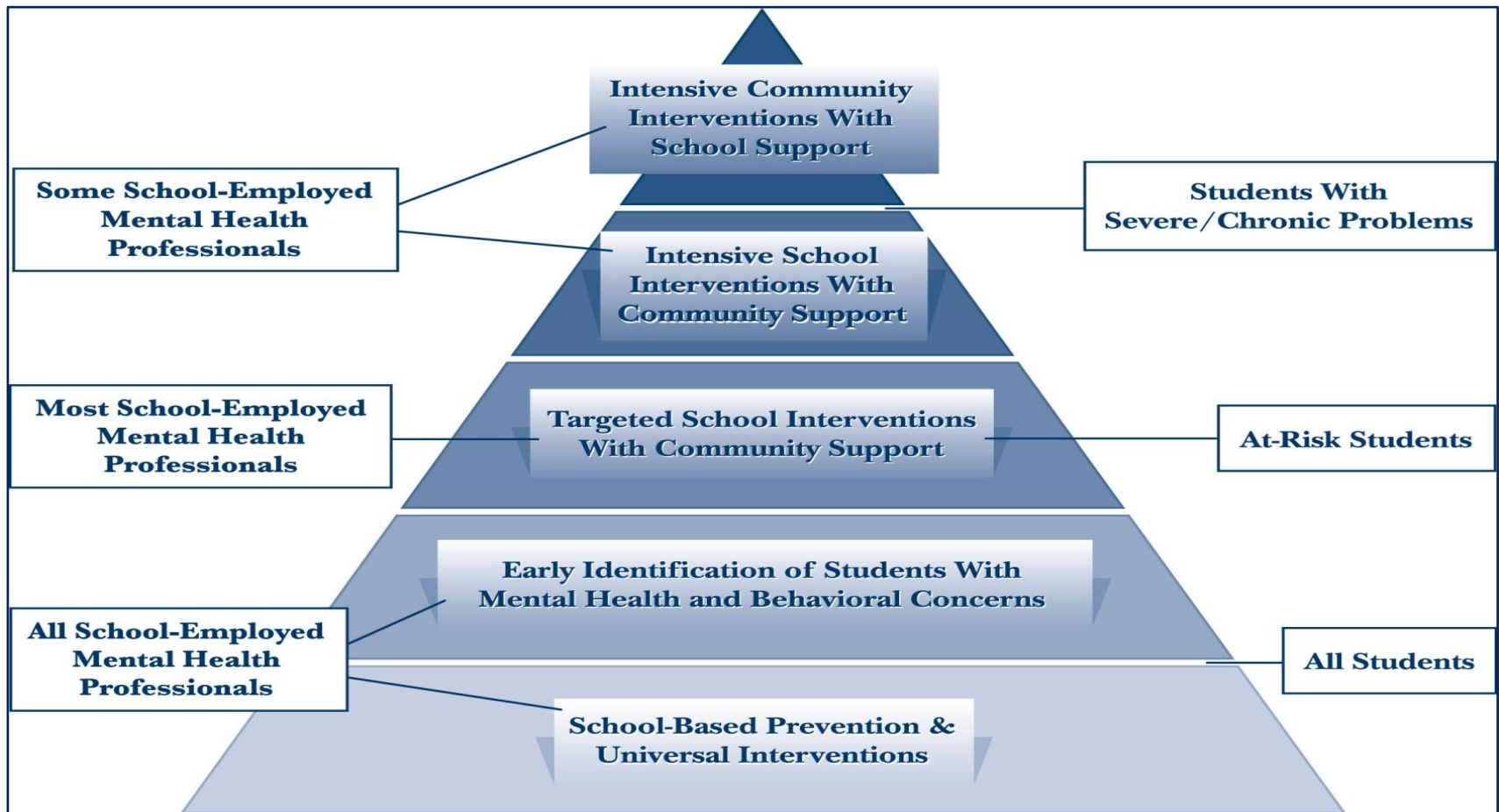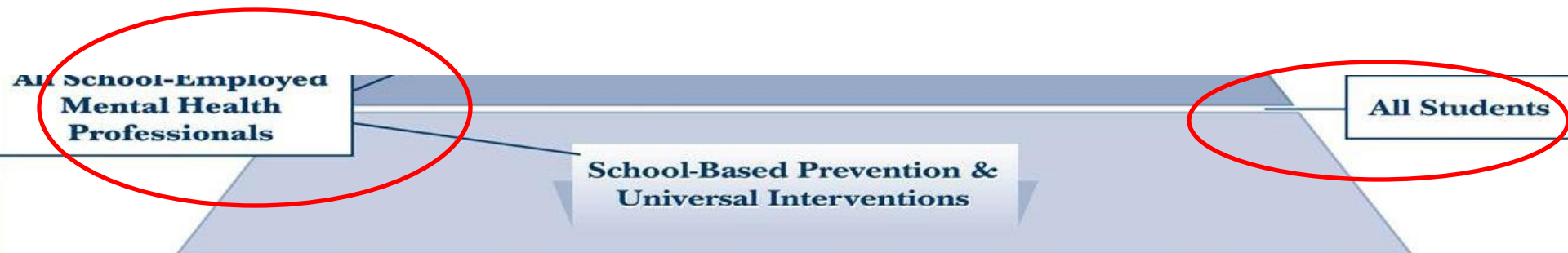
The Continuum of School Mental Health Services

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.

Prevention and Universal Interventions

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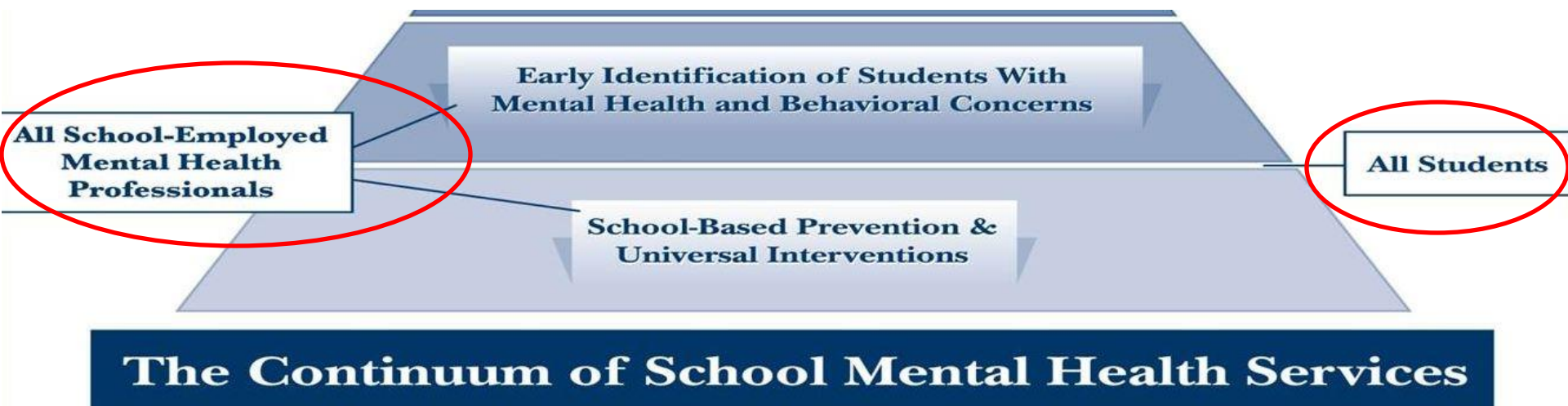- Universal screening for academic, behavioral, and emotional barriers to learning

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

All School-Employed **Mental Health Professionals**

School-Based Prevention & Universal Interventions

All Students

Early Identification

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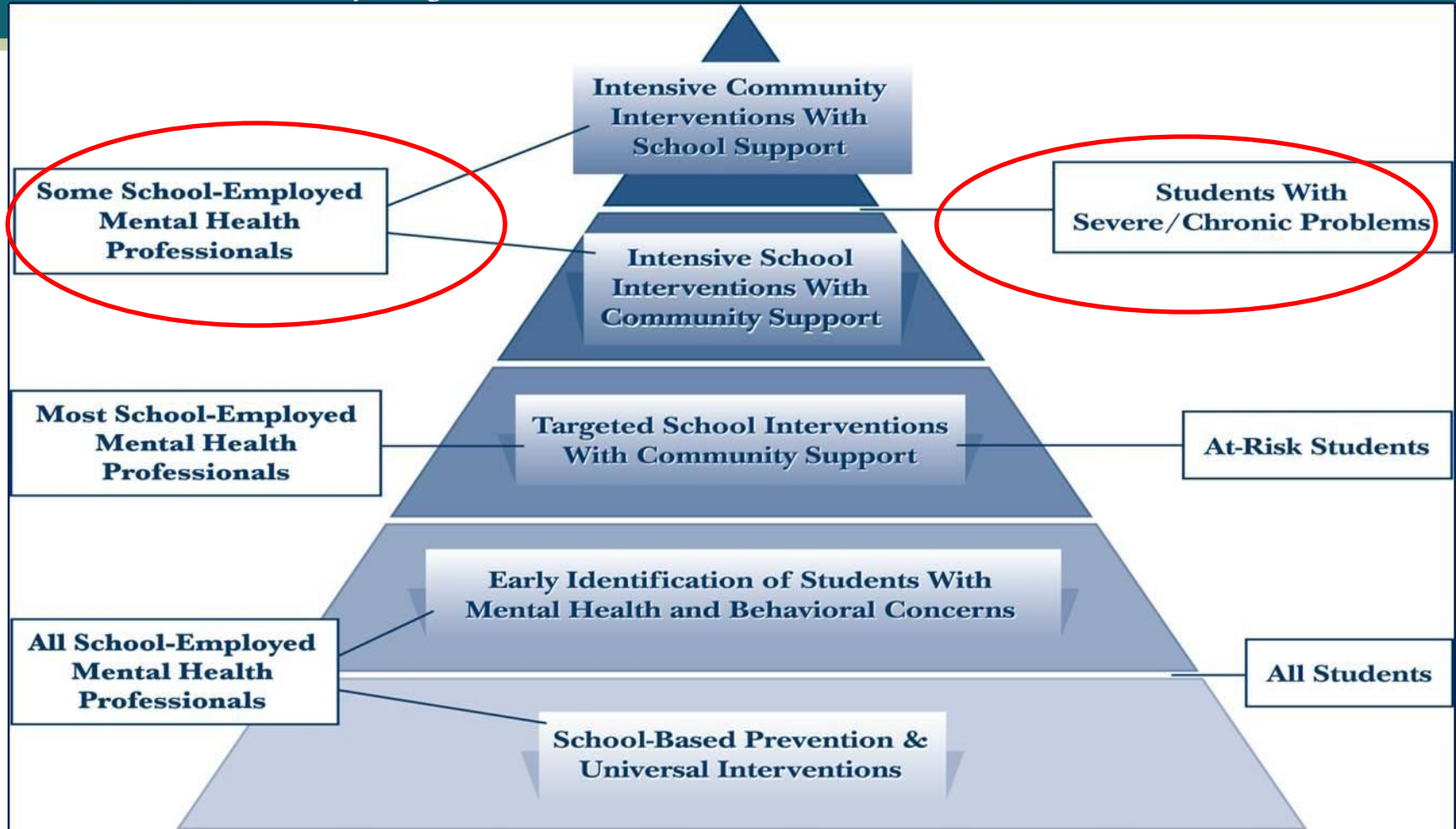- Self-Reporting
- Anonymous Reporting

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

Check-In Check Out
Group Counseling
Teacher/Family Consultation
Cognitive Behavioral Therapy

Behavior Plans
Mentoring
Facilitate conversation

Most School-Employed Mental Health Professionals

Targeted School Interventions With Community Support

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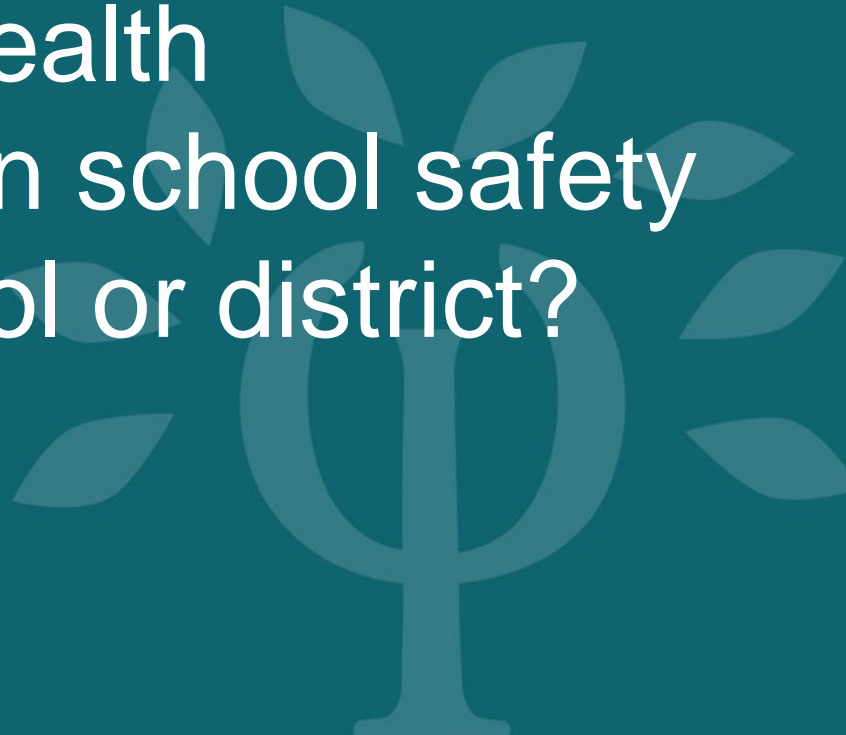
Intensive School and Community Supports

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	

Intensive School and Community Supports

Some School-Employed Mental Health Professionals

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Discussion: What roles do school employed and community employed mental health professionals play in school safety efforts in your school or district?

Building Successful Partnerships

Elements of Successful Partnerships

- Shared vision and common goals
- Mutual trust and respect
- Collaboration and information sharing
- Alignment of available resources
- Effective leadership team

Challenges to Effective Partnerships

	School-employed Mental Health Professionals	Community Mental Health Professionals
Privacy Laws/Diagnostic Guidelines	Family Educational Rights and Privacy Act (FERPA); Individuals with Disabilities Education Act (IDEA); Section 504	Health Information Portability and Accountability Act (HIPAA); Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition;
Education/ Credentialing	Graduate preparation focused on prevention and intervention within the context of learning and academic engagement. Credentialed by State Board of Education	Graduate preparation focused on differential diagnosis and clinical treatment of disorders, often with a focus on a specific population. Each state has different licensing agencies that govern title, scope of practice, and credentialing criteria.
Goals and Function of Services	Systemic and student-centered services designed to bolster student engagement, promote positive behavior, improve school climate and safety, prevent violence, and improve social-emotional functioning, mental health, and learning.	Primarily client-centered services designed to address a specific mental health concern or life event.

How leadership works

People follow because…
➢ they have to
➢ they want to
➢ because of what you have done for the organization
➢ because of what you have done for them
➢ because of who you are and what you represent

- Maxwell, J.C. (2013). How successful people Lead" Taking your influence to the next level

Leading from the Middle

- ➢ Have direct dialogue
- ➢ Mindful listening
- ➢ Team flexibility
- ➢ Accountability freedom
- ➢ Valuably fail
- ➢ Relentless learning

Leading from the MIDDLE

- ➢ 100% real action
- ➢ Soul-full
- ➢ Crux- be in the middle, not directing, not dictating, not doing it all- instead leveraging points
- ➢ Building others up and bringing things together.

Dec. 8, 2011, Generational Insights, Millennial Leadership

Leadership and change

"One key to successful leadership is continuous personal change. Personal change is a reflection of our inner growth and empowerment."
— Robert E. Quinn

Change can be hard

"Change is hard because people overestimate the value of what they have—and underestimate the value of what they may gain by giving that up."

— James Belasco and Ralph Stayer
Flight of the Buffalo (1994)

Change

- "Unless you are prepared to give up something valuable you will never be able to truly change at all, because you'll be forever in the control of things you can't give up."

    — Andy Law, *Creative Company*

Acknowledge Change takes Time

- Discussion:
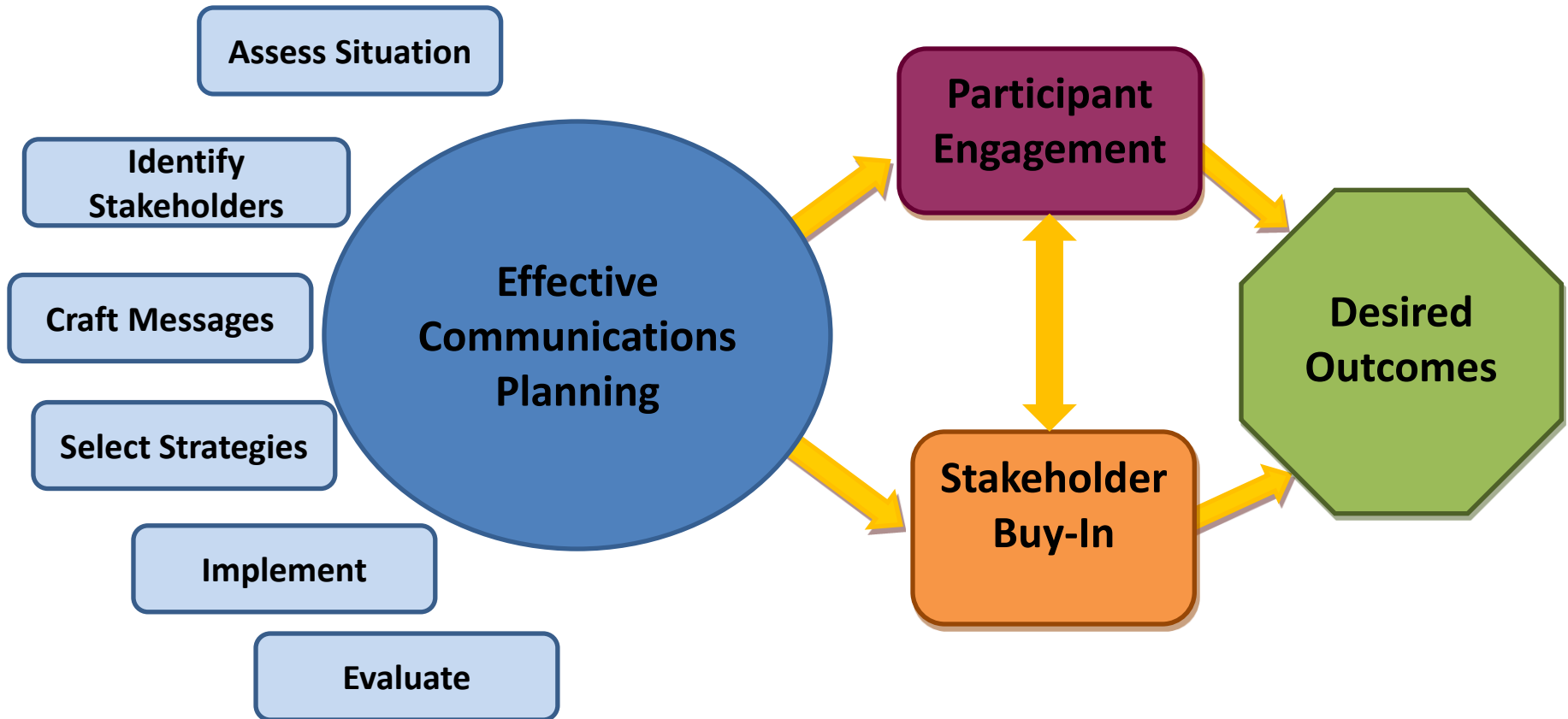 - When have you experienced that sustaining the focus on change paid off with safe and successful schools??

Keys to Sustaining Success

- ➢ Strong teams-maintain value and quality
- ➢ Shared vision- foster an enjoyable culture based on trust and effective communication
- ➢ Foster and engage in collaborative decision-making
- ➢ Do not be mere "keepers of tradition" or "rubber stamps," but challenge why we do things a certain way
- ➢ Provide innovation, direction, creativity, leadership, and encouragement!

How to Advocate for Safe and Successful Schools

Planning Process

Assess Situation

Identify Stakeholders

Craft Messages

Select Strategies

Implement

Evaluate

Effective Communications Planning

Participant Engagement

Stakeholder Buy-In

Desired Outcomes

Educate Yourself and Others

- How do we talk about why we are important?

- Who do we talk to about what we do?

- How do we educate each other about our roles?

- Educate yourself on the research

Set a goal and define your objectives

➢ What is something that you would like or need to accomplish or change?

Assess the Situation

- Is there a desire to change?

- What is your school or district already doing to provide mental health services?

- Is there desire to improve access to services?

- Is there a newly passed law that could impact your efforts?

- What is the role of school psychologist in school safety and mental health efforts?

- What is the capacity of school psychologists to be involved in this effort?

Identify and mobilize relevant **stakeholders**

➢ Parents
➢ Teachers
➢ Other school employed mental health professionals
➢ Administrators
➢ Community leaders
➢ Students (if appropriate)

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Craft Key Messages

If you only had 5 seconds for your presentation, what would you say?

- Identify three key messages

- Tailor these to your audience

- Keep your objectives relevant to local context

- Be clear and concise

- Support your argument with data!!!

- Provide personal examples

- Officer specific suggestions for change.

Develop a plan

- Consider all reasonable options
- Set specific goals, timelines, and delegate responsibility
- Acquire necessary resources (financial and human)
- Engage allies and stakeholders
- Identify anticipated outcomes
- Evaluate progress
- Share successes and challenges

Good advice…

Be the change you wish to see

Mahatma Gandhi