



**ENHANCING SCHOOL SAFETY BY WORKING
EFFECTIVELY WITH ALL SCHOOL PERSONNEL**

**MENTAL HEALTH IN SCHOOLS
LAS VEGAS
10/12/18, 11:30-12:30**



PRESENTERS

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SESSION AIMS

We aim to

1) unify school mental health workers and professionals such
as administrators, educators, staff, and youth

2) provide information of warning signs and proper treatment of
youth at risk for harm.



SESSION OBJECTIVES

- Goal 1: Recognize mental health issues to enhance school safety.
- Goal 2: Increase collaboration between school mental health professionals and administrators (superintendents and principals).
- Goal 3: Increase collaboration between school mental health professionals and educators and staff members (nurses,

custodians, cooks, etc.).

5  **ABSTRACT 1:**

Need for safer schools

School safety,

- rooted in stronger mental health in schools
- radiates in and out of school communities, families, students, and governments.
- school mental health professionals (SMHP) can assist in this effort

6  **ABSTRACT 2**

Collaboration of school staff is essential

- for increased mental health in schools,
- relate to safety
- schools will benefit when staff collaborate

7  **ABSTRACT 3**

Administrators are challenged to make schools safer

- not trained in use of mental health professionals in schools
- advocate for proper use to instill school safety

8  **ABSTRACT 4**


SMHP can share warning signs of youth at risk for harm to self and others

- Other staff can share behaviors or knowledge

- Collaborative, train, refer, and intervene for a safer environment.

9  **Collaborate with Admin**

- “School Counselor Leaders are most successful in a collaborative relationship with an administrator who is able to challenge them while providing autonomy and encouraging professional learning opportunities for growth” (Money-Brady, 2018).
- successfully lead if/when their administrators share a vision and leadership
- lead more definitively if/when offered learning and leading opportunities
- mutual trust and vision

10  **Admin buy in: Collaboration**

- Admin & counselors bolster their school communities
- Collaboration enhances leadership to reach goals
- Counselors advocate for student needs, considering the needs of the teachers and others
- Counselors need administrator to challenge, provide autonomy, and encouraging professional for growth
- Counselors connect between students, schools, families, and communities and the schools

11  **Collaborating with Administration**

Advocate for mental health for school safety.

- Administrators want safe school
- Many do not have expertise in mental health
- Most do not know how to properly use mental health professionals in schools.

12  **Collaborate with School Counselors**

School Counselor Leaders have the ability to advocate, provide resources and educate their students through comprehensive school counseling programs and activities (ASCA, 2016).

Mental health resources should support and utilize each other!

13  **Mental Health Counselors Inform Staff**

- Impact-ability: impact of profession, school community, students and administrators, and leadership experiences
- Collaboration: team approach, working collaboratively with their principal as a major focus of their ability to lead and complete goals
- Communication: great opportunities for collaboration
- Autonomy: space to create or make their own decisions
- Challenged: value the ability to be challenged and consistently learn each day
- Student-Centered: decisions relate to students not the system

14  **Staff buy-in: Collaboration**

Work with teachers to assist students who are at-risk

- Learning challenges, Special Education
- Poverty, low income
- MTSS: PBIS


Work with community health partners to bring education to parents, staff, and students on topics relating to mental health.

- Example: Hancock County, Indiana

15  **Staff buy in: Communicate**


- Practice counseling skills of active listening and unconditional positive regard
- Show and deserve respect
- Avail yourself
- Respond to emails, phone calls in less than 24 hours

- Meet regularly with administration, counselors, and staff

16  **Know your resources**

17  **Creating safe and supportive schools**

- Address the social, emotional, and mental health of our students
- Encourage dialogue about mental health,
 - reduce stigma, and
 - raise awareness, understanding, and empathy.
- Empower students to educate one another and their communities,
 - create a culture of peer support within their schools
 - formation of stigma-free mental health clubs

18  **PREVENTATIVE MEASURES FOR OVERALL SAFETY**

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19  **Training**

De-escalation strategies (examples)

- Stay Calm: Manage your own response
- Undivided attention
- Acknowledge feelings
- Think about noise, lighting, audience!

Non-violent crisis intervention

- CPI

Topics relating to mental health; recognizing signs

- Anxiety, Depression, Suicide Prevention

20  **Teens help Teens**

Peers are more likely to report mental health issues to each

other first.

- QPR
- safeTALK
- Peer led (*adult sponsored*) club

21  **ASCA Safe Schools Position Statement**

- intervene for students at risk of dropping out or harming self or others
- advocate for student safety
- provide individual and group counseling
- district and school response team planning and practices
- peer mediation training, conflict resolution programs and anti-bullying programs
- family, faculty and staff education programs
- support student initiated programs such as Students Against Violence Everywhere
- facilitate open communication between students and caring adults
- defuse critical incidents and providing related stress debriefing
- partner with communities

22  **MULTI-MODAL: BASIC Ph**

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25  **Psychological Health & Safety**

1. Recognize the importance of adult reactions and behaviors
2. Minimize crisis exposure
3. Reunite/locate caregivers
4. Provide facts

5. Return students to a safe school environment

6. Provide opportunities to take action

26  **Be involved**

27  **Crisis Intervention Teams**

Community Resources

Community mental health professionals, Law enforcement, Clergy, Dept. of Education, ASCA Ethical standards & Position statements, Liability insurance

School Personnel

Mental health and school counselors, nurses, administrators, custodians, resource officers

Stakeholders

School students and staff, mental health workers, and the whole community (public servants, hospitals, churches, synagogues and charities)

28  **Intervention during & after crisis:**


1.Promote safety and security for all

2.Reassure individuals in disaster

3.Identify current priorities

4.Assess functioning and coping

5.Provide for needs

29  **Crisis Psychoeducation**


Direct instruction or sharing of information to help crisis survivors and their caregivers to understand, prepare for, and respond to the crisis, and to the problems and the reactions it creates, for both self and others.

30  **Psychoeducation strategies**



1.Informational documents

2. Trainings for caregivers


3. Groups for youth/students

- 31  **Informational handouts**
 Helps caregivers and students
 Understand the crisis
 Understand potential crisis effects
 Identify resources to manage problems

Sample

- 32  **Psychoeducation Groups**
 Introduce: Purpose, intros, process, steps, rules created (5 min)
 Answer: Respond to questions, avoid disturbing details (20 min)
 Prepare: Normalize common crisis reaction and discuss pathological reactions(15 min)
 Teach: Stress reduction and relaxation techniques; coping strategies; name supports; avoid maladaptive coping(15 min)
 Close: Have plan; Care for themselves; Obtain assistance(5 min)
- 33  **Reminders of School shootings**
 }Senseless violence is difficult to understand.
 }Violence is never the solution to personal problems.
 }Safety is everyone's responsibility.
 }Good, caring people are watching over you.
 }The return to routine and structure is healing.
 }Support is available.
 }Schools remain the safest environment for youth

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- 35  **Final Thoughts**
 Q & A

36  **RESOURCES**

[Positive Behavioral Interventions and Supports \(PBIS\)](#)

[Crisis Prevention Institute \(CPI\)](#)

[Question, Persuade, Refer \(QPR\)](#)

[Remedy Live](#)

[ASCA Position Statements : The School Counselor and Crisis Response](#)

[National Center for School Crisis and Bereavement](#)

[Video: What is school for?](#) [Video: Almost a school shooter](#)

37  **REFERENCES**

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