

Strategies for Meeting Increasing Mental Health Needs with Existing Resources

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Objectives:

Participants will **know** the variety of roles that school psychologists can fulfill to meet their mental health needs.

Participants will **understand** how a school psychologist can serve an integral role in the School Improvement Process and building capacity among staff.

Participants will **be able to** take this knowledge and begin to develop a plan for their district/buildings.

How Big of a Problem is Mental Illness?

17.1 million children (about 20%)

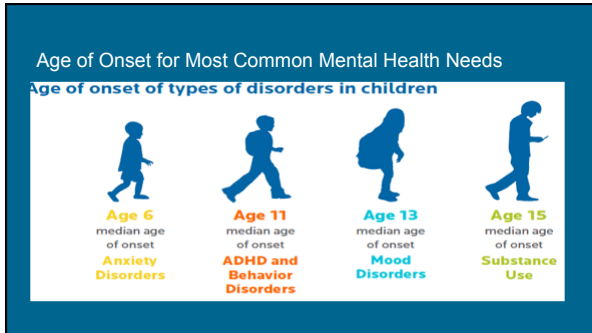
Becoming more prevalent

Anxiety (40.2%)

ADHD and Disruptive Behavior (29.2%)

Depression and Bipolar Disorders (25.5%)

Eating Disorders (2.7%)



Where are Students Receiving Mental Health Support?

20% of children with mental disorders receive mental health services
Of those that do, 70-80% receive mental health support in the school setting.
SO.....the most common entry point for mental health services is the school

The Problem Is Real.

What are the Solutions?!

What if we Thought About
a Highly Trained Position
We Already Have.....but in
a Different Way.....

Reflection Time

Think of all the roles
your school
psychologist fulfills.

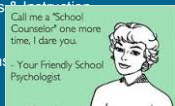
Training: Often Misunderstood & Misused

Evaluation and Assessment
Services & Law

Problem Solving Model
Coaching

Academic Interventions & Instructional
Counseling

Behavioral Interventions
& Intervention



Special Education

Consultation &

Mental Health &

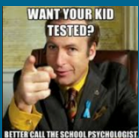
Crisis Prevention

Traditional vs Comprehensive Psych Services

Traditional

Test. Meet.

Write a report.



Comprehensive Services

Facilitating the SAT Process

Coaching Staff on Behavioral Needs

Direct work with students (Academic, Behavioral, Social Emotional)
*Groups or Individual Counseling

Completing FBA & Coaching staff on FBA's

Collaboration and contact with outside agencies

Tier 2 Data Analysis

<https://www.youtube.com/watch?v=n1BS3UarxvU&feature=youtu.be>

Tier 2 Data Conclusions

https://www.youtube.com/watch?v=BY_jaxnYbOU&feature=youtu.be

District Level Psychologist Roles

Professional Development

Target

Audiences:

- *MANDT (De-Escalation) *Admin, Teachers,*
- Paras, Bus Drivers*
- *FBA/BIP
- Admin, Teachers, Psychs, SSW,*
- Counselors*
- *Strategies for students with Autism *Admin, Teachers, Paras, Bus Drivers*
- *Trauma
- Paras*
- *PBIS

Potential Funding Sources

- Title 1
- Gifted
- Federal Accountability
- Guidance
- Flex Funding
- Building Funds

Other	School	FYR	Last	Job	Account #	FTE
Shenandoah	PSY	06	1910	11154	187-002	0.50
Shenandoah	PSY	06	1910	11154	188-002	0.50
Parke	PSY	06	1910	11154	182-002	0.50
Gifted Total						1.50
Guidance						
Shenandoah	PSY	06	2028	11152	120-002	0.50
Camphill	PSY	06	2028	11152	129-002	0.50
Carroll	PSY	06	2028	11152	131-002	0.50
Fluently	PSY	06	2028	11152	139-002	0.50
Harrisonburg	PSY	06	2028	11152	144-002	0.51
Northwood Park	PSY	06	2028	11152	155-002	0.50
Parke	PSY	06	2028	11152	162-002	0.50
Shenandoah	PSY	06	2028	11152	170-002	0.50
Shenandoah	PSY	06	2028	11152	186-002	0.50
Shenandoah	PSY	06	2028	11152	188-002	0.50
Guidance Total						2.96
Accountability - FSA						
Shenandoah	PSY	20	4043	11154	132-002	0.50
FTE Total						
Shenandoah	PSY	20	4028	11154	124-002	0.50
Carroll	PSY	20	4028	11154	126-002	0.50
Carroll	PSY	20	4028	11154	136-002	0.50
Fluently	PSY	20	4028	11154	138-002	0.50
Harrisonburg	PSY	20	4028	11154	140-002	0.50
Lynchville	PSY	20	4028	11154	148-002	0.50
Northwood Park	PSY	20	4028	11154	150-002	0.50
Parke	PSY	20	4028	11154	152-002	0.50
Shenandoah	PSY	20	4028	11154	153-002	0.50
Shenandoah	PSY	20	4028	11154	161-002	0.50
Shenandoah	PSY	20	4028	11154	163-002	0.50
Building Funds						11.84
Grand Total						27.14

Beginning the Conversation

CH-CH-CH-CHANGES

Who do you need to talk to in order to make this kind of systemic change?

- School Psychologists
- District Leadership
- Others?

What anticipated concerns do you have that will need to be addressed during the conversations?

If you don't have much school psych time what can you do

1. Talk about funding them in a different way.
2. Coach other staff to implement interventions and supports
3. Restructure para support.
4. Restructure psych time so they spend 'extra' time focusing on systems level change.
5. Use psychs to provide professional development and educate staff about trauma, poverty and the effects it has on the brain.
6. Use psychs to complete FBA's and devise a plan.
7. Form a Building Management Team or a team that focuses on behavior data.

Benefit to Your Community

1. One person to balance issues that hit close to home.
2. Consistency in services that are provided to scholars and families.
3. An in house expert on all things behavior and MTSS.
4. An unbiased opinion about classroom behavior and gaps in academics.

What other benefits would be specific to your school and community?

Action Step

Thinking through the people you need to talk to and potential obstacles, what would be 3 action steps you could take as you leave today's session?



How can we help?



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