

TODAY'S TRAINING AGENDA

- 1. Introduction, Description, Fine Print & Reminders
- 2. A Few Recommended Resources
- 3. Introduction & Definitions
- 4. Broad APA & NASP Ethical Principles
- 5. Ohio Specific Statutory Considerations
- 6. The Counseling Process & Overview
- 7. Specific Counseling Considerations
- 8. Self-Care
- 9. Closing, Questions, & Answers



2

TRAINING DESCRIPTION

Part of the role and function within comprehensive school psychological practice includes the provision of therapeutic and counseling services.

Yet, many times our training background has limited or incomplete coursework and supervised experiences to fulfill legal and ethical expectations.

This latest OSPA Ethics Session will explore the required competencies, professional ethical principles, and guidance how to provide such services with your practice.



LEARNING OBJECTIVES

- Participants will examine relevant APA and NASP ethical principal providing counseling services within school psychology towards incomoration of those items into daily practice.
- Attendees will familiarize themselves with associated Ohio psychology practice and educational related service statutes that conject to consoling services.
- Learners will identify commonly employed counseling approache
 with children and adolescents within the psychoeducational military.
- Attendees will recognize essential training requirements across coursework and supervision needed to provide various therapeutic services



4

THE FINE PRINT: DISCLAIMERS & CAVEATS



- Dr. brich Markie is a school psychologist. He is solely responsible for the content contained herein and his viewpoints may not reflect the policies and procedures of his employers, other educational gaencies, or his professional association of filliants.
- All attempts to ensure occuracy of information from appropriate legal statues and current best practice literature have been included, although practitioners are encouraged to review their specific disapline's literature and consult appropriate
- Dr. Markla's professional relationships holds itself harmless for any misuse of this
 content and defers liability to those in attendance with respect to their agency and
 professional lead obligations.
- This presentation is provided as a professional development session for OSPA's 202-
- Please DO NOT redistribute these materials without permission from the author

5

MORE FINE PRINT: CONFLICT OF INTEREST STATEMENT



- Commercial Inherest: The presenter today is offering this course on a professional development resistant behalf of OSPA's 2024 spring conference. There is a commercial interest to Dr. Merkle on a poid professional development trainer on behalf of OSPA and within his personal professional development sessions.
- Conflict of Interest: OSPA is the professional association of Ohio school psychology, loday's centent
 does not represent the official position of OSPA or various governmental entities mentioned therein. The
 presenter is solely reasonable for its content and materials.
- Financial Relationships: Dr. Merkle is compensated for today's training session in partnership with OSPA.
- Relevant Financial Relationships: Dr. Merkle will receive residual compensation for subsequent redistribution of today's webinar session and other venues where he may be invited to present.

Ohio Schooli Psychologista Association (OSPA) Ethics Training - Spring 2024 Conferent Wednesday, April 24, 2024

PLEASE REMEMBER...

Today's live professional development will be recorded and subsequently available through OSPA as a fee-



Please use the Zoom char feature as a place to put questions and comments. We will revisit them throughout today's session and on the end for a few eithetes Q&A.

At each hour mark, we will take approximately 5 minutes break. Use your discretion for comfort breaks throughout our time together today at any other point to ensure your comfort.

Remember to keep your audio muted unless the moderator or presenter calls upon you to speak to avoid disrupting today's recording and learning of your calleagues.

Don't forget to complete the required questions to receive your CEU/MC

7



A FEW RECOMMENDED LITERATURE & AUTHORITY SOURCES

The Ethics of School Psychologas Therapist 2024

8

RECOMMENDED RESOURCE



Plotts, C.A., & Lasser, J. (2020). School psychologist as counselor: A practitioner's handbook (2nd ed.). National Association of School Psychologists.









KEY ETHICS & LEGAL RESOURCES

10



INTRODUCTION & DEFINITIONS

The Ethics of School Psychologist as Therapist 2024

11

THERAPEUTIC NEEDS IN CHILD **POPULATIONS**

- AMHSA (2017): lifetime prevalence of any mental disorder is 49.1%

 Sewere impairment is 22.2% of population

 Suicide 2** 6** leading: course of death in children and adolescents

 1.3% had a fist on one major depressive episode

 1.0% of children & adolescents have a serious emotional disturbance but 80% do not receive meded services

- CDC (2023): more than 50% will be diagnosed at some point in lifetime

 1 in 5 Americans will experience mental litess in a year

 1 in 5 differen currently have on hove had sarkoulty debillitating mental lithe

 1 in 25 Americans live with a serious mental illness such as schizophrenia,
 bipolar disclared, or major depression



THERAPEUTIC NEEDS IN CHILD POPULATIONS

Merkle & Bernstein (2023)

• 1 in 6 children between ages 6-17 have a treatable mental health disorder

Exacerbation in post COVID sequelae (USDOE,

- Society across all ecologies continue to recover and heal from pandemic



13

SOCIAL EMOTIONAL WORKING ASSUMPTIONS (GROSS, 2021)



- Prior to the pandemic, many individuals had experienced trauma. Indeed, the data show that approximately 50% of all children and 65% to 70% of all adults have had at least one traumatic event in their fives.
- It is for these reasons that we need to deliberate how educational institutions and social service serve families can best address the reopening of schools.
- It is not sufficient to just "reopen" as if schools and social service agencies operate like light switches. We focus only on physical well-being (as important as that is).

14

SOCIAL EMOTIONAL WORKING ASSUMPTIONS (NASP, 2021)



OFFICE FOR CIVIL RIGHTS OBSERVATIONS (OCR, 2021, P. III-IV)



- Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities.
 - Math & reading may reveal students falling more behind.
- COVID-19 appears to have deepened the impact of disparities in access and apportunity facing many students of color in public schools, including technological and other barriers that make it harder to stay engaged in virtual classrooms.

16

OFFICE FOR CIVIL RIGHTS OBSERVATIONS (OCR, 2021, P. IV)



- 3. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.
- 4. Disruption to special education; signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement.

17

OFFICE FOR CIVIL RIGHTS OBSERVATIONS (OCR, 2021, P. IV)



- 5. Gender/sexually diverse students have faced particularly heliphtened risks for anxiety and stress and have lost regular access to affirming student organizations and supportive peers, teachers, according school taff. These students also are at an increased risk of isolation and abuse from unsupportive or actively hostife family members.
- 6. Nearly all students have experienced some challenges to their mental health and well-being during the pandemic and many have lost access to school-based services and supports, with early research showing dispartites based on race, ethnicity, LGBTQ+ identity, and other factors

OFFICE FOR CIVIL RIGHTS OBSERVATIONS (OCR, 2021, P. IV)



7. Helghtened risks of sexual horassment, abuse, and violend during the pandemic, including from household members as well as inlimate partners, and online horassment from peers and others, affect many students and may be having a continued disparate impact on K-12 and postsecondary girls and women and students who are transgender, non-binary, a gender non-conforming.

8. Identity-based harassment and violence have long had harmful effects on targeted students and their communities. Since the pandemic's start, Asian American and Pacific Islander students in particular have faced increased risk of harassment, discrimination, and other harms that may be affecting their access to ediversitional posperhunities.

19

REMINDER: ADVERSE
CHILDHOOD
EXPERIENCES
(INFOGRAPHIC SOURCE: NPR, 2015)



20

OUTCOMES OF ACES (INFOGRAPHIC SOURCE: NPR, 2015)

BEHAVIOR						
		Ć,	(3)	1		
Lack of physical activity	Smaking	Notelan	Brogues	Missed work		
/////	PHYSIC	AL & MENTA	L HEALTH			
•						
Sovere aboutly	Diabetes	Dispression	Suicide attempts	570a		
•	7		(A)			
Fext dissore	Cancer	Stroke	0933	Braken bones		

WHAT IS COUNSELING?

Merkle & Bernstein (2023)

Behavioral health services = "intended to address an individual's social, emotional, & behavioral development through a broad lens that shows how behaviors affect health" (p. NP)

Plotts & Lasser (2020, p. 5)
*Counseling in School Psychology = "set of interventions designed to promote the social, emotional, and behavioral well-being of children & adolescents"



22





23





SCHOOL PSYCHOLOGISTS AS COUNSELORS

Wide variability in role and function of school psychologists

- 2015 NASP membership survey (McNamara et al., 2019)
 71/3/6 employed full-time in schools > provided individual courseling for behavioral/me
 4.81% engoged in group countiling
 Similar to 2010 NASP membership survey, although increase in group counseling services

- Your district school psychologist ratio impacts likelihood of involvement in behavioral & mental health activities
 - activities

 -> 1:2000

 for less likely to report involvement in system-level or school-wide behavioral & MH service
 -> 1:1000

 for less likely to report involvement in MH & behavioral health services & crisis intervention

25



BROAD LEGAL & ETHICAL | The Ethics of School Psychologist as Therapist 2024 PRINCIPALS AT APA & NASP

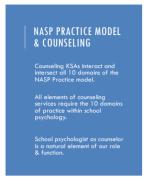
26

NASP PRACTICE MODEL (2020)

NASP's official policy regarding the delivery of school psychological services

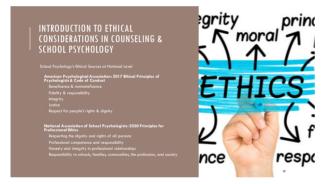
- One of 4 parts of NASP's Professional Standards
 NASP Practice Model
 Principles for Professional Ethics
 Standards for Graduate Proposation of School Psychologist
 Standards for the Credentialing of School Psychologist
 Standards for the Credentialing of School Psychologist
 Psycho







28



29

RESPECTING THE DIGNITY & RIGHTS OF ALL PERSONS (PLOTTS & LASSER, 2020)

Autonomy & self-determination (NASP Principle I.1)

- Rights of individuals to participate in decisions that affect them (consent from families / assent from minors)

- Most of our work is with child/adolescent populations, families are decision orbiters ... person providing consent must be fully informed ... wast be fully informed ...

 About the entire and scope of services offered
 Assessment and intervention gods and procedures
 Any for seasonish risks (including limits of confidential
 Any for seasonish risks (including limits of confidential
 Any for seasonish risks (including limits), of confidential
 Any for seasonish (including limits), other confidential
 Alternatives to services proposed
 Benefits that reasonably can be expected people rights

NASP: RESPECTING THE DIGNITY & RIGHTS OF ALL PERSONS (PLOTTS & LASSER, 2020)

- Caution
- Ethical duty of school psychologist to obtain consent for counseling, NOT IEP team

- Self referral by minors
 14 yo or older
 6 sessions or 30 days of service, whichever sooner
 Must terminate therapy or obtain familial consent



31



32

RESPECTING THE DIGNITY & RIGHTS OF ALL PERSONS (PLOTTS & LASSER, 2020)

- Avoiding revealing confidential information to third parties
 Both proper release of information & assent from student

- Sensitive health information determination of imminent harm

- HIV status
 Substance misuse
 Pregnancy
 LGBT+ expression/identity

NASP: RESPECTING THE DIGNITY & RIGHTS OF ALL PERSONS (PLOTTS & LASSER, 2020)

- Fairness, equity, and justice (NASP Principle 1.3)

 "Promote a safe & welcoming school climate for all persons, and to treat others fairly in words & actions" (p. 14)
- Discrimination must be avoided
 Race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity / gender expression, mental, physical or sensory disability, or any other characteristics
- Educate themselves about the ways in which diversity may affect learning, behavior, and development
- * Attend to cultural variations: communication, feelings, nonverbals, acculturation
- Address injustices and take corrective action (e.g. discriminatory policies)



34

NASP: PROFESSIONAL COMPETENCE & RESPONSIBILITY (PLOTTS & LASSER, 2020)

Broadly, "Strive to benefit others through their work and avoid harm," (p. 1.

- Principle E.1)
- competent

 School psychologists "bear the responsibility to reflect on their training and experience and determine which activities are within their level of
- Sased upon training, supervision, and experience
 Graduate coursework (specialist level school psychologists have for fewer coursework /fraining apportunities compared to doctoral
- Graduate coursework (specialist level school psychologists have for fewer coursework/straining apportunities compared to doctool level)
 Training programs connot simply prepare school psychologists for entire range and diversity of problems across spectrum of
- age, circumstances, and individual features

 Training supervision





35

NASP: PROFESSIONAL COMPETENCE & RESPONSIBILITY (PLOTTS & LASSER, 2020)

- Avoiding areas where you have not had training: refer out to other practitioners, including providers
- Regularly assess your competence and seek
 amerulation (consultation)
- Be mindful about diverse languages, practices,
- · Watch for our personal problems limit capacity to
- Commitment to lifelong learning



PROFESSIONAL COMPETENCE & RESPONSIBILITY (PLOTTS & LASSER, 2020)

- Accepting responsibility for actions (NASP Principle II.2)
 Writing report or signing document → review and with occurrey
 Monithring the implementation of scoremoditions & iter-ventions
 I timplying clinical judgment, number of required sessions or data point
 Unantiposed requirem occurrens
 Supervising graduates students → taking responsibility for work of their nucleus.



37

NASP: PROFESSIONAL COMPETENCE & RESPONSIBILITY

- Using responsible assessment & intervention practices (NASP Principle II.3)

 Assessment double theory-ports valid and reliable intruments

 School psychologists should eveluate compare-autisted scoring systems for occuracy & validity

 Standorizated administration procedures should be followed

 School psychologists should always consider the effects of current instruction and behavior management practices before dis ordinatification.

38

PROFESSIONAL COMPETENCE & RESPONSIBILITY (PLOTTS & LASSER, 2020)

- Avoiding release to third party without subpoena or written consent/ar Uniting access to educational professionals who have a legitimate educational interest Sole possession records (private notes) kept separate from educational records



NASP: HONESTY & INTEGRITY IN PROFESSIONAL RELATIONSHIPS

"Telling the truth, meeting professional commitments, and avoiding multiple relationships" (p. 18)

- * Accurate presentation of professional qualifications (NASP Principle III.1)

 * Represent onself with respect to competence, education, training, experience, certification/fearing or edemtics

 * Correcting mistratements intern referred to as licensed, non-doctoral level as doctoral, psychologist x-school psy

 Bistern insepresentation in cleanly unettical but so one subtle exaggerations of competencies or staff (p. 18)
- School psychologists are forthright in explaining professional services, roles, and priorities (NASP Principle III.2)
- ***TITICIPE III.21

 Explain what services are provided, their roles, and competencies in easy to understand and clear manner.

 Define role when working with others while also respecting roles of others

 Prioritize rights & welfare of children to those with whom they collaborate

40

NASP: HONESTY & INTEGRITY IN PROFESSIONAL RELATIONSHIPS (PLOTTS & LASSER, 2020)

School psychologists are cooperative and respectful (NASP Principle III.3)

- Work to coordinate services
- Avoid redundancies, align goals, streamline services, and avoid confusion
- * Provide multiple appropriate referral options where clients can choose
- Adjunct or support outside services, particularly when outside of one's competence

* Avoid making changes to outside reports



41

NASP: HONESTY & INTEGRITY IN PROFESSIONAL RELATIONSHIPS

Multiple relationships and other conflicts of interest should be avoided to prevent harm (NASP Principle III.4)

- Reference APA Ethics Code, Ethical Standard 3.05, Multiple Relationships

 Multiple relationship occur when a psychologist is in a prefeatance role with a person and

 A the same time is no order role with this same person

 A the same time is in a relationship with a person dosely associated with or related to the person with whom the psychologist has a prefeatance in relationship

 Promise to certe teta conther relationship in the future with the person or another person closely associated with or related to the person

 Promise to certe teta conther relationship in the future with the person or another person closely associated with or related to the person

 Promise to certe teta conther relationship in the future with the person or another person closely associated with or related to the person.

- Refrain from entering into a multiple relationship:
 Impair psychologist's abjectivity, competence, or effectiveness in performing function, or otherwise risks exploitation or harm
- Neither NASP Principles nor APA Code prohibits multiple relationships → should be avoided if there is potential for exploitation or harm

NASP: RESPONSIBILITIES TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, & SOCIETY (PLOTTS & LASSER, 2020)

School psychologists work to promote sefe & healthy systems by collaborating, partnering, and countinating across flose systems (NASP Principle IV.1)

Must have knowledge of ethics and lows related to school psychology



43

RECOMMENDED ADDITIONAL NASP ETHICS TRAINING TOPICS IN COUNSELING SERVICES

Boccio (2015)

· Counseling

- Coursering:

 Addressing confidentiality and its limits with minor students.

 Clarifying what constitutes privileged communication within context of school psych / dient relationship.

 Balancing rights of students' rights to self-refer with family right to refuse the provision of counseling services.
- Providing psychological assistance in emergency situations without parental consent and delaying discussion of boundaries of confidentiality

44



OHIO SPECIFIC STATUTORY CONSIDERATIONS

The Ethics of School Psychologist as Therapist 2024

	PRIMARILY WHER	E ARE YOU PRACTICING?			
	Exclusively Within Ohio's Education licer Ohio Department of Education licer Remember, this ODE licensure exists as a ci	ational Arena, Boards of DD nsure: see ORC Chapter 3319 & 3319.221 arve out from ORC 4732 and specifically restricts school psychology practice to Ohio			
	 May exist alone or with a corresponding C counseling, marriage/family therapy, chem 	Dhio State Board of Psychology license or other Ohio occupational license such as alcal dependency, or social work			
	Independent School Psychology Ohio State Board of Psychology: se Any element of independent school	y or Psychology Practice se ORC Chapter 4732 I psychology / psychology work beyond the scope and practice of a C 3319			
	 Does the agency/proctice site require you Yes → Regulated under ORC 3319 (Ohi No → Regulated under ORC 4732 (Store 	r ODE license? to Department of Education)			
			46		
46					
	OHIO LAW GOVER PSYCHOLOGY & PS	NING PRACTICE OF SCHOOL			
	raichuluui & r	זונחטנטטז			
	ORC 4732.01 ORC 4732.14 ORC 4732.17 (A)-(D) OAC 4732-3-01(B)(C)(Q)(R)(S) OAC 4732-5-01	Definitions Registration of licenses Actions against against so ricense holders Actions against against so ricense holders Psychological procedures which create a serious hazard to mental health and require respective in psychology Exemptors from licensure Direct recent of little processors Only for second tright against and actions Direct recent of little and actions are malest.			
	OAC 4732-5-02	Psychological procedures which create a serious hazard to mental health and require expertise in psychology Exemptions from licensure Duty to report child abuse or neglect Duty to report child abuse or neglect.			
	ORC 215.1.421 ORC 5101.61 ORC 5101.60 ORC 2305.51 ORC 2321.22 (F) ORC 2321.22 (G) ORC 3301.051 (H)	Duty to report child abuse or neglect. Duty to report abuse, neglect, or exploitation of adult: Insult proper abuse, neglect, or exploitation of adult: Insult proper abuse, neglect, or exploitation as to violent behavior by client or patient Demarkt, violence, body-commentation in client record Order granting parenting time companionship or violation rights; non-residential parent access to child's restrict access to child's record Outputters services for minoral writeout knowledge or consent of perent granting.			
	ORC 5122.04				
47		•	er er		
ı					
		IITION OF SCHOOL PSYCHOLOGIST within the crope of employment as described in division (3)(2) of this section, holds self out to the target the words 'school psychologist' or 'school psychology,' or who holds self out to be trained, thology.			
	(2) A school psychologist is limited in employment for	ting trae worst school psychologyst or school psychology, or who notes set out to be trained, thickings. the purposes of practicing school psychology to the following: g the stundards prescribed by the state board of education under division (D) of section \$300.07 of the Revised			
	(b) In a program for children with disabilities established				
	psychology; or wno noids self out to be trained, exper (F) 'Practice of school psychology' means rendering or	ienced, or an expert in the practice of independent school psychology. offering to render to individuals, groups, organizations, or the public any of the following services:			

OHIO OPERATING STANDARDS	:
OAC 3301-51-01 TO 09	

3301-51x-54

"Related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a dissobility to benefit from special education, and includes speechinguoge pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitatic counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes.

Related services also include school health services and school nurse services, social work services in schools, and parent counselling and training.

49

OHIO OPERATING STANDARDS: OAC 3301-51-01 TO 09

(xiii) "Psychological services"

- (a) Include but are not limited to:
 (i) Absoluteting psychological and educational tests, and other assessment procedures;
 (ii) Integrating consecurate reading, 1201-1.01 Applicability of requirements and definitions
 (ii) Integrating consecurate reading, 1201-1.01 Applicability of requirements and definitions
 (iii) Integrating consecurate reading 1201-1.01 Applicability of requirements and definitions
 (iii) Integrating consecurate reading 1201-1.01 Applicability of the reading consecurate reading to be rating;
 (iii) Integrating consecurate reading to be reading to the reading consecurate reading to be reading to the reading consecurate reading to the readin

- $^{\circ}$ (b) The services of a school psychology aide shall be under the direct supervision of a school psychologist.
- (c) The school psychologist intern program shall be organized under guidelines approved by the Ohio department of education, office for exceptional children.

50

OHIO OPERATING STANDARDS: OAC 3301-51-01 TO 09

(xvi) "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, activitiving independence, and integration in the workplace and community of a student with a disability.

• The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act 3301-51-01 Applicability of requirements and definitions as amended and specified in the Rehabilitation Act Amendments of 1998, August 1998, 29 U.S.C. 701.

OHIO OPERATING STANDARDS: OAC 3301-51-01 TO 09

(xviii) "Social work services in schools" includes

- (a) Preparing a social or developmental history on a child with a disability;
- b Group and Individual counseling with the child and family;

 (b) Group and Individual counseling with the child and family;

 (c) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- $^{\circ}$ (d) Mobilizing school and community resources to enable the child to learn as effectively as possible in the child's educational program; and
- * (e) Assisting in developing positive behavioral intervention strategies

52

OHIO OPERATING STANDARDS: OAC 3301-51-01 TO 09

Other personnel with "counseling" in their role and function description:

- * Audiologists: counseling children, parents, and teachers regarding hearing loss
- Speech & language pathologists: regarding 5/L impairments
 "Guidance counselors," "social workers," "psychologists," and "other qualified personnel"

- (x) "Parent counseling and training" means:

 (a) Askiting parents in undertracting the special needs of their child;
 (b) Providing porents with information about child development; and
 (c) Helping parents to acquire the necessary skills that will allow them to support the impleme

53

NEW FOR 2024 | OHIO SUB HB 68:

OHIO SAVING ADOLESCENTS FROM EXPERIMENTATION (SAFE) ACT & SAVE WOMEN'S SPORTS ACT

- Prohibits a mental health professional from diagnosing or treating a minor for a gender-related condition without first obtaining the consent of at least one parent or legal custodian, or the minor's guardian.
- Prohibits a mental health professional from diagnosing or treating a minor for a gender-related condition without screening the minor for other comorbidities, abuse, and traumas during treatment.
- 3. Establishes penalties for physicians and mental health professionals who engage in conduct the act prohibits.
- 4. Prohibits Medicaid coverage of gender transition services for minors, except it allows for such coverage when applied to mental health services addressing gender-related issues.
- 5. Prohibits a court from denying or limiting parental rights and responsibilities or parenting time due to certain parental decisions regarding their child's gender identity and gender transition.

NEW FOR 2024 | OHIO SUB HB 68 CONT'D Applies to the following "Mental Health Professionals": - Advanced Freedow BN, CNS, Psychologia, Select Psy

55



COUNSELING PROCESS & OVERVIEW

The Ethics of School Psychologas Therapist 2024

56

THE RELATIONSHIP

The relationship substantially and consistently contributes to psychotherapy outcomes, separate of the therapeutic approach.

Norcoss & Lambert (2018): "the feelings and attitudes that the therapist and client have towards one another and the manner in which these are expressed"

Plotts & Lasser (2022, p. 22): "Demonstrably effective" elements of coursel

- Collaboration
- Goal consensus Empathy
- Positive regard and affirmation
- · Collection & delivery of client feedbac



BEGINNING WITH THE REFERRAL (PLOTTS & LASSER, 2020)

Referral for support (not all may be appropriate sources of referral but likely establish Child Find duties) ...

- Educators or family express concerns about "child's social, emotional, or behavioral functioning" (p. 30)
- District disciplinary action
- Outside social service, medical, or behavioral health providers recommendation or prescription
 Litigation such as IDEIA Due Process outcome

- Juvenile justice adjudication



58



59

ELIGIBILITY FOR COUNSELING SERVICES

- What is the history of the social, emotional, and behavioral
- What I has hastery of the scool, enhanced, and between the control of the control





61

GOAL SETTING

Establishing a treatment goal should mirror academic or behavioral goals used in IEP writing processes:

- Present level of academic/functional performance
 Statement of measurable annual goals that are designed to enable child to make progress in general education curriculum AND met each need from the disability
- * Description how progress towards goal(s) will be measured

Consider how elements of social/emotional status impact or interfere with education.

* School-based counseling goals directly link to supporting learning

Treatment goals beyond the scope of supporting the student in the learning environment may exceed the scope of practice in school-based counseling services by school psychologist or as related service



62

TREATMENT PLANNING

Requires coordination and collaboration among educational entities, including best time for sessions, working around specials, testing, lunches/recess, calamity days and drills, absences

Treatment planning is a process and not a static event



ISSUES OF CONSENT (AND ASSENT)

- Different practitioners have different requirements under their licensure and practice scope.
 Doth register the rapport over the technical elements of consent

 Bapport with families and student involves lidermation sharing, developing a started plan, and building relationship.

 Benember assent from the student

 Circles shutchers only require immediate support but there should be a deliver life position and the student of the student of
- Avoid delegating the task of consent/assent to others
 Remember IEP team process if this is a related service



64

INDIVIDUAL VS GROUP APPROACHES

- -1)

 Sadean's capacity to listen to others

 Turn skeing oblities

 Need for privacy

 Willingness to others to group rules

 Language development

 Severity of inductin's amortional or behavioral presentation

 Need for privacy

 Severity of inductin's amortional or behavioral presentation

 Needers's of inductin's amortional or behavioral presentation

 Needers's discission purport's needed

 Sandan's capatine development

 Sandan's capatine development

 Sandan's capatine conceive services in individual or group formet

 Family support for group work



65

BENEFITS OF GROUP APPROACHES

(PLOTTS & LASSER, 2020, P. 42)

- · Group members can be facilitated to share common goals
- · Group members come to experience universality (not feeling alone in their situation)
- · Social interactions and skills can be practiced safely
- Clients receive immediate feedback
- * Practice individual skills to learn to engage, listen, share, and use social skills
- · Through group interactions, generalize skills to real world

EVIDENCE-BASED GROUP COUNSELING

Presentation	Program	
Anxiety	Group CBT Friends	
Social Phobia	Group CBT Social Effectiveness Training	
Depression	Penn Prevention Program Self-Control Therapy CBT Group Adolescents Coping w/Depression	
ODD/Conduct Disorder	Group Anger Control Training Rational-Emotional MH Program	
PTSD	Group CBT	
SuD	Group CBT	

67

THE FIRST SESSION

The first session establishes relationship dynamics for the remainder of the therapeutic sessions

- · Rapport should be primary objective

- * Review goals and objectives * Discuss methods & techniques
- Enlist commitment to collaboration –
 especially if CBT or Reality therapy based within psychoeducational elements



68

COMPLETION & TERMINATION



- inding counseling

 Bused on freatment plan

 Either gool(s) have been met OR the interventions have NOT been successful

 I the commelting gool(s) or refer to another

cumentation elements for complements on 20, p. 45). Data documenting achievement of goals and objectives information about support services available * Can help to mitigate fears of losing a safety net Reminder that goal of courseling is dismissal from course Assurance that student's needs are being met

SPECIFIC COUNSELING CONSIDERATIONS The Ethics of School Psychologist as Therapist 2024



70

COUNSELING PATHWAYS

Multifiered Systems of Support (Plott & Lasser, 2020, p. 55)

**Far 3

**Far 4

**Far 4

**Far 4

**Far 4

**Far 5

**Far 5

**Far 5

**Far 6

**Far 6

**Far 6

**Far 6

**Far 6

**Far 6

**Far 7

**Fa

71



DETERMINATION OF APPROACHES

- Low cognitive / low verbal abilities
 Behavioral approaches for specific behavioral needs
 Art & play activities with low verbal demand
 Counseling that emphasizes reliability, acceptance and fun

- High cognitive / low verbal abilities

 Nondirective approaches with low verbal demand (e.g., sandtray therapy)

 Social modeling techniques (e.g. movie dips, interactive web activities)

 Bibliotherapies and interactive games

- High cognitive / high verbal abilities

 * CSI that require metrocognition, practice, and discussion

 * Reality Therapy and Solution Founded that require recallection of past events and conceptualize future events

 * Behavioral activation and Motivational Interviewing

73

COUNSELING PATHWAYS (PLOTTS & LASSER, 2020)

Nondirective Approaches

Nondirective approaches = allows client to guide the therapy, aligned and structured to counseling goals & objectives

- Child-Centered Play Therapy: teaches self-control & respect, make choices, take responsibility, and solve problems corefully

 Nutruing toys, aggressive toys, social experience toys, communication toys, mastery toys.



74





COUNSELING PATHWAYS (PLOTTS & LASSER, 2020)

- Therapeutic alliance is key: being reliable and genuine, trust & boundaries, humor and fun, unique interactions, and personalized approaches



76

COUNSELING PATHWAYS (PLOTTS & LASSER, 2020)

- Thoughts are hypotheses that can be evaluated; distortions in thinking negatively impact emotions and behaviors.
- Rational Emotive Behavioral Therapy (REBT):

 Address activating event that preceded the emotional or behaviora consequence:

 Focuses on extreme emotional responses that intrudes in functioning
- Dialectical Behavioral Therapy (DBT):

 Originally for suicidal and self-injurious clientele and now expanded to adolescents
- Dialectics refers to two different ideas can be true at same time and DBT integrates behaviorism, mindfulness, and dialetics

- Choice Theory & Reality Therapy:

 Mental illness is the expression of unfulfilled needs

 Behavior is purposeful and driven by needs



77

COUNSELING PATHWAYS (PLOTTS & LASSER, 2020)

- Difficulty with emotional regular traumas
- readings wide range of emotions, practice arousal reduction techniques and cognitive strategies for unhelpful thoughts

 Develop trauma narrative for gradual exposure to trauma

Motivational Interviewing (MI):

- Uses therapist-client conversations to help individuals resolve ambivalence about making behavior changes by highlighting discrepancies in values and behaviors (p. 148) Originally for \$00, now evidence for students with school issues
- Solution Focused Brief Therapy:
 Eliciting and achieving client's vision of solutions

COUNSELING PATHWAYS

Crisis Responses
Suicide
Grief & Loss
Threat Assessment
Child Maltreatment
Child Maltreatment

79

COUNSELING PATHWAYS (PLOTTS & LASSER, 2020)



80





82

IMPORTANCE OF SELF-CARE



83

VICARIOUS TRAUMATIZATION & COMPASSION FATIGUE (PLOTTS & LASSER, 2020)

Bearse et al. (2013): vicarious traumatization * The ongoing effect of severe and graphic traumatic m

Countertransference

Traditional assessment roles have logical end points of accountability and ongoing involvement once case is completed compared to counseling

OUR PERSONAL CHALLENGES

(PLOTTS & LASSER, 2020)

Remember, we experience many of the challenges as humans that our students, their families, and our educator colleagues experience

- mer romane, and our enclosed conseques expen
 Family stressors, marriages / divorces / births
 Calid are lisses
 Substance missue
 War knowlfood
 Our own ACE
 Acute to chrosic mental litness
 Sastoud littles
 Acute to chrosic mental litness
 Sastoud littless
 Death of Fowed ones
 Portuillal mental litness
 Networld flower



85

- Self-compassion is one's ability to mindfully accept painful moments by embracing oneself with kindness and care and accepting that imperfection is an important part of a shared human experience (Neff & Davidson, 2016).
- Adopting a mindset that helps one recognize that imperfection is expected and accepted can help to maintain a commitment to self-care.



HOW TO PRACTICE SELF CARE (DAVIS & KELLY, 2020)

86

12 SELF CARE STRATEGIES BY PSYCHOLOGISTS (NORCROSS & BARNETT, 2008)

Refocusing on the rewards (remembering why you entered the profession)
 Recognizing the hazards (identifying potential pitfalls)

4.Minding the body (taking care of physical needs)

5.Nurturing relationships

7.Restructuring cognitions (holding balanced perspectives)

- 9.Creating a flourishing environment
- 10.Seeking personal therapy
- 11.Cultivating spirituality and mission 12.Fostering creativity and growth

SELF CARE AMONG OTHERS (DAVIS & KELLY, 2020)

- Self care as "community care"

 Move beyond teaching others to care for themselves

 Work more to collectively care for one another

 Contribute to a healthy work environment

- Using your privilege to be there for one another in various ways
 Model effective self-care
 Actively develop self care at individual, group, and school-wice
 levels
 Promote use of community assets
- May help those who are socially marginalized or unable to care for themselves



88





89

THANK YOU FOR ATTENDING...

Erich R. Merkle, Ph.D., Ed.S., NCSP

Central Office School Psychologist Office of College Access Akron Public Schools 10 N Main Street Akron, OH 44308

Ohio School Psychologists Association 1500 W. 3rd Ave. #228 Columbus, Ohio 43212

erich@ospaonline.org (330) 388-6982

