

OHIO SCHOOL  
PSYCHOLOGY  
ASSOCIATION

# Comprehensive Behavioral Health in Schools

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## OBJECTIVES

- Participants will be able to identify essential components of comprehensive behavioral health services.
- Participants will understand the importance of supporting behavioral health and SEL skills during remote schooling.
- Key components of MTSS and SEL will be shared along with additional resources.



## OVERVIEW

COVID-19 has caused significant trauma, stress and economic hardship for many of our students, families and staff.

COVID-19 has disproportionately impacted our students and families of color and our economically disadvantaged students.

MTSS

NASP Practice Model

Staff Self-Care

WHEN WRITTEN IN CHINESE, THE WORD

# CRISIS

IS COMPOSED OF TWO CHARACTERS

ONE REPRESENTS

DANGER

AND THE OTHER REPRESENTS

OPPORTUNITY

危机



# Supporting the Behavioral Health Needs of All Students

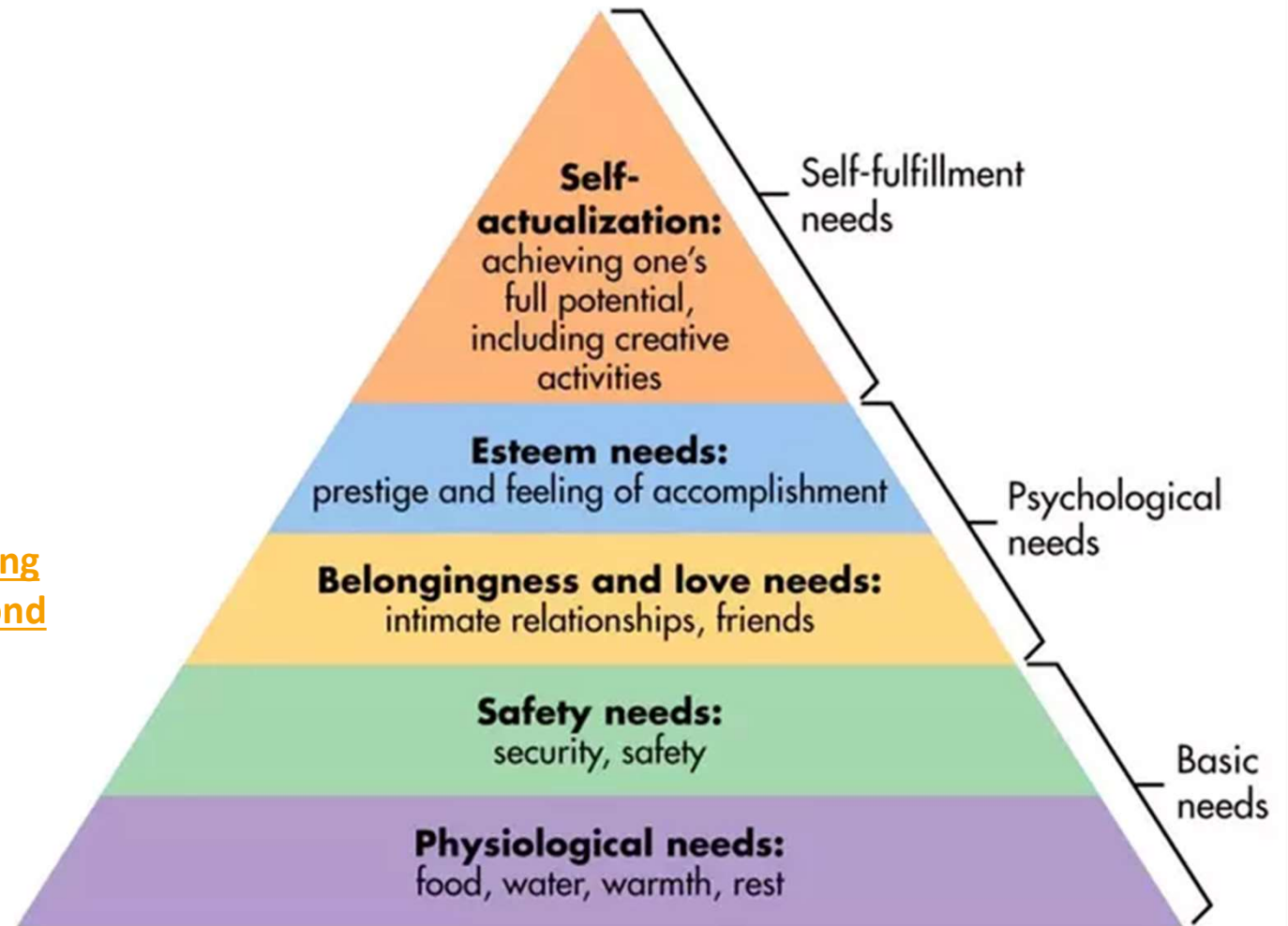


# **Maslow's Hierarchy of Needs**

Why is this  
important?

# MASLOW'S HIERARCHY OF NEEDS

Culturally Responsive Teaching  
& The Brain, Zaretta Hammond





**“Students do not care what we know until they know that we care.”**

**Herbert Kohl (1995)**

**Evaluation**

**Synthesis**

**Analysis**

**Application**

**Comprehension**

**Knowledge**

**Esteem**

**Love**

**Safety**

**Psychological**

**Maslow**  

---

**Bloom**



## BUILDING RELATIONSHIPS

Connecting with students begins with relationships.  
What are you doing to form relationships with students?

Do you know their strengths and weaknesses?

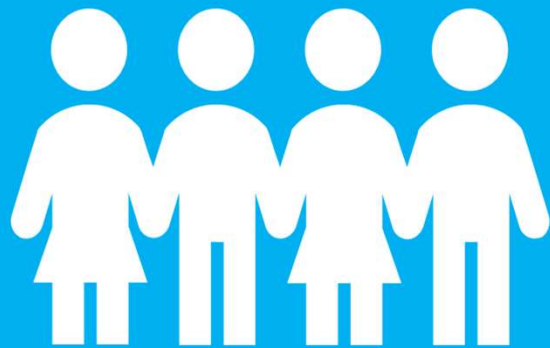
Do you know their interests or hobbies?

What do you know about their cultural background?

## WHAT IS TRAUMA?

**Trauma:** Individual **trauma** results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. (SAMSHA)

## ACEs Quiz



- Think of a student you support with a trauma history
- Click on this [link](#) to complete quiz



# ACES

Physical, sexual or emotional abuse

Neglect

Substance abuse

Financial instability

Domestic violence

Community violence

Living in a home with someone who has serious mental health issues

## IMPACT OF TRAUMA

Trauma effects all aspects of development including:

Ability to feel safe in the world

Ability to trust others and establish relationships

Brain Development

Social Skills Development

Personality Development

## EFFECTS OF TRAUMA

Are different for each person

Depend on: nature of trauma, severity,  
identity of aggressor, length of exposure

Timing in child's development

Level of support/quality of intervention

Personal strengths and weaknesses

COMMON  
TRAUMA  
SYMPTOMS

Hyperactive/defiant

Academically delayed

Explosive/angry/reactive

Easily Overwhelmed

Withdrawn/Sad/Irritable

Hypervigilant/ fearful

Difficulty concentrating

Engage in risky behaviors

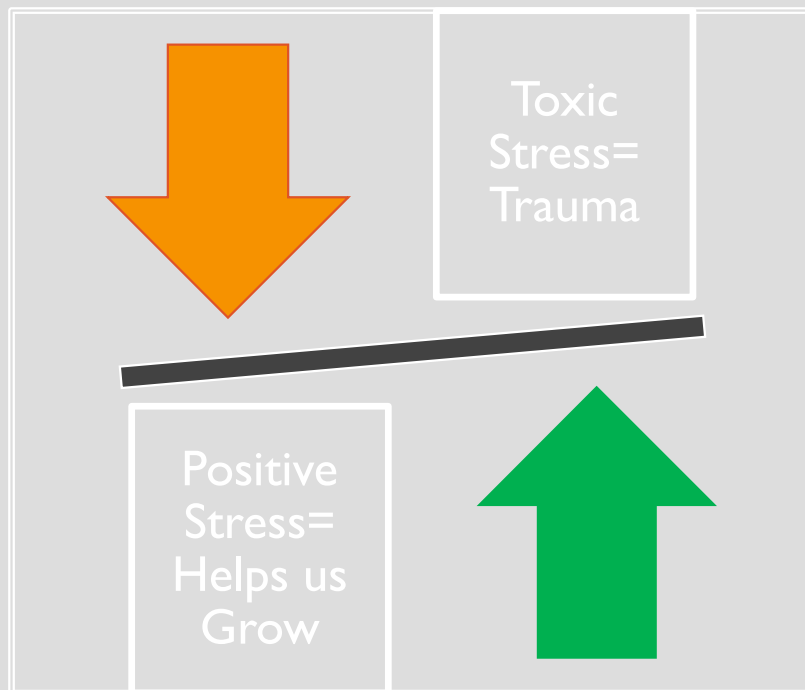
Lack of Self-Control

IMPACT OF  
TRAUMA

Academic

*Behavioral Health*

## UNDERSTANDING TRAUMA



Positive: Mild, temporary response to normal challenges

Tolerable: Serious but temporary, buffered by support

*Toxic: Constant, serious, insufficient or absent support*

## BRAIN DEVELOPMENT

Stress Response hinders brain development

Areas controlling primal responses of “fight or flight” are **over** developed (limbic & paralimbic systems) These parts of the brain are less effective at completing complex tasks.

Areas of the brain that are responsible for planning, executive function and language are **under** developed.

Prefrontal/neocortex areas of brain are only active when person is in a calm state. These areas are required for academic learning.

## COVID RELATED TRAUMA



Loss of loved ones



Lack of Schools: lack of social  
connection, lack of routine



Financial hardship



Increased behavioral health needs



WHAT CHANGES  
DO YOU SEE AS A  
RESULT OF COVID

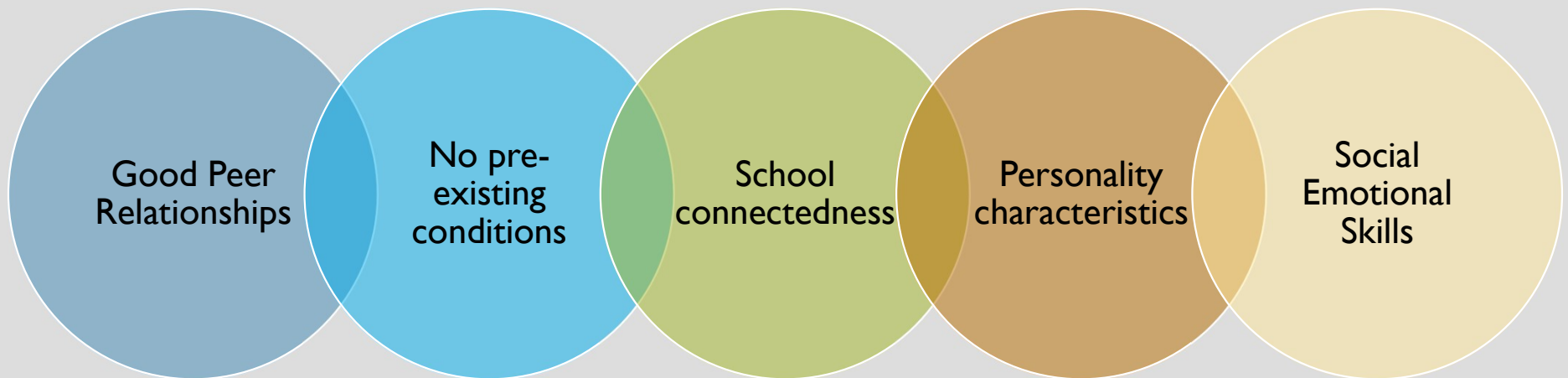
Executive Functioning

Academic delays

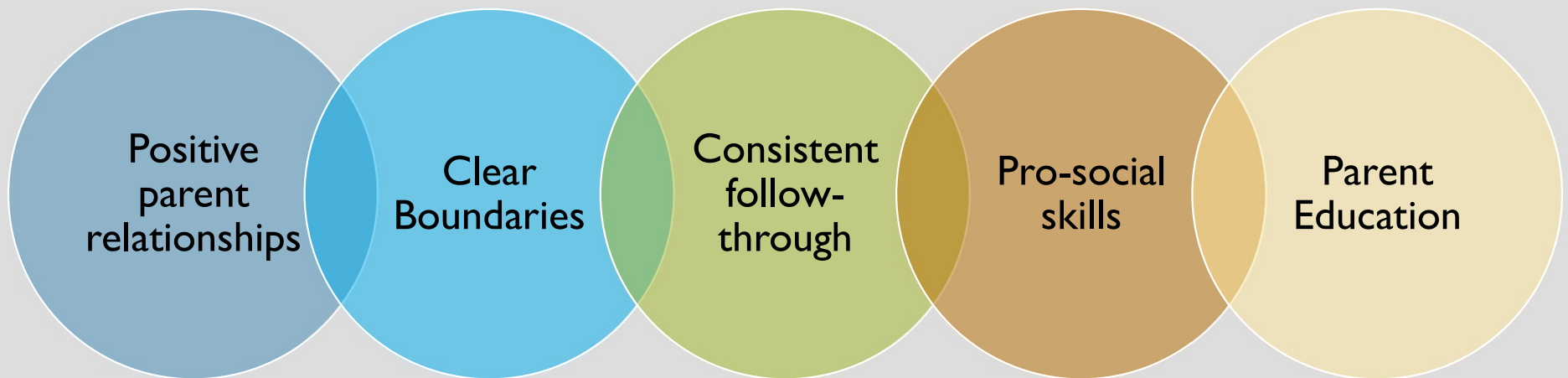
Relationships

Behaviors

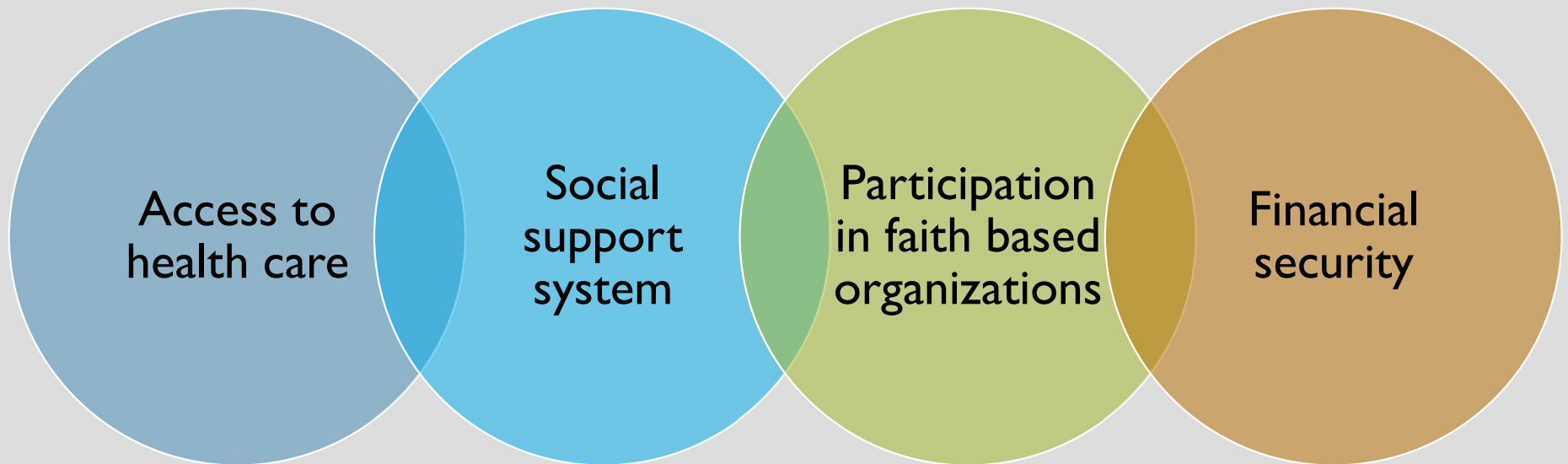
## CHILD PROTECTIVE FACTORS



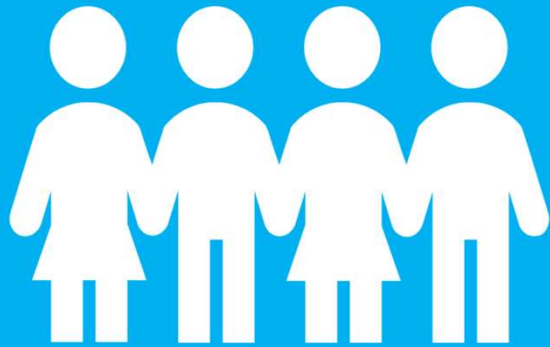
## FAMILY PROTECTIVE FACTORS



## SOCIAL PROTECTIVE FACTORS



# Breakout Rooms



- Discuss in the breakout rooms the impact that COVID has had on students and staff.
- How is your school responding?

Development of positive relationships

Understanding of trauma and its impact

Promote a culture of self-care

Voice and choice

Access to Resources

Cultural competence and promotion of equity

Social Emotional learning

TRAUMA  
INFORMED  
PRINCIPALS

MTSS

## MTSS SYSTEMS AND STRUCTURES

PBIS

Universal Behavioral Health Screening

Data collection and Progress Monitoring

Evidence-based interventions

Mental Health Partnerships





There are about **60** MLB or NHL Stadiums.

If you fill **every** seat in **every** stadium,  
that is roughly the number of students in  
America who lost instructional time due to  
discipline.

Losen & Gillespie, 2012

**>3,000,000**



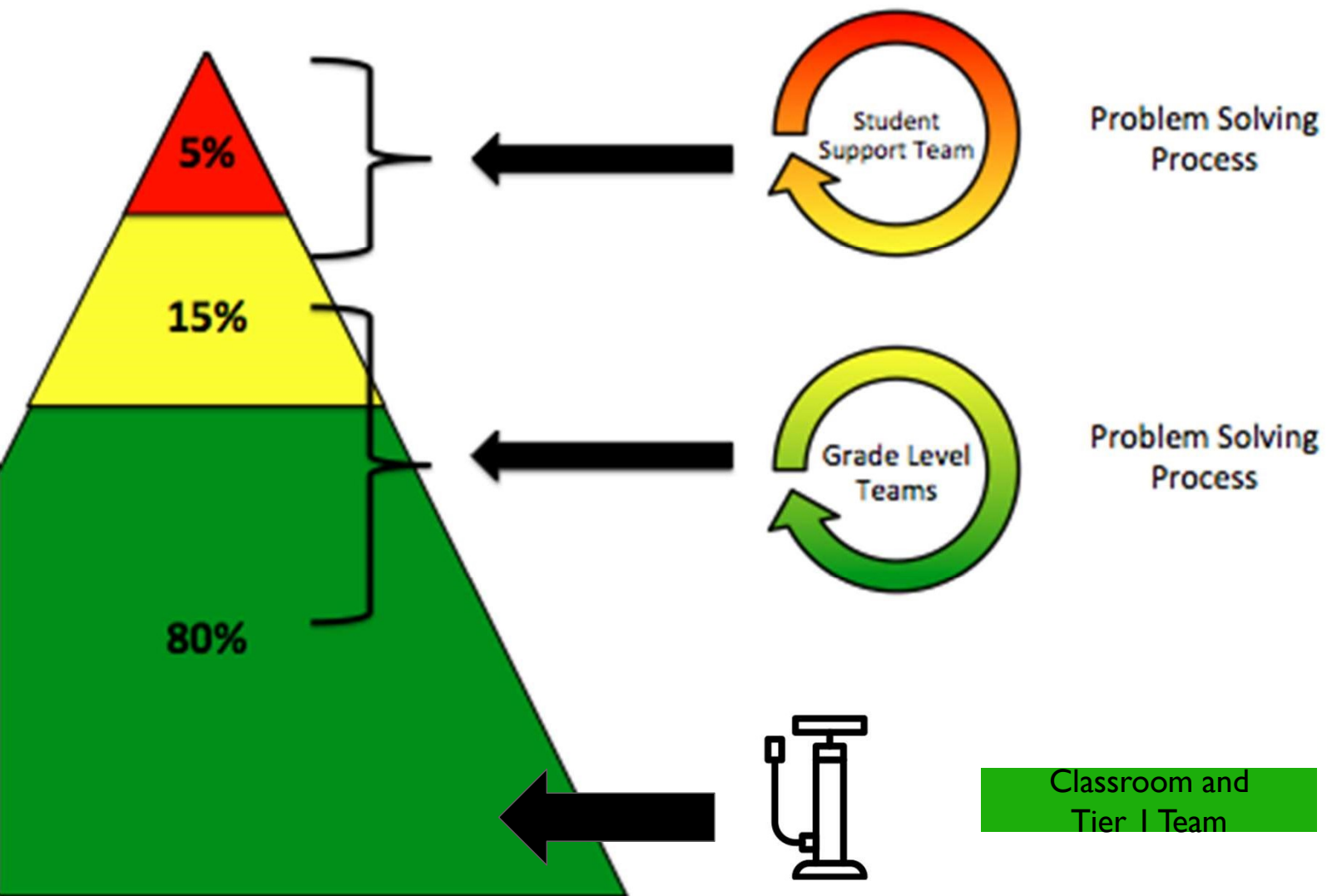
*"This is the worst class I've ever had."*

# EVERY OPPORTUNITY



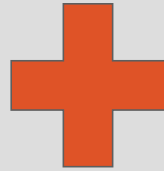
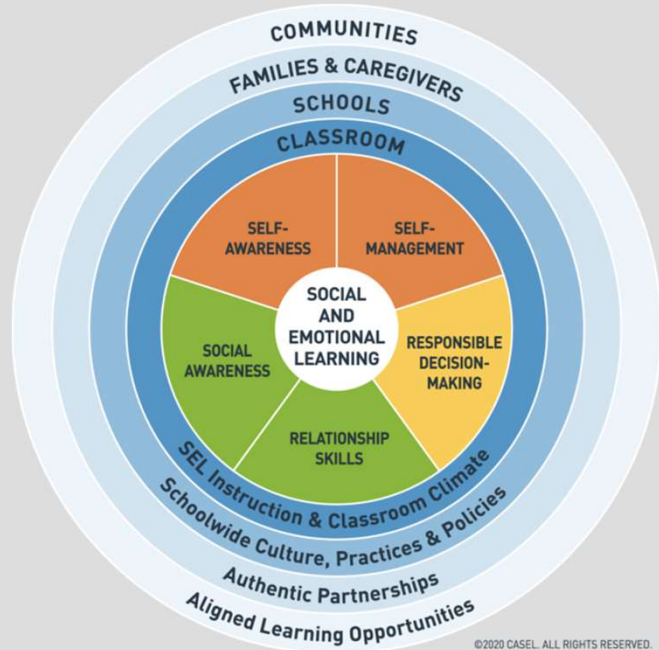
# ATTRIBUTION THEORY

	INTERNAL Individual	EXTERNAL Environment
STABLE Fixed “Things we <b>can’t</b> control”		
UNSTABLE Changeable “Things we <b>can</b> control”	<ul style="list-style-type: none"><li>❑ SEL skills</li><li>❑ Coping strategies</li><li>❑ Relationships</li></ul>	<ul style="list-style-type: none"><li>❑ Reinforcement</li><li>❑ Social Interactions</li></ul>





# TIER I INSTRUCTION



1

• EXPECTATIONS DEFINED

2

• EXPECTATIONS TAUGHT

3

• REINFORCEMENT SYSTEM

4

• CONSEQUENCE SYSTEM

5

• DATA SYSTEM

“Social  
Emotional  
Learning”

“P.B.I.S.”

Positive Behavioral  
Interventions & Supports

	WHAT	WHY	HOW
INSTRUCTION	<ul style="list-style-type: none"> <li>School Wide Positive Behavioral Interventions and Supports (SWPBIS)</li> </ul>	Students need to know behavioral expectations throughout the school building in order to be successful in the school environment	Organize the school environment to prevent problem behaviors and reinforce positive behaviors
	<ul style="list-style-type: none"> <li>Social Emotional Learning (SEL) Curricula</li> </ul>	Students need social and emotional skills to successfully navigate interactions with peers and adults	Instruction in fundamental social skills, such as empathy, relationship building, and conflict management
ASSESSMENT	<ul style="list-style-type: none"> <li>Universal Screening</li> </ul>	Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.	Collect objective information that can be used to guide instruction at multiple levels (e.g. school, grade, class, and individual student)
DATA BASED DECISION MAKING	<ul style="list-style-type: none"> <li>Problem Solving Teams &amp; Data Based Decision Making</li> </ul>	School teams need to understand how to use universal assessment data to make systemic decisions about instruction	School teams are effectively organized to promote efficient data-based decision making.

**PBIS:** Is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relations, make responsible decisions, and handle challenging tasks effectively.  
-CASLE 2005

Expectations defined

Expectations taught

Reinforcement system

Consequence system

Data system

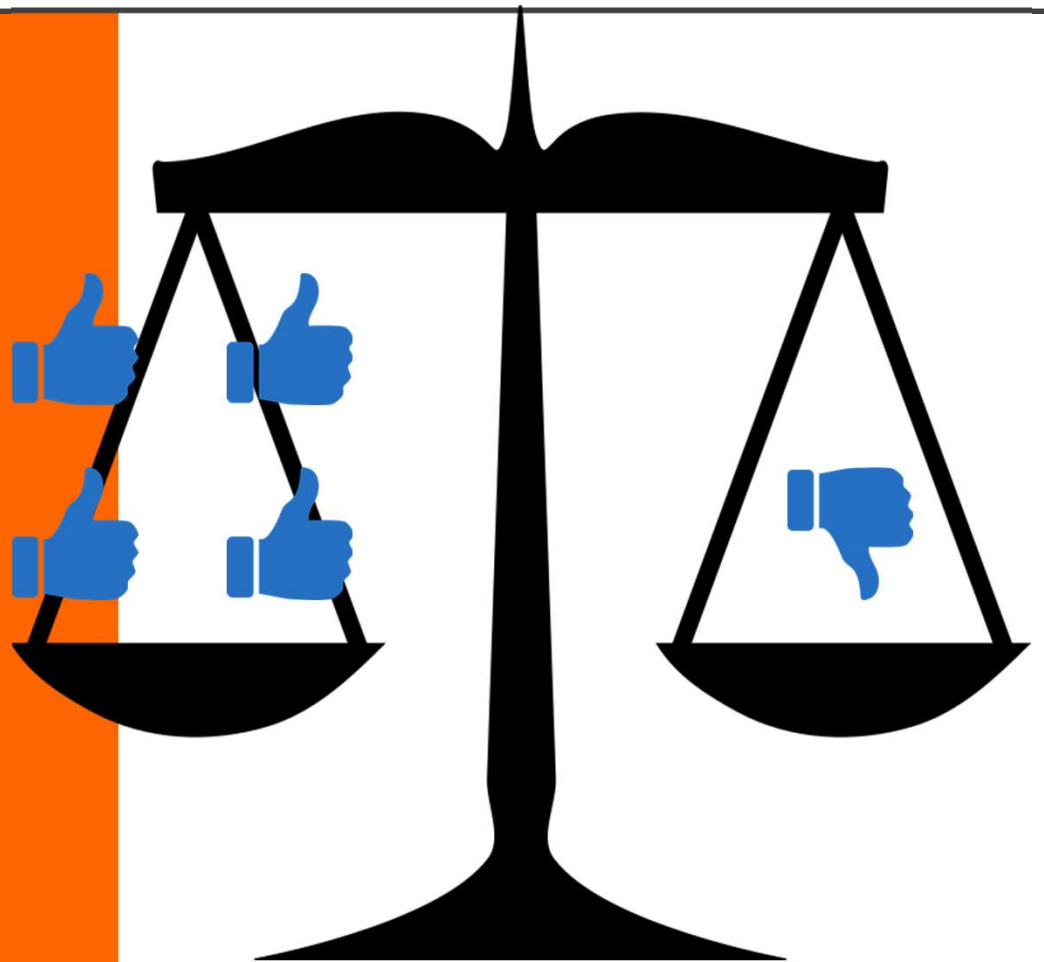


## THE MAGIC RATIO

4

to

1



## ON AVERAGE..



PRAISE more than correct

Behavior specific praise

Create structure & routines

Having and teaching expectations

Actively engaging students in instruction

Continuum for providing feedback

core  
values &  
matrix

- 1** • EXPECTATIONS DEFINED
- 2** • EXPECTATIONS TAUGHT
- 3** • REINFORCEMENT SYSTEM
- 4** • CONSEQUENCE SYSTEM
- 5** • DATA SYSTEM



## EXPECTATIONS DEFINED

Five or fewer positively stated behavioral expectations, and examples by setting/location for student and staff behaviors.

Example:

- Behavior Matrix

Teaching Matrix		SETTING						
		All Settings	Hallways	Play	Ceteria	La	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.		Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in assembly.	Use your seat for your
	Respect Others	Meet to Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice table.	Whisper. Turn books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up trash.	Wipe tables.	Place trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.







1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

## Brighton High School - School Wide Expectations

	RESPECT	INCLUSIVITY	RIGOR
<b>CLASSROOM</b>	Actively listen to each other Address others politely Arrive on time and prepared Practice positivity Use materials & space as intended	Accept others' perspectives and cultures Be mindful of others' learning styles Include others' ideas Learn about your peers Encourage and support peers	Give your best effort Take Initiative Ask exploratory questions Be mentally and physically present Express thoughts confidently & kindly
<b>SHARED SPACES</b>	Allow personal space Use appropriate language Share and care for space Show kindness	Advocate/Look out for others Be friendly Use indoor volume	Respect guests Help keep spaces clean Arrive to class by second bell
<b>LIBRARY</b>	Use resources as intended Use appropriate voice level Clean up after yourself	Recommend books to peers Work together Maintain a safe & supportive environment Be mindful of others' learning	Study or practice mindfulness Use resources to problem solve Ask questions
<b>CAFETERIA</b>	Pick up after yourself Show courtesy	Sit with someone new Ask others to join you Find commonality with others Be mindful of others' space	Eat in a timely manner Practice patience Clean up after others Eat nutritious food

<b>C A F E T E R I A</b>	<b>RESPECT</b>	<b>INCLUSIVITY</b>	<b>RIGOR</b>
	<b>Be Polite to Cafeteria Staff</b> 	<b>Sit with new people</b> 	<b>Look out for each other</b> 
	<b>Throw away trash</b> 	<b>Share table space</b> 	<b>Clean up trash that is not yours</b> 
	<b>Use appropriate language</b> 	<b>Be Friendly</b> 	







# REMEMBER TO FOCUS ON...

## Culturally & Linguistically Sustaining Practices

Students  
Staff

## Accessible Language

Multiple Languages  
Icons/Graphics

## Observable Behaviors

Clear  
Generalizable to all settings

Lesson plans to  
**teach**  
expectations

- 1 • EXPECTATIONS DEFINED
- 2 • EXPECTATIONS TAUGHT
- 3 • REINFORCEMENT SYSTEM
- 4 • CONSEQUENCE SYSTEM
- 5 • DATA SYSTEM



WHY TEACH BEHAVIOR?

MAKE THE RIGHT THING EASY

AND THE WRONG THING HARD.



## EXPECTATIONS TAUGHT

Expected academic and social behaviors are taught directly to all students in classrooms and other campus settings/locations

Example:

PBIS Lesson Plans

Universal Social Emotional Learning Curricula

School wide  
process for  
reinforcing  
positive  
behavior



## WHAT IS A REINFORCEMENT SYSTEM?

A **written** set of procedures for specific behavior feedback that is:

- [a] linked to school-wide expectations and
- [b] used across settings and within classrooms.

# Harvard Kent Hallway Behaviors

## The Bucks

White= 1 Buck (given to individual students)

Blue= 5 Bucks (given to whole class)

Bucks should never be taken away once a student or class earns them

If you need more bucks please see our banker: Brendan Brett

On Thursday of each week you will receive a link to a google doc in your email to record how many bucks your class earned that week

## The Rewards

### Weekly

- ❖ Go to lunch and recess early on Friday
- ❖ Banner to hang outside classroom
  - ❖ Class announced over the intercom

### Monthly

- ❖ Class announced over the intercom
- ❖ Entire class (and teacher!) attend a lunch at Warren Tavern

## The Hallway Matrix

Will be displayed in the hallways

You can reference the matrix at anytime

## Student Rollout

Jason will be speaking with the students on Friday May 1st at each of the dances





# WHY REINFORCE BEHAVIOR?

- ✓ **MORE LIKELY** to occur again (students know they are doing the right thing)
- ✓ Clarify & Practice **EXPECTATIONS**
- ✓ Establish & maintain positive student-adult **RELATIONSHIPS** in the school community

# HOW TO REINFORCE BEHAVIOR?

- ✓ **Be Relevant:** Consider students' developmental, cultural & learning history
  - Use more reinforcement when a skill is *new*
- ✓ **Be Specific!** Make sure students know exactly what you're reinforcing
- ✓ **Be Positive!** Draw more attention to the desired skill than the problem behavior.

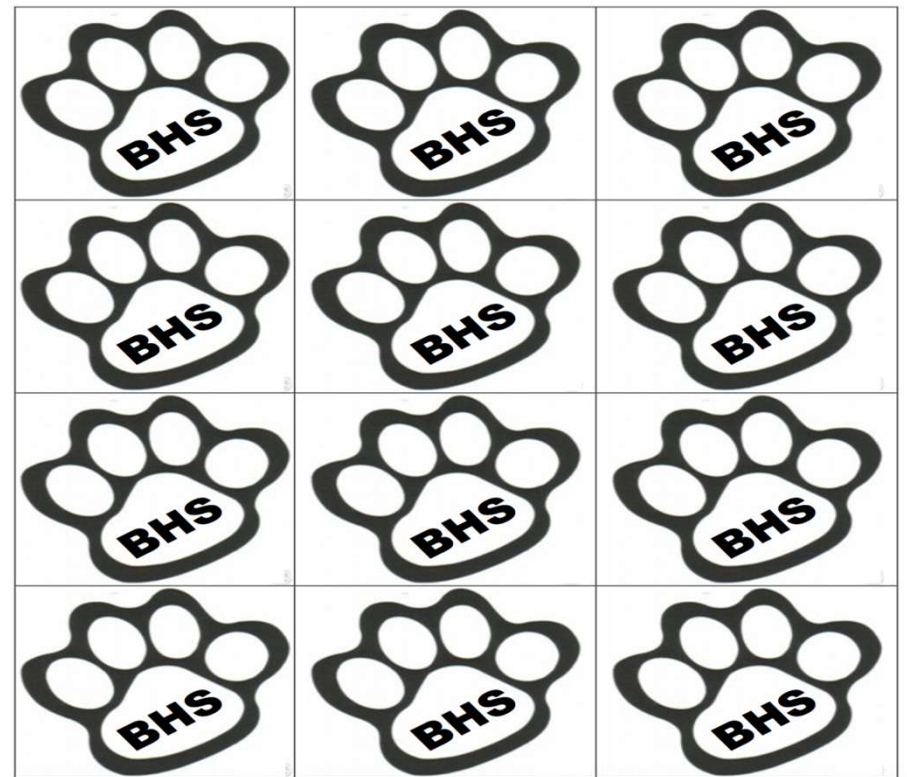
**...AND ALWAYS REMEMBER!**

**Reinforcement is provided *after* a desired behavior occurs.**

**Reinforcement is *earned*.**

**Reinforcement should not be removed if an undesirable behavior occurs later.**

## PAWS



School wide  
process for  
responding to  
challenging  
behavior



# WHAT IS A CONSEQUENCE SYSTEM?

Clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed vs. staff-managed problems.

## Examples

- Office Discipline Referral forms that emphasize school-wide expectations
- Procedures outlines for entering events into SIS/ASPEN

# CONSEQUENCE SYSTEM

Link to [Behavior Definitions](#)

Link to [Out of Classroom Referral](#)



**Teacher/Staff  
managed Behaviors**

Re-direct student.

**Intervention 1:**  
Re-teach appropriate  
behavior to meet  
PRIDE expectations.  
-Document Minor

**Intervention 2:**  
Re-teach & Verbal  
Reflection.  
Discuss behavior one  
to one, review PRIDE  
expectations.  
-Document Minor

**Intervention 3:**  
Written Behavior  
Reflection Sheet &  
Contact Home  
(phone/sheets)  
-Document Minor

**Intervention 4:**  
call office/ send  
student and ODR  
sheet with  
documented minors.

Is the behavior  
a Teacher/Staff  
Managed or  
Office Managed

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Inappropriate language -Name Calling	Abusive language -Racial taunting
Physical contact (reaction) -Wrestling w/another student -pushing/shoving/kicking -biting (w/no marks)	*Fighting/ physical aggression (intent) -kicking, hitting, pushing, shoving, biting, etc. w/intent to do harm
Disrespect -Talking back	*Leaving School Grounds w/out permission
Defiance -Not completing class work -Not following directions/ non compliance	*Threat or Intimidation/ Bullying -Verbal threats of aggression against another person
Observable behavior -running in the hallway -poor line behavior -throwing food	*Vandalism of personal/ school property
Disruptive -tattling -distracting other students	Weapons/Dangerous Items -knives, bullets, lighters, matches, etc.
Property misuse -"snooping" in other's desk or bags	Lying/cheating -Forgery
Dress code violation -Inappropriate language on clothing	Harassment
Stealing -petty theft=w/little or no value	*Theft -major theft=items of high value

**Office  
managed Behaviors**

**Intervention 1:**  
Call to notify office of major  
infraction, student to be  
picked up or sent to office.  
-Write ODR

**Intervention 2:**  
Student conference with  
administration. Reflection/  
re-teach/rehearse behavior.

**Intervention 3:**  
Administration determines  
and assigns consequences  
according to policy.

**Intervention 4:**  
Parent Contact (phone/  
sheet) and administrator  
provides teacher with  
feedback.

Incident entered on SWIS.

If behavior continues and  
interventions are not  
modifying behaviors refer to  
watch team.

Please note...

School wide  
process for  
using data to  
drive  
instruction



# WHAT IS A DATA SYSTEM?

School Teams use multiple sources of data at least monthly for decision-making.

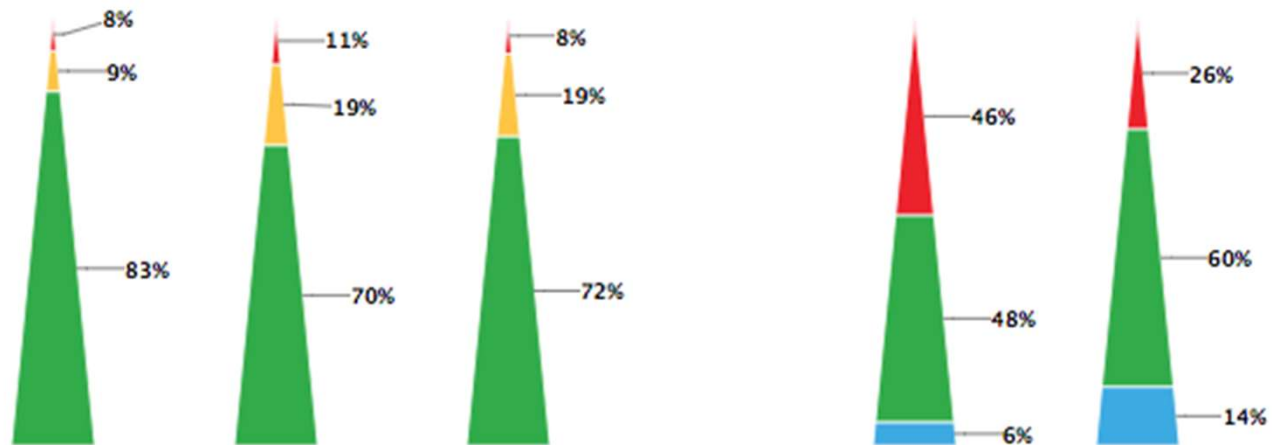
## Examples:

- BIMAS-2
- SIS Conduct
- Attendance
- Office Discipline Referrals (ODR)
- Out of Class Referrals (OCR)

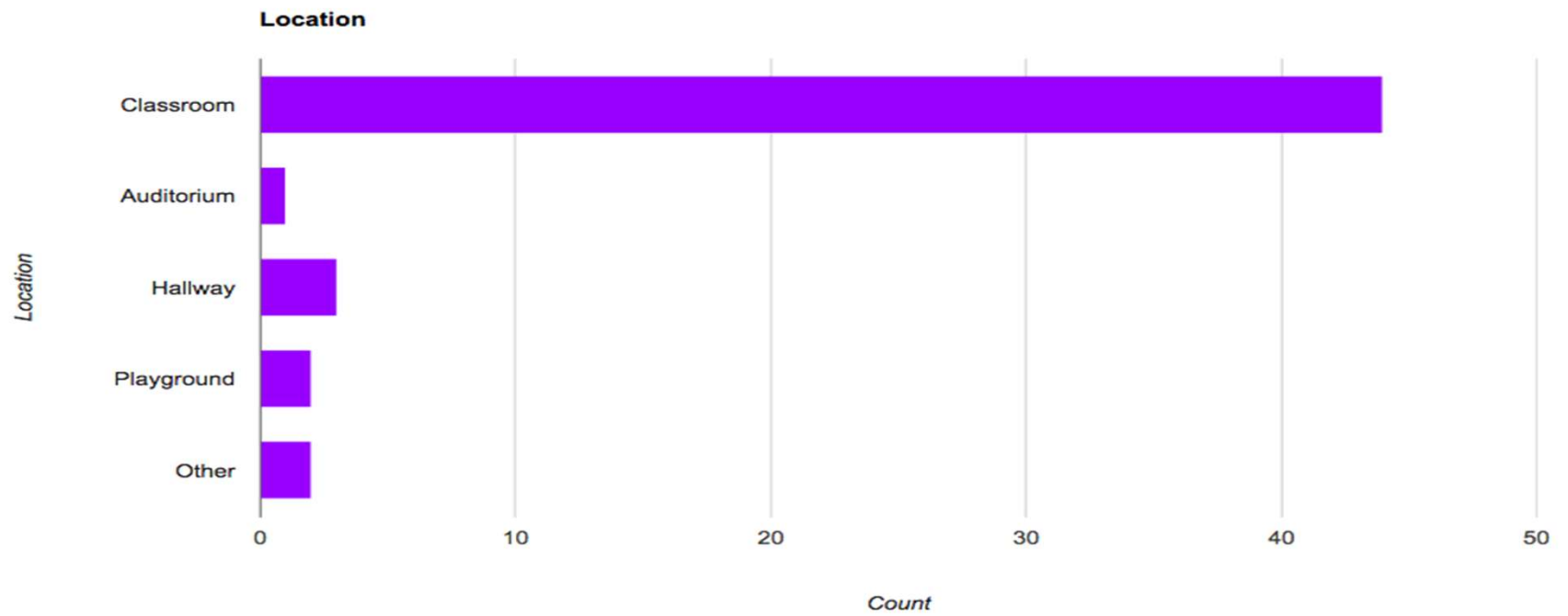
BIMAS-2



## BIMAS- FALL 2017



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	45 (8%)	63 (11%)	49 (8%)	Concern	268 (46%)	151 (26%)
Some Risk	55 (9%)	110 (19%)	112 (19%)	Typical	281 (48%)	350 (60%)
Low Risk	481 (83%)	408 (70%)	420 (72%)	Strength	32 (6%)	80 (14%)
Total	581 (100%)	581 (100%)	581 (100%)	Total	581 (100%)	581 (100%)



6-8 Green Sheets ▾

Grade ▾

Name ▾

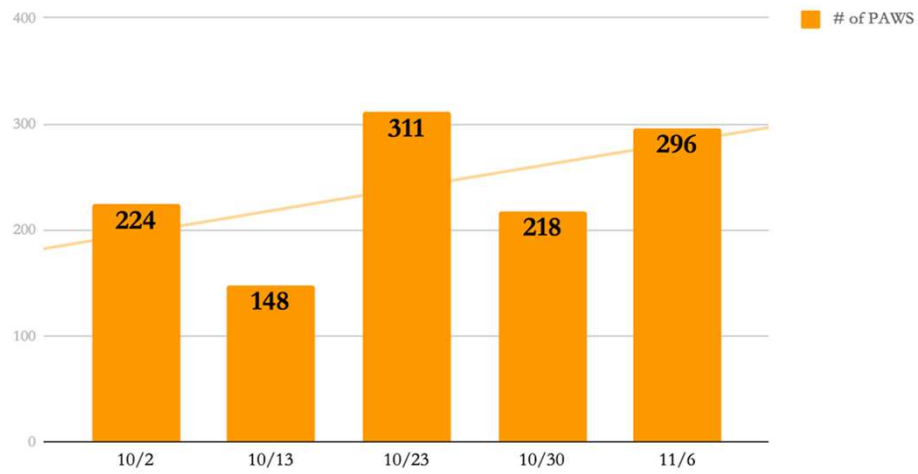
Location ▾

Behavior ▾

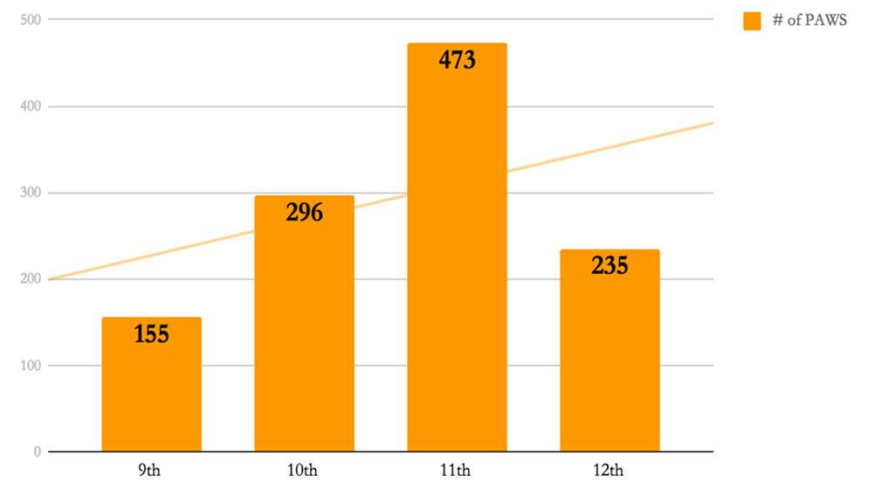
Motivation ▾

# Total PAWS

Weekly PAW Counts



Weekly PAW Counts - By Grade





What data systems  
do you use?



# SOCIAL EMOTIONAL LEARNING

**SEL:** Is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relations, make responsible decisions, and handle challenging tasks effectively.

-CASLE 2005

Second Step

DBT in Schools

Open Circle

Zones of Regulation



“If a child doesn’t know how to read, *we teach.*”

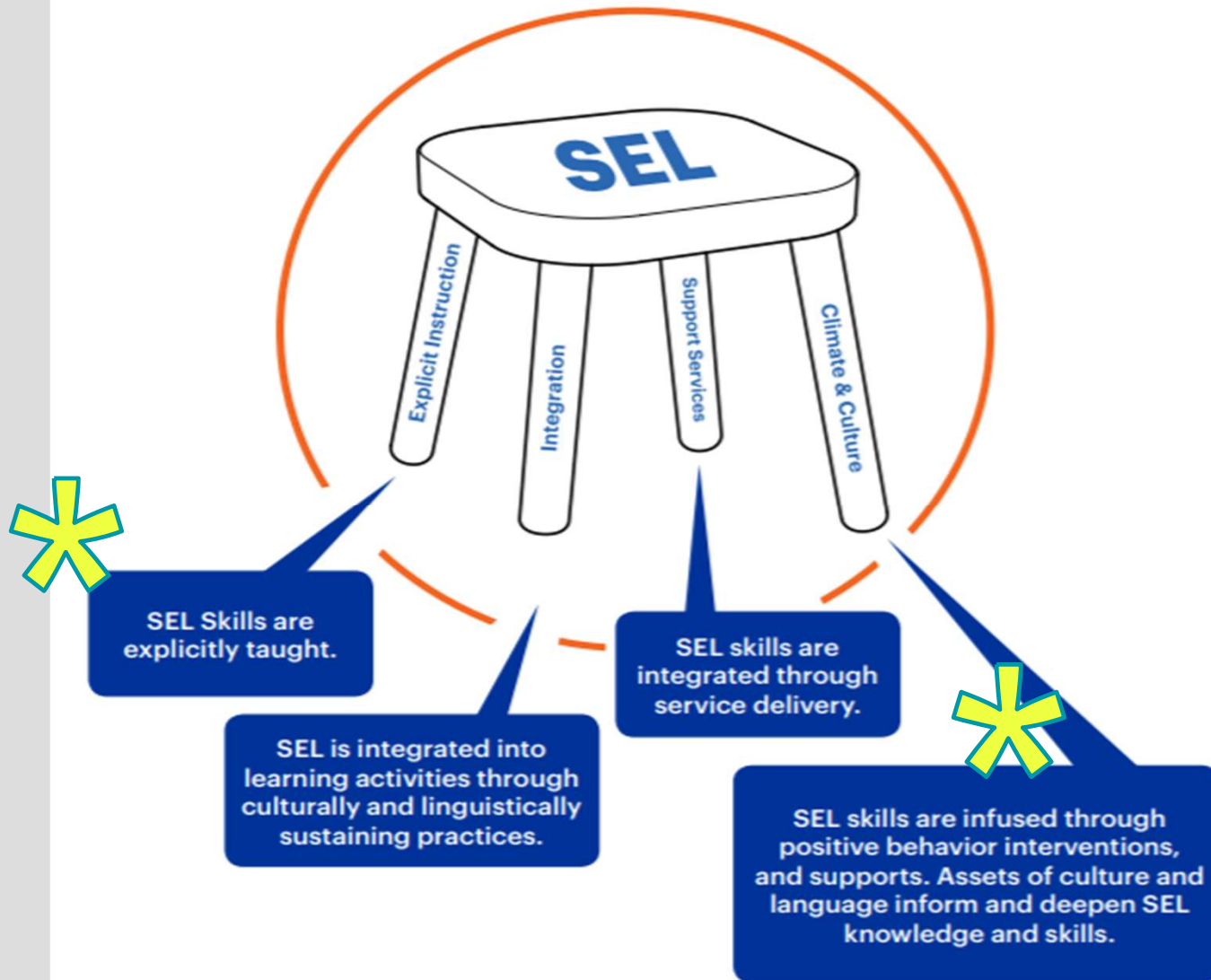
“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we...*  
*...teach? ...punish?*”

“**Why** can’t we finish the last sentence as automatically as we do the others?”



**11%  
academic  
gains**

IMPACT

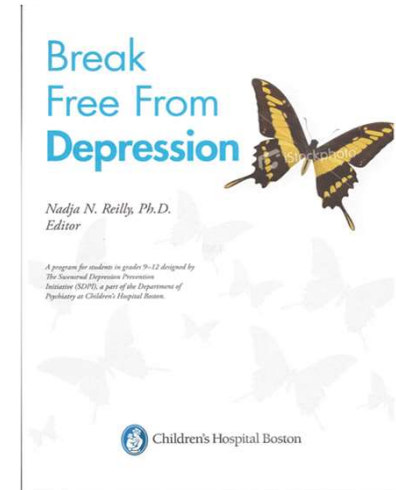


Source: **The Missing Piece**

**11:1  
return on  
investment**

**“** *Despite their importance to education, employment, and family life, the major educational and school reforms of the K-12 system over the last few decades have not focused sufficiently on the socio-emotional factors that are crucial to learning.*

SEL IMPACT





## SECOND STEP VIDEO





## SEL 3 Signature Practices Adult SEL%second clip

Collaborative for Academic, Social, and Emotional Learning (CASEL) • [Follow](#)



Share

# SEL 3 Signature Practices





# WELCOMING RITUALS

## SEL SIGNATURE PRACTICES

### WELCOMING RITUAL (1-9 minutes)

#### Activities for Inclusion

Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful these activities must be: carefully chosen, **connected to the learning of the day** and engagingly facilitated.

## EXAMPLES

### Classroom Examples:

- “Do Now” Homework Helpers
- Class circles
- Name games / Greet warmly by name
- Morning Meeting
- Writing Prompts / Partner Discussions

### School-Wide Examples:

- Adults express joy in seeing students and welcome students into the classroom.
- Glad to see late arrivals.
- Morning announcements include student voice.

# ENGAGING PRACTICES

## ENGAGING PRACTICES (1-15 minutes) Sense Making & “Brain Breaks”

Engaging practices are brain compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build adult SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory. (Otherwise it is soon forgotten.)

### Classroom Examples:

- Directly teach SEL skills through evidence-based programs.
- Turn To Your Partner: Sharing and listening to make sense of new input,
- Co-create working agreements with your students.
- Brain Break - Stand and Stretch: Refresh and reset the brain; include movement and making connections.
- Opportunities for Interaction: ‘Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group.

## OPTIMISTIC CLOSURES

### OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward

End the day by having students reflect on, and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, can connect school to home, and create a moment of looking forward to returning tomorrow.

### OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward

End the day by having students reflect on, and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, can connect school to home, and create a moment of looking forward to returning tomorrow.

TIER 2

Check-in/ Check-Out

Coping Cat

DBT

EF

INTERVENTION  
FIDELITY

Check-in/ Check-Out

Coping Cat

DBT

EF

TIER 3

Individual Counseling

MH Partner Referral

Student Success Plan

Mentoring

ADDITIONAL  
RESOURCES/  
TRAININGS

Psychological First Aid

PREPaRE 1 and PREPaRE 2

DBT

CBITS

Implementation Science

Universal Screening

MH Partnerships

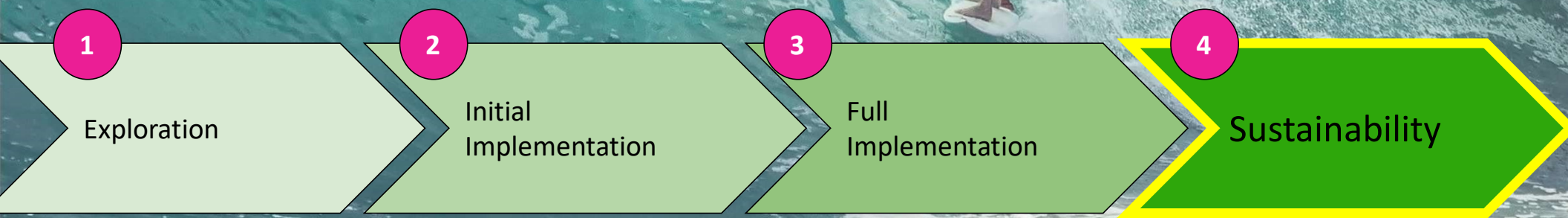
MTSS

Progress Monitoring



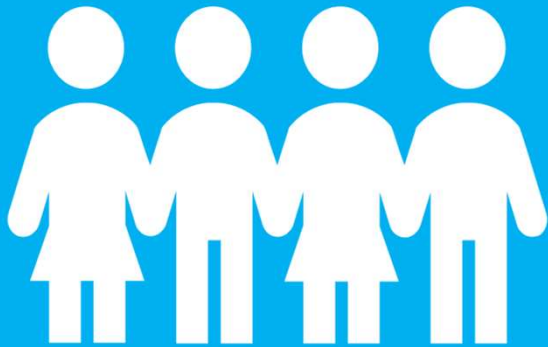
# Ideas are easy. **Implementation is hard.**

-Guy Kawasaki





# Breakout Rooms



- Complete the 3-2-1 activity sheet
- Discuss in the breakout rooms

# NASP PRACTICE MODEL

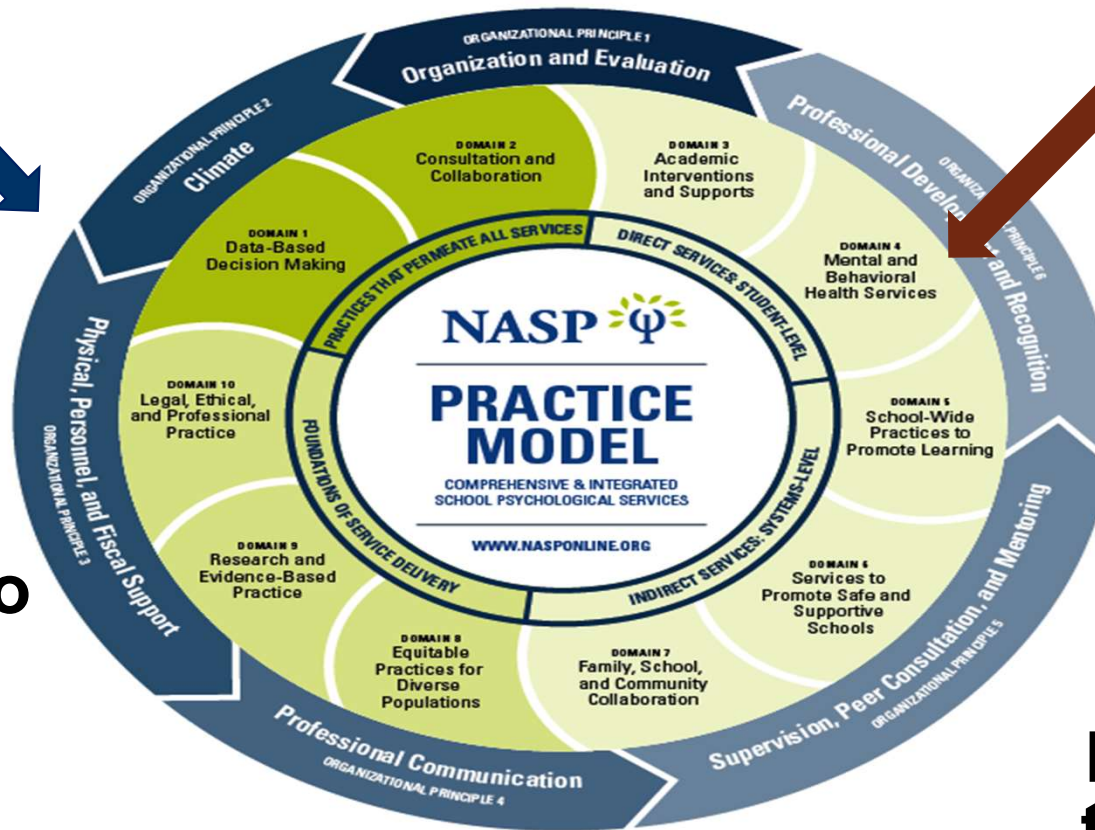
Advocacy and Your Expanded Role

# THE NASP PRACTICE MODEL

- ✓ **Provides** the framework for the scope of school psychological services
- ✓ **Defines** how systems support comprehensive service delivery
- ✓ **Equips** schools to leverage school psychologists' skills and expertise to improve student and school outcomes
- ✓ **Enables** schools to improve/expand service delivery even as they work to improve ratios and organizational capacity over time.

## 6 Organizational Principles

Create the systems necessary to support effective service delivery.



## 10 Domains of Practice

Define school psychologists' training, skills, and knowledge.

# 10 DOMAINS OF PRACTICE

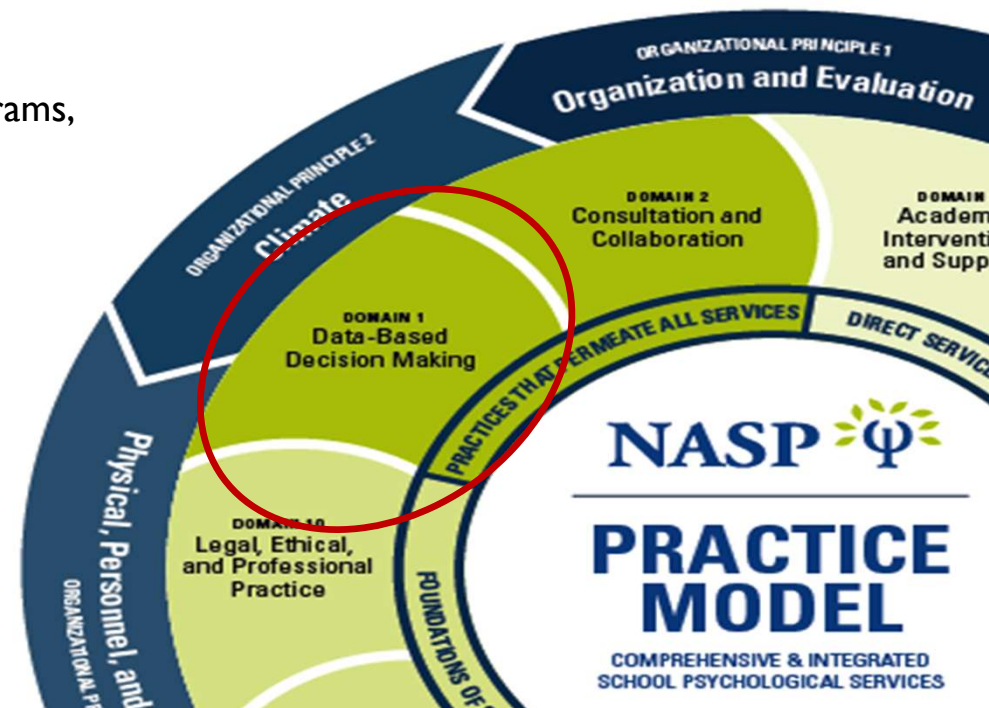
*Knowledge, training, and skills to meet the needs of students, families and schools*



# PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

## Domain 1: Data-Based Decision Making

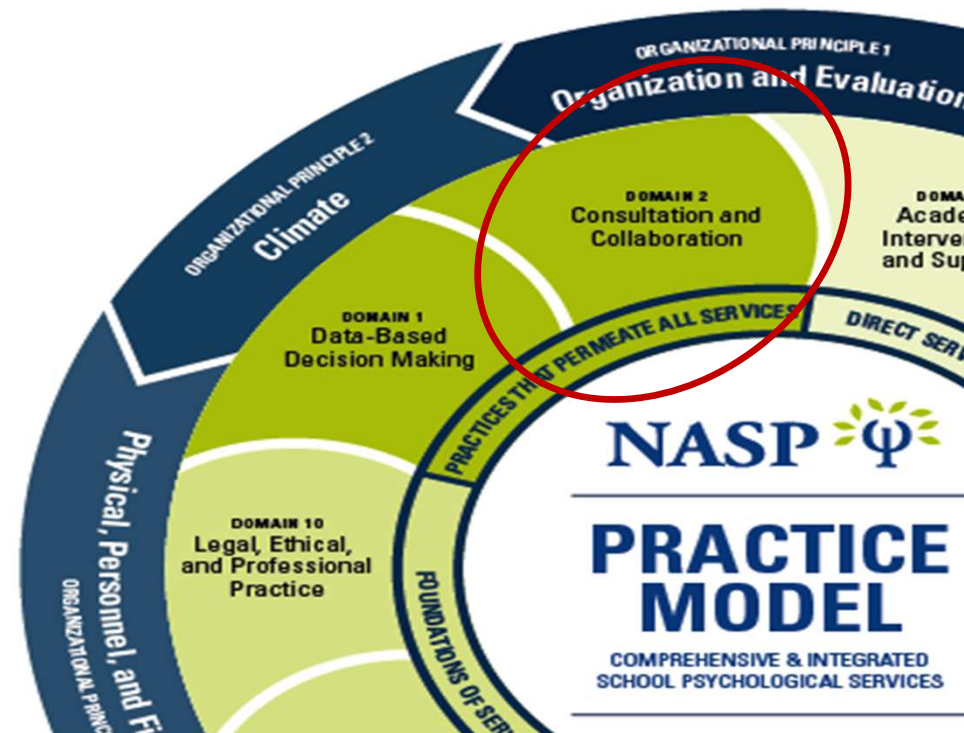
- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.



# PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

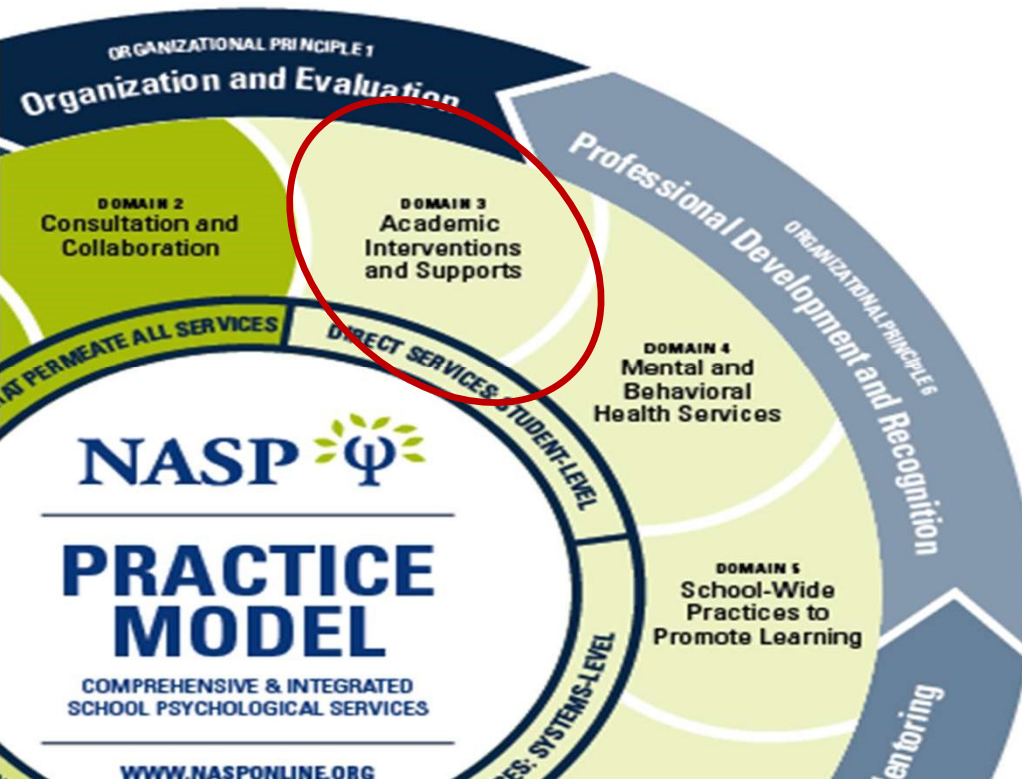
## Domain 2: Consultation & Collaboration

- School Psychologists have knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services.



# DIRECT SERVICES—STUDENT LEVEL

## Domain 3: Academic Interventions & Instructional Supports



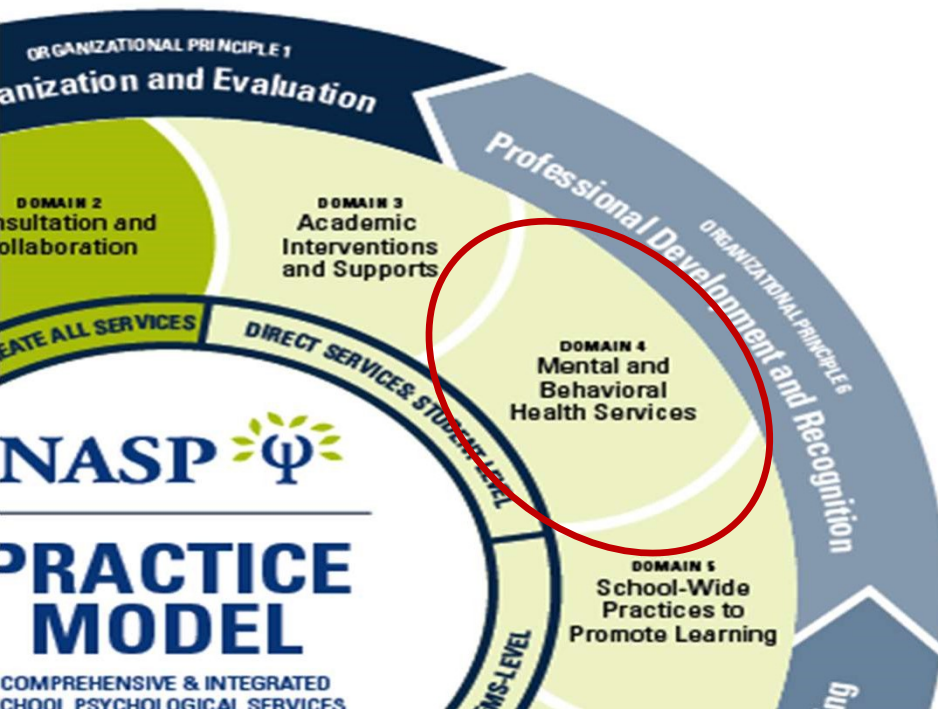
- School psychologists use assessment and data collection methods to implement and evaluate services that support academic skill development.
- Requires understanding of biological, cultural, and social influences on academic skills.



# DIRECT SERVICES—STUDENT LEVEL

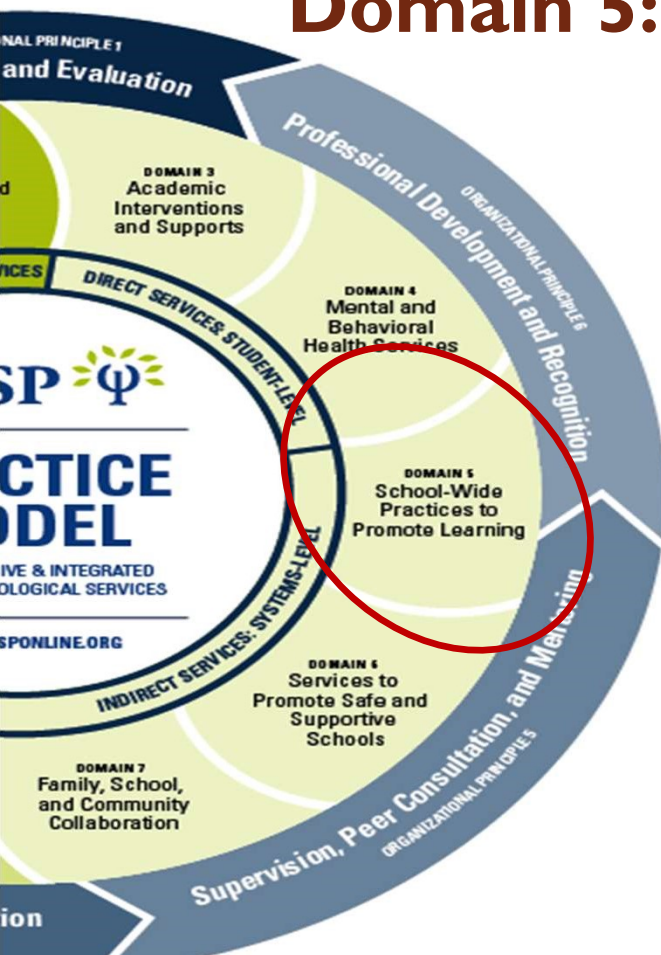
## Domain 4: Mental & Behavioral Health Services & Interventions

- School psychologists design, implement, evaluate services to promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- Understanding of behavioral and emotional impacts on learning and of evidence-based strategies to promote social-emotional functioning.



# INDIRECT/SYSTEMS-LEVEL SERVICES

## Domain 5: School-Wide Practices to Promote Learning



- School psychologists develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- Knowledge about systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior and mental health.

# INDIRECT/SYSTEMS-LEVEL SERVICES

## Domain 6: Services to Promote Safe & Supportive Schools



- School psychologists promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- Knowledge of research related to social-emotional well-being, resilience, and risk factors in learning and mental and behavioral health; services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

# Indirect/Systems-Level Services

## Domain 7: Family, School, and Community Collaboration



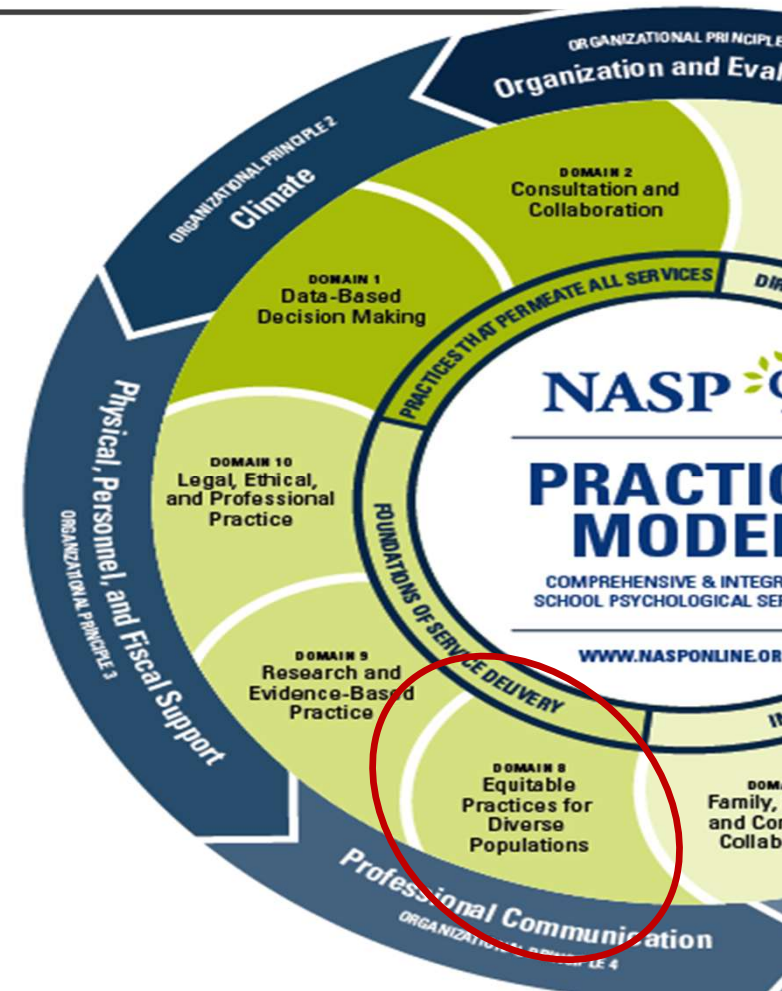
- School psychologists design, implement, and evaluate services that respond to culture and context.
- Facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.



# FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

## Domain 8: Equitable Practices for Diverse Student Populations

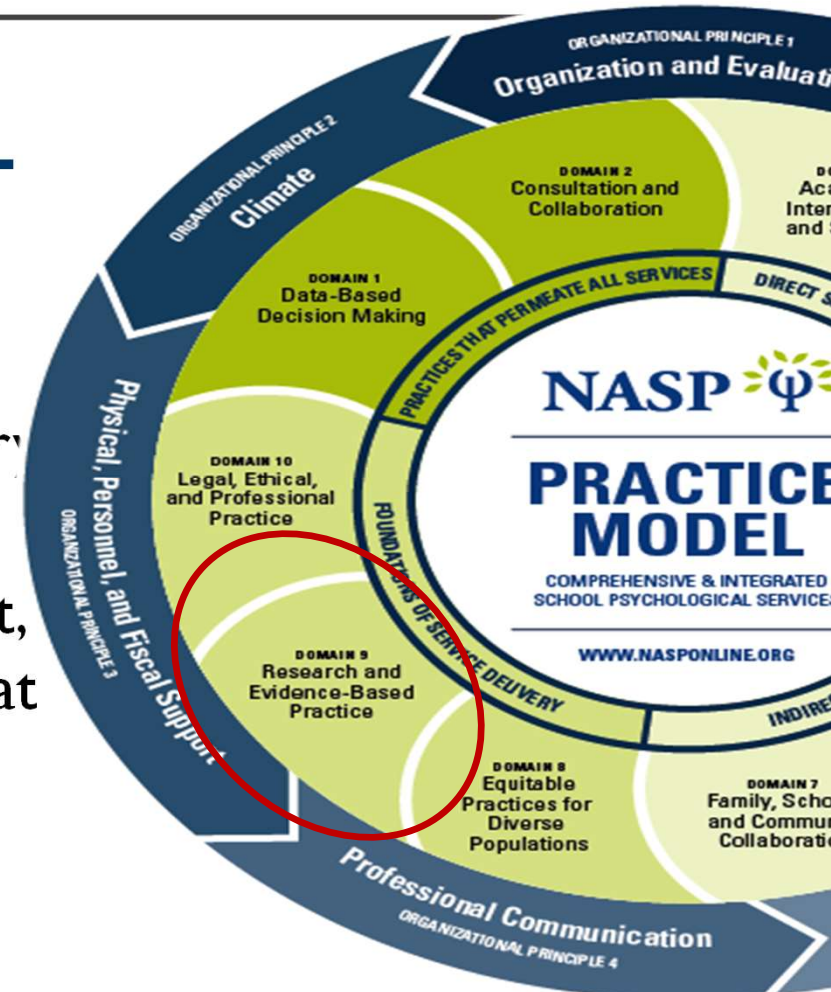
- School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.
- Advocacy for social justice and equity that eliminates systemic barriers for minoritized populations and ensures that each student receives what they need to benefit from opportunities.



# FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

## Domain 9: Research & Evidence-Based Practice

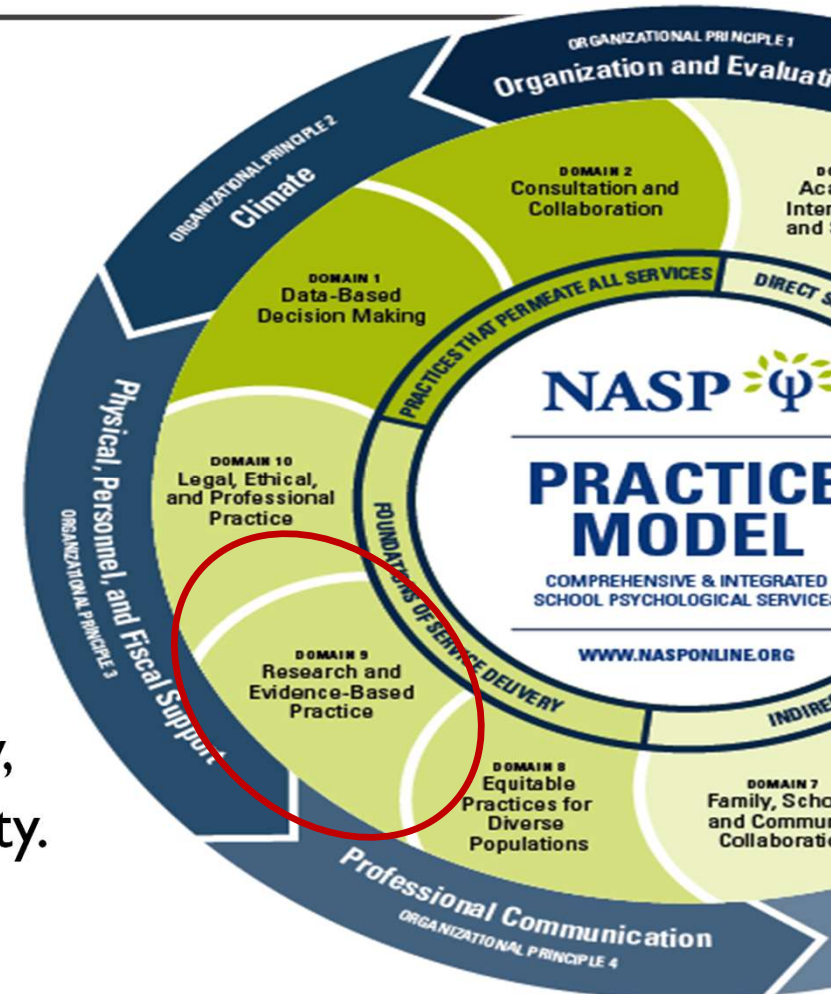
- School psychologists evaluate and apply research as a foundation for service delivery
- Use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and systems levels.



# FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

## Domain 10: Legal, Ethical, & Professional Practice

- School psychologists apply professional work characteristics needed for effective practice, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and commitment to social justice and equity.



# 6 ORGANIZATIONAL PRINCIPLES

*Culture, systems, and conditions that facilitate effective service delivery*





# ORGANIZATIONAL PRINCIPLES

1. Organization & Evaluation of Service Delivery
2. Climate
3. Physical, Personnel, & Fiscal Support Systems
4. Professional Communication
5. Supervision, Peer Consultation, & Mentoring
6. Professional Development & Recognition Systems



# 1:500 RECOMMENDED RATIO

*Sustainable professional capacity to support teachers' ability to teach and ensure that all students are ready and able to learn*



## COMMON BARRIERS TO IMPLEMENTING THE NASP PRACTICE MODEL

- Limited understanding of broad scope of practice
- Narrow role defined by district
- Poor ratios of school psychologists to students
- Critical shortage of school psychologists and positions to fulfill the role
- Funding structures

# OVERCOMING BARRIERS TO IMPLEMENTING THE PRACTICE MODEL

## Improving the Ratio

- Immediately
  - Communicate benefits of a comprehensive role to school board and district leaders to advocate for positions
  - Collect/share data with key stakeholders on services delivered, outcomes, and ratio comparisons
- Next steps
  - Collaborate with local universities to develop and enhance practicum or internship programs
  - Align job description and personnel evaluations with the NASP Practice Model
- Long-term
  - Align pay and benefits packages with the comprehensive training and educational requirements of the field
  - Consider additional stipends for national certification to attract school psychologists to your district

# OVERCOMING BARRIERS

## Enhancing Services

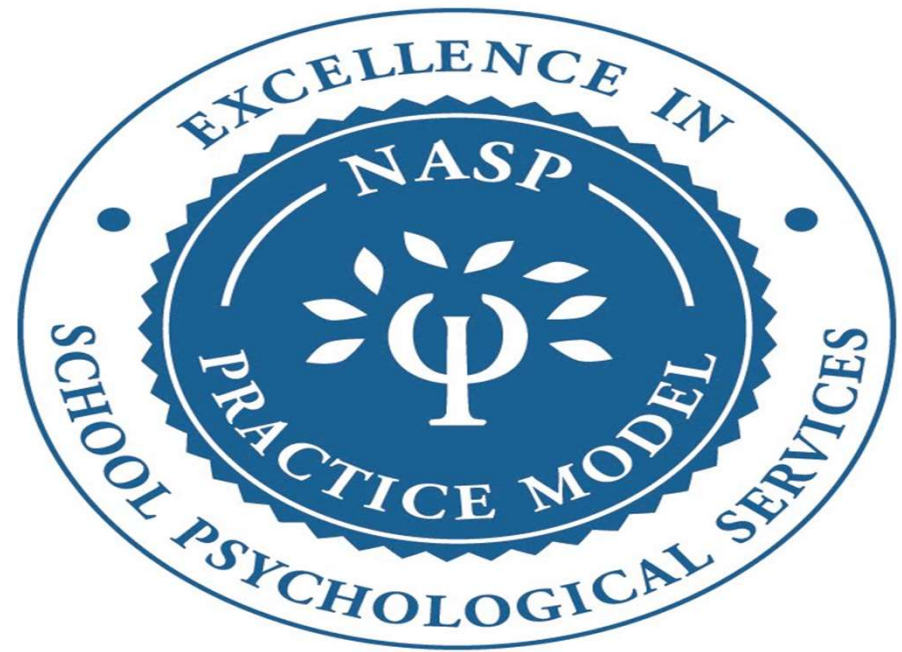
- Immediately
  - Have school psychologists take the NASP Self-Assessment to help determine service-based PD needs
  - Offer PD specific to helping school psychologists hone their skills within each domain
- Next Steps
  - Conduct service needs assessment
  - Use self-assessment data and needs assessment to determine where school psychs spend their time and what could be done differently
  - Align school psychological services evaluation with the NASP Practice Model
  - Include school psychologists in systems level activities
- Longer-Term
  - Ensure supervision and mentoring of school psychologists by school psychologists
  - Provide opportunities for school psychologists to serve on district leadership teams and in administrative capacities

# EXCELLENCE IN SCHOOL PSYCHOLOGY RECOGNITION PROGRAM OVERVIEW



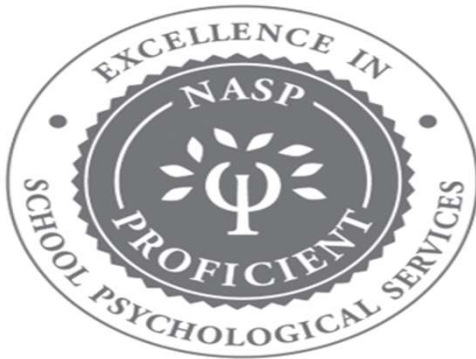
# ESPS RECOGNITION PROGRAM

- Recognizing school districts proactively working to implement comprehensive school psychological services.
- Designed both to support implementation of the organizational principles defined in the NASP Practice Model and to acknowledge the success and progress of districts in meeting them.
- In second year of program.



[www.nasponline.org/standards/practice-model/](http://www.nasponline.org/standards/practice-model/)

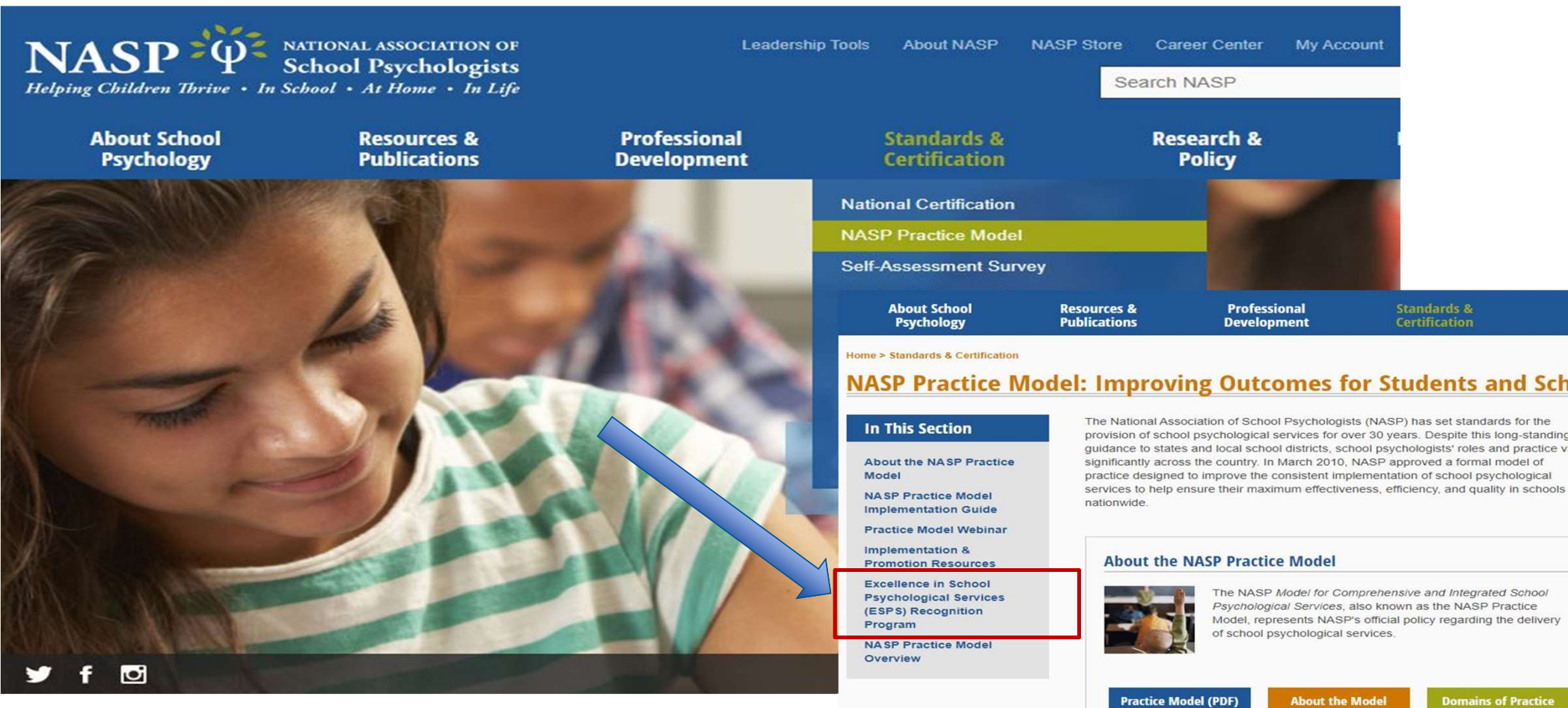
# ESPS RECOGNITION PROGRAM




- Structured evaluation tool
- Method to facilitate change
- Mechanism to raise awareness of school psychologists' value
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits for district
- Formal, public recognition
- 4 levels of recognition to highlight growth over time



# ACCESSING ESPS INFORMATION



The screenshot displays the NASP website interface. At the top, the NASP logo and tagline "Helping Children Thrive • In School • At Home • In Life" are visible. Navigation links include "Leadership Tools", "About NASP", "NASP Store", "Career Center", and "My Account". A search bar is labeled "Search NASP". Below the header, a main navigation bar features categories: "About School Psychology", "Resources & Publications", "Professional Development", "Standards & Certification", and "Research & Policy". The "Standards & Certification" section is expanded, showing sub-links: "National Certification", "NASP Practice Model" (highlighted in green), and "Self-Assessment Survey". Below this, a secondary navigation bar repeats the main categories. The main content area is titled "NASP Practice Model: Improving Outcomes for Students and Schools". It includes a breadcrumb trail "Home > Standards & Certification". A sidebar titled "In This Section" lists links: "About the NASP Practice Model", "NASP Practice Model Implementation Guide", "Practice Model Webinar Implementation & Promotion Resources", "Excellence in School Psychological Services (ESPS) Recognition Program" (highlighted with a red box), and "NASP Practice Model Overview". A blue arrow points from the "Excellence in School Psychological Services (ESPS) Recognition Program" link to the main content area. The main content area contains a paragraph about NASP's standards and a section titled "About the NASP Practice Model" with a small image and text. At the bottom, there are three buttons: "Practice Model (PDF)", "About the Model", and "Domains of Practice".

**NASP**  **NATIONAL ASSOCIATION OF School Psychologists**  
*Helping Children Thrive • In School • At Home • In Life*

Leadership Tools About NASP NASP Store Career Center My Account

Search NASP

About School Psychology Resources & Publications Professional Development **Standards & Certification** Research & Policy

National Certification  
**NASP Practice Model**  
Self-Assessment Survey

About School Psychology Resources & Publications Professional Development **Standards & Certification**

Home > Standards & Certification

## NASP Practice Model: Improving Outcomes for Students and Schools

**In This Section**

- About the NASP Practice Model
- NASP Practice Model Implementation Guide
- Practice Model Webinar Implementation & Promotion Resources
- Excellence in School Psychological Services (ESPS) Recognition Program**
- NASP Practice Model Overview

The National Association of School Psychologists (NASP) has set standards for the provision of school psychological services for over 30 years. Despite this long-standing guidance to states and local school districts, school psychologists' roles and practice vary significantly across the country. In March 2010, NASP approved a formal model of practice designed to improve the consistent implementation of school psychological services to help ensure their maximum effectiveness, efficiency, and quality in schools nationwide.

### About the NASP Practice Model

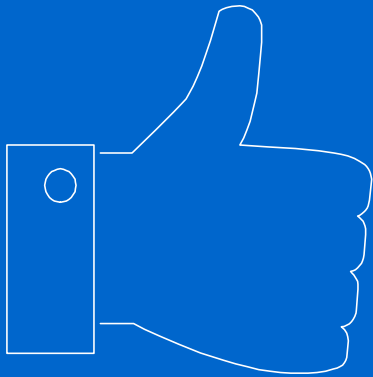
The NASP Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model, represents NASP's official policy regarding the delivery of school psychological services.

Practice Model (PDF) About the Model Domains of Practice

# SUPPORTING STAFF SELF-CARE

Created by: Jennifer Corish-White

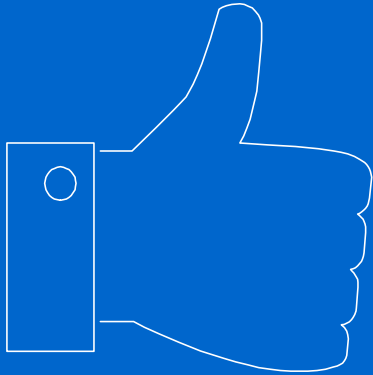
## STRATEGIES FOR STAFF SELF-CARE



### ❑ Practice mindfulness.

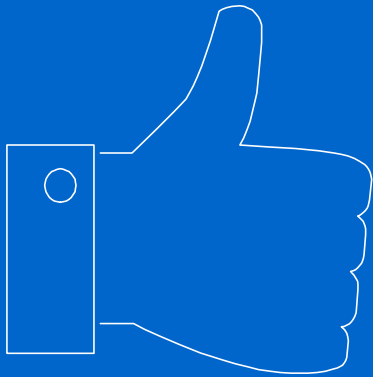
- ❑ Non-judgmental, present-moment awareness is good for teachers' mental health and can enhance their relationships with students. Several mindfulness studies with educators indicate that a few weeks of practice may result in a decrease in burnout and an increase in emotion regulation and resilience.
- ❑ Regular mindfulness practice may also influence the way teachers view and relate to their students. After nine weeks of mindfulness practice, some teachers report that they are more likely to positively evaluate challenging students and that they have a greater tendency to forgive them.

## STRATEGIES FOR STAFF SELF-CARE



- ❑ **Be kind to yourself.** Researcher **Kristin Neff** describes “[self-compassion](#)” as “the practice of quieting the inner critic, replacing it with a voice of support, understanding, and care for oneself.” Studies suggest that adults high in self-compassion and well-being experience less [burnout](#), anxiety, depression, and self-criticism, and an increase in coping skills and [well-being](#).
- ❑ **Challenge your thoughts.** Cognitive [reappraisal](#) involves questioning and shifting your interpretation of a situation or event, and many studies show that it can help to lessen both emotional and physical feelings of [anxiety](#) and buffer our [stress response](#).
- ❑ **Learn to identify and name your emotions.** In a review of multiple studies, [researchers](#) found that emotional suppression, avoidance, and denial are related to an increase in mental health challenges. On the other hand, research suggests that actually [labeling our emotions](#) can decrease the amygdala response—or the part of the brain associated with emotional responses. In other words, “name it to tame it.”

## STRATEGIES FOR STAFF SELF-CARE



- ❑ **Get up and moving.** Research studies clearly demonstrate that regular [physical exercise](#) can bolster your quality of life, but did you also know that simply doing things that you don't necessarily feel like doing can also lift your spirits? Twenty research studies link [behavioral activation](#)—or engaging in activities despite feeling depressed or isolated—with greater happiness and well-being.
- ❑ **Seek support from friends or colleagues.** Research tells us that [social support](#) can make us more resilient to stress, mitigating the effects of [secondary traumatic stress and burnout](#). We simply cannot do this work alone, and there are lots of opportunities to connect (especially if you feel like you don't have the time). Join a professional learning community, meet other teachers weekly at a restaurant or bar to grade papers and talk. Run together, practice mindfulness together, or spend five minutes each morning doing yoga stresses before class.

# WHAT'S IN YOUR TOOLBOX?

Share  
Out



- What tools, tips, techniques or ideas to you have for self care & well being that our **entire community** might benefit from?
- What self-care intentions will you set for the remainder of the school year?

**Share out in the chat box!**

## QUESTIONS AND FEEDBACK



## REFERENCES

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Merikangas et al. Lifetime prevalence of mental disorders in U.S. adolescents: results from the National Comorbidity Survey Replication—Adolescent Supplement (NCS-A). *Journal of the American Academy of Child & Adolescent Psychiatry*. 2010 October; 49(10): 980-9

Adverse Childhood Experiences Study

[www.acesstudy.org](http://www.acesstudy.org)

Adverse Childhood Experiences Study [www.acesstudy.org](http://www.acesstudy.org)

Boston Public Health Commission (2014). *Trauma Awareness and Resilience*. Boston, MA

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Lazarus, P.J. (1998). *Trauma and children: A parent handout for helping children heal*. National Association of School Psychologists, Bethesda, Maryland. [www.nasponline.org](http://www.nasponline.org).

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National Clearinghouse on Child Abuse and Neglect Information (2004). *Child Maltreatment 2002: Summary of Key Findings*. NAIC, Washington, D.C. [www.nccanch.acf.hhs.gov/pubs/factsheets/canstats.cfm](http://www.nccanch.acf.hhs.gov/pubs/factsheets/canstats.cfm).



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Perry, B.D. (2001). The neurodevelopment impact of violence in childhood. In D. Shetky & E. P. Benedek, Eds. *Textbook of Child and Adolescent Forensic Psychiatry*. American Psychiatric Press, Washington, D.C. (Note: Additional information and resources by Dr. Perry and his colleagues can be found at [www.childtrauma.org](http://www.childtrauma.org) and [www.scholastic.com](http://www.scholastic.com))

Perry, B.D. *Principles of working with traumatized children: Special considerations for parents caregivers, and teachers*. The Child Trauma Academy. [www.childtrauma.org](http://www.childtrauma.org).

Perry, Bruce. *Creating an emotionally safe classroom*. [www.teacher.scholastic.com/professional/bruceperry/safety\\_wonder.htm](http://www.teacher.scholastic.com/professional/bruceperry/safety_wonder.htm).

Schwartz, E.D. & Perry, Bruce (1994). The post-traumatic response in children and adolescents. *Psychiatric Clinics of North America*, 17 (2) 311-326. Urie Bronfennbrenner

van der Kolk, B.A., & Fislir, R. (1994). Childhood abuse & Neglect and loss of self-regulation. *Bulletin of Menninger Clinic*, 58, 145-168.

## RESOURCES

- How Trauma is Changing Children's Brains  
<http://neatoday.org/2016/05/17/trauma-and-children/>
- Child Trauma Toolkit for Educators:  
<https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- Preventing Adverse Childhood Experiences (ACEs)  
<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>
- Helping Traumatized Children Learn 1  
<https://drive.google.com/file/d/1IIEQmwHwzflAurPpBbHXmzOBkL64HhHd/view?usp=sharing>
- Helping Traumatized Children Learn 2 Creating and Advocating for Trauma-Sensitive Schools  
<https://drive.google.com/file/d/0B0XbwYQXLhboQXRJc29MYXVCQVU/view?usp=sharing>
- NASP Framework for Effective School Discipline  
<https://www.nasponline.org/disciplineframework?fbclid=IwAR33pgO0I7tdrkV2WQKeb4ehaMwHqAJFiTasdLC8O4fCcPF59maepUEXq2U>

School Reentry Considerations

<https://drive.google.com/file/d/1MkVqhFnUykde0hDWUB9OOwuCNoSTlQdh/view?usp=sharing>

## WEBSITES

- CASEL
- NASP
- NTSN
- Second Step
- BPS Comprehensive Behavioral Health Model (CBHM)
- [www.cbhmboston.org](http://www.cbhmboston.org)
- Child Welfare Information Gateway
- [www.childwelfare.gov](http://www.childwelfare.gov)
- Collaborative for Academic, Social and Emotional Learning
- [www.casel.org](http://www.casel.org)
- National Association of School Psychologists
- [www.nasp-online.org](http://www.nasp-online.org)