How to Utilize Pupil Personnel Services Professionals to Address Behaviors, School Climate, and Absenteeism

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February 5, 2020
November 1, 2019: Mental health disorders affect 1 in 5 children.

Between 2011-2015, emergency departments saw a 28% increase in mental health visits (31.3 to 40.2 visits per 1000 youth) with the largest increases occurring in teens (54%), African-Americans (53%), and Hispanics (91%).

The need...
Workshop Outcomes

Participants will:

● Understand how Pupil Personnel Services (PPS) credentialed professionals can help meet LCAP goals;
● Discover the similarities and differences between school counselors, psychologists, social workers, and school nurses work as part of school site teams to best support students; and,
● Recognize the strategies PPS professionals employ to address:
  ○ Behaviorally challenged students;
  ○ School climate; and,
  ○ Chronic absenteeism.
What is the Pupil Services Coalition?
Who Are We?

- California Association of Pupil Personnel Administrators (CAPPA)
- California Association of School Psychologists (CASP)
- California Association of School Counselors (CASC)
- California School Social Workers Association (CSSWA)
- California School Nurses Organization (CSNO)

Supported by:

- California Teachers Association (CTA)
- National Association of Social Workers (NASW)
- California Department of Education (CDE)
California Pupil Services Coalition (PSC) Vision Statement

- Improve the availability of student support services to all students in California schools
- Increase the student support staffing ratios
- Create a collaborative learning support service in every school district in California
- Improve the quality of family and community involvement in public schools
- Improve the academic and social success of all students in California Public Schools
Student Support Services
Support Services Lead to Student Success

● For each student to achieve at school, they should have a safe school environment, a positive self concept, a supportive and engaged adult and access to health and mental health services.

● A comprehensive pupil support team should have a member from each of the learning support professions that can focus on early intervention and prevention services.
A Number of Studies Indicate the Benefits of Student Support Teams

- Early identification and intervention of emotional, learning & academic problems
- Improved student performance
- Reduction in professional isolation/burnout
- Blended funding reduces cost redundancy
- Collaborative team planning and intervention
- Access to resources of other systems
- Services located in least restrictive environment
- Cross fertilization of ideas and information
- Create system translators for each school system
- Provide services to specialized populations
# By the Numbers

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<td>Nurse*</td>
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<td>Psychologist*</td>
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Scenario
Student A:

- Currently enrolled in Grade 11
- Placed on Home and Hospital Instruction for 4-week period of time
  - Attending an outpatient behavioral adolescent treatment clinic
- Student does not have an IEP
  - Review of Cumulative file shows student has gone through SRT and has a Section 504 Plan from Grade 9
- Student’s attendance was strong at beginning of year; now, as semester 2 in full swing, review of record from beginning of year reflects 15 excused absences, six full-day truants, three individual period truants, and various tardiness to period 1.
- Review of Cumulative file reflects student was strong, earning A and B grades through grade 7. Grade 8, student earned D and F grades in all courses except one - Physical Education. No record of team meetings until grade 9 Section 504.
The School Counselor
The California Association of School Counselors is the largest state association representing school counselors in the nation.
Education Code Outlines Program Responsibilities

**Education Code Section 49600.**

(a) The governing board of a school district may provide a comprehensive educational counseling program for all pupils enrolled in the school district. It is the intent of the Legislature that a school district that provides educational counseling to its pupils implement a **structured and coherent counseling program.**
School Counselors

The focus of the work of the school counselor is in three domains: 1) academic, 2) college/career, & 3) social/emotional.
MULTI-TIERED SYSTEM OF SUPPORT

Three Tiers and Three Domains:

1) Social/Emotional
2) Academic
3) Career

The Multi-Tiered, Multi-Domain System of Supports (MTMDSS) depicted in the image to the left is a planning and decision-making framework that utilizes evidence-based practices aligned with assessments to address the needs of ALL students.
BEST PRACTICE
GUIDELINES FOR CALIFORNIA SCHOOL COUNSELORS

Tool for Administrators
The School Counselor and Student A

1. **INVESTIGATE**: What changed between grades 7 and 8? Speak with former school counselor. Have student identify reasons that he was not achieving the same success.

2. **ATTENDANCE**: Explore the attendance issue. Nail down what is really going on.

3. **CONSULT/RESEARCH**: Collaborate with other support service personnel and administrator. Explore possible 504 Plan. See if there is valid reason to continue with it. Are the presenting behaviors the same; triggers the same; etc?

4. **LIAISON**: Between home hospital teacher and teaching staff to ensure lines of communication are good and that coursework is being completed. Manage re-entry into school.

5. **USE BRIEF COUNSELING INTERVENTIONS**: "When do you feel most successful in school?" We would dive into this a bit.

6. **REFERRAL**: Referral resources
Student Mental Health Symposium
Stockton, CA - May 15, 2020
Other “Deep Dive” Professional Development Solutions

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<tr>
<th>CERTIFICATE PROGRAMS</th>
<th>INTENSIVE TRAINING</th>
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<tr>
<td>Restorative Practices</td>
<td>LBGTQ</td>
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<td>Solution Focused Climate Specialist</td>
<td>Preparing students for the 21st Century</td>
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<td>Comprehensive School Counseling</td>
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The School Nurse
Diligent Care for Student Health

A school district is required to give diligent care to the health and physical development of pupils, and may employ properly certified persons for the work.

Diligent care is the safe handling the health and medical needs of students during the school day, as defined by law, in order to fully support Free Appropriate Public Education (FAPE), and providing that care follows state and federal laws, which include licensure.

Ed. Code 49400
### Who Can Provide....

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<tr>
<th>Mandate</th>
<th>Credentialled SN</th>
<th>RN</th>
<th>LVN</th>
<th>Health Clerk</th>
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<td>Medication – Train, supervise</td>
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<td>Section 504 Assessments</td>
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<td>Maintain student health records</td>
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<td>Health Education</td>
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<th>Health Clerk</th>
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<td>Crisis Response</td>
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<td>Yes (follow written plan)</td>
<td>Yes (follow written plan)</td>
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<td>Yes</td>
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<td>Health Counseling</td>
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Credentialed School Nurses Strengthen & Facilitate the Educational Process

- Prevention and early identification
  - Screenings, immunization tracking, in-services, and other trainings for staff
- Supports students with chronic health conditions and specialized physical healthcare services
- Resource for emergencies and disaster preparedness
Improve Student Wellness and Behavior

- Assess, evaluate, and interpret health and developmental status
- Counsel pupils and parents:
  - Identification and utilization of community services
  - Accommodating physical, mental, and social/emotional/behavioral needs
  - Understanding of cultural values, attitudes, and beliefs affecting health behaviors
  - Assistance with financial, transportation, and other barriers to services

The Credentialed School Nurse supports the well-being, academic success, and life-long achievement of students (California School Nurse Organization, 2017)
Increase Academic Achievement

Evidence-based, effectively coordinated, and strategically planned school health programs and services are necessary for closing the academic achievement gap (CDC 2017)

- Early identification of problems
- Manage chronic health conditions
- Utilize assessment data to customize programs and trainings
- Policy development
Reduce Student Absences

- Identify physical, behavioral, and emotional barriers
- Design and implement individual student plans
- Coordinate and collaborate with families, pupils, school staff, health care providers and community agencies
- Conduct in-service trainings and health instruction curriculum
- Implement immunization programs

Chronic absenteeism is linked to poor health outcomes

(AAP 2019)
The School Nurse and Student A

- Home Visit
- Request, review, and interpret physician orders
- Assess current supports and refer to any additional resources
- Create individual health plan
- Collaboration with team
- Consider 504 – any needed accommodations
- Include transition planning
- Create safe harbor in health office
The School Psychologist
School Psychology

- A PPS specialist trained in Psychology within the Education context
  - Assigned to several schools (unless extra time purchased by school)
- National Practice Model with 10 Domains:
  - Data-based Decision Making
    - Placement decision, service/program evaluation, needs assessment
  - Consultation & Collaboration
    - Direct Service & Indirect Service with school personnel and parents (assessment, counseling)
  - System-level Services
    - School-wide intervention (e.g. RtI, PBIS, crisis team)
    - System change (e.g. MTSS)
- Typically focusing on children who have more challenging needs
Vision for Addressing Barriers to Student Learning

- **Individual level**
  - Support student development of strategies and practices to promote success at school
    - Social (friendship, interpersonal skills)
    - Emotional (complete mental health...more positive factors & less negative factors)
    - Intellectual (academic enabling skills)

- **School level**
  - Positive School Climate for students and adults
    - Safe and Inclusive environment
    - Meaningful contributions
    - Teacher morale

- **Community level**
  - Parental collaboration and involvement
  - Local agencies, clinics, and businesses engagement
School Psychologist and LCAP

If schools will allow school psychologists to be more than just SPED gatekeepers, we have the training to...

- Provide services that enhance academic performance for all students.
- Design strategies and programs to promote mental wellness for all students.
- Provide psychoeducational counseling for individuals and groups.
- Connect families with meaningful school involvement.
- Coordinate system-level (tier 1) services for individual and school success.

These services are possible if SP has time written into the school’s LCAP!
How administrators can help

Sit down with the school psychologist to align skill sets to school needs

- Focus on a few priority areas (academic, mental health, family, system).
- Inform all stakeholders (teachers and parents) of priorities.
- Create a system of intervention so problems do not go directly to testing.
- Ask for outcome data for accountability.
- Support ongoing professional development for updated knowledge & skill

A well supported SP will benefit the school so much more than a testing machine!
The School Psychologist and Student A

- Operate from a “hypothesis-testing” approach - Consider 2 potential contributors to A’s sudden drop in school performance beginning in Grade 8:
  - Medical -- consult with nurse and parents to review medical history and current medical diagnosis & medication if any
  - Psychological -- consult with parents, teachers, counselor, social worker to coordinate current (home-school-clinic) treatment approach
  - Academic -- consult with teacher to manage learning gaps. SPED placement is not warranted since academic & behavioral challenges started so late (i.e. grade 8)

- Services:
  - Partnering with counselor & treatment clinic, deliver joint support to build up A’s mental health (coping strategies for negative emotions and resilience skills for positive emotions)
  - Support teachers to develop plan for academic support and positive behavior in class
  - Partnering with social worker, help parents with relationship strategies and resource referral to reverse attendance problems
The School Social Worker
School Social Worker Duties

➢ Assess home, school, personal, and community factors that may affect a student’s learning.
➢ Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention.
➢ Consult with teachers, administrators, and other school staff regarding social and emotional needs of students.
➢ Coordinate family, school, and community resources on behalf of students.
➢ Develop individual and school wide prevention and intervention programs.
➢ Design and implement individual student plans: IEP, MSST, 504, PBSP.
➢ Assist families in accessing and utilizing school/community resources.
School Social Worker Services to Students

➢ Provide individual counseling, group counseling, crisis intervention, and case management.
➢ Implement developmentally appropriate strategies to increase mental health and academic success for all students.
➢ Assist students with conflict resolution and anger management through individual, group, and classroom methods.
➢ Help all students develop appropriate personal and social interaction skills.
➢ Promote students’ understanding and acceptance of self and others.
➢ Improve attendance, reduce truancy of students at-risk of falling behind and dropping out - increasing readiness to learn.
School Social Worker Services to Parents/Families

- Assess problems affecting the student’s well-being and educational achievement.
- Provide family counseling and assisting in the utilization of community and school resources to strengthen family functioning.
- Help empower parents and families to enhance both their student’s school experience and the parents’ interaction with the educational system.
- Secure access to programs and services for students with special needs - such as learning, mental health, and disability issues.
- Provide parenting classes and other forums for parent/family information and education.
School Social Worker Services to School Personnel

➢ Identify factors in the child’s home, school, and community that may be strengths and/or barriers to learning.
➢ Help teachers plan to behavior management interventions and develop individual behavior support plans for students.
➢ Develop collaborative relationships with and provide needed direct support to staff - including consultation and staff development.
➢ Develop links and resources to the larger community.
➢ Improve attendance and reducing dropouts, which increases readiness to learn.
School Social Worker Services to Community

➢ Advocate for and coordinate new and improved community social and mental health services to meet student and family needs.
➢ Develop effective partnerships with individuals, businesses, professionals, and agencies.
➢ Interpret school policies, programs, and services as a bridge to community collaboration.
➢ Join with agencies and resources of the community and school to sustain effective system responses and to develop “community schools.”
➢ Help to develop service-learning opportunities that benefit and connect both the students and their community.
The School Social Worker and Student A

The School Social Worker would hopefully act as the liaison between the Behavioral Health Clinic staff, the student’s family and the school staff in regards to a clinical treatment and transition plan back to a school program.

The School Social Worker would provide direct counseling and case management services when the student returns to school including teacher consultations and support.

The School Social Worker would work as a member of the Student Study Team to provide any information on family issues and recommend any additional assessments and possible referral for additional services for the student and family.

The School Social Worker would collaborate with the school psychologist on any new psycho-social assessment to understand the student’s present level of performance and advocate for any additional services including collaboration with the district SARB Team to stabilize the attendance.
Next Steps for All of Us to Support Students
Working Together Provides the Best Supports for Student Success

➢ Form collaborative pupil support teams and programs at each local school and school district.
➢ Identify evidence-based interventions for proactive and responsive services for all students.
➢ Analyze data and refine intervention as appropriate.
➢ Support additional funding resources for increasing pupil services staff.
➢ Utilize funding sources
➢ Develop and utilize cross-system solutions.
➢ Expand the availability of integrated services to improve access to essential supports for children and their families.
References


Be sure to complete the rating of today’s presentation using the online schedule.