The **Red Chicken in the Room**: Innovative approaches to addressing mental health in the school setting

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Housekeeping

- Restrooms
- Overview of Bakersfield City School District’s Educationally Related Mental Health Services
- Case Study
- Q & A
How do you help a student with delusional schizophrenia?
Bakersfield City School District: Values

- **EQUITY**
  To ensure students and adults receive impartial treatment and that students have access to educational opportunities according to their unique needs.

- **INTEGRITY**
  To demonstrate honesty, trustworthiness, and strong moral principles.

- **CARING**
  To treat others with empathy and genuine concern for their well-being.

- **COLLABORATION**
  To work jointly towards common goals through the sharing of our responsibilities, knowledge, and experiences.

- **PERSONAL & COLLECTIVE ACCOUNTABILITY**
  To honor our obligations and take ownership of our actions and results.
Educationally Related Mental Health Services

- Special Education
- Behaviors/symptoms impair academic performance
- Services provided by pre-licensed and licensed mental health therapists
ERMHS Referral Process

1. Teacher/school staff flags student with extreme behaviors
2. School psychologist determines appropriate referral option
3. Submit Referral for ERMHS Assessment
4. ERMHS Therapist completes Biopsychosocial assessment
5. Not eligible for ERMHS
   - Continue to provide interventions, BIS, FBA, BIP
   - If Behavior increases make new ERMHS Referral
6. Student meets ERMHS Eligibility
   - Initiate ERMHS
School Collaboration

- Rapport Building
- Communication
  - Teachers
  - Support Staff
  - Administrators
- Psychoeducation and Perspective
- Advocate for student
Case Study

Johnny A.

- 11-13 years old,
- Male
- Hispanic
- Schizophrenia (delusion and auditory hallucinations)
- Attendance issues
- Socially isolated
- SES: Below the poverty line
Case Study Roadmap

1. Refusing to go to school
Refusing to attend school or ride the bus. Truant and socially withdrawn. ERMHS Referral Made.

2. Addressing the Note
Student was refusing to attend due to severe behavioral health symptoms. Outside Agency note to place student on ISP. Spoke with the Agency and collaborated to keep him at school. Student attended school after several home calls.

3. Homecall after summer
Made a home call and student had regressed severely. Loss of weight, and grew less social. Developed more delusions. Parent engagement and psychoeducation was given.

4. Transitioning into the classroom
Slow exposure to the school, classroom, and peers. Specialized minutes in the IEP.

5. Integration within the classroom.
Classroom Setup, (partitions and settings), and Reality testing.

Challenge Delusions, and perform scheduled social interactions.

7. School High school transition
Explore expectations and introduce the High school setting, and offer parent education.

8. Grade Graduation
20 Months
Legend for Roadmap

01
Identify the student, assessing, and planning.

02
Collaborating with clients system of care and pursuing exposure.


03
Parent engagement and psychoeducation.


04
School exposure and classroom management within school rules.

Integrating student in class, challenging delusion, and testing reality


Socialization training and real life exposure


Parent training and getting ready for high school


Questions & Answers
Thank You