

School Psychologists:

Assessors for Special
Education Eligibility

OR

Multifaceted School-Based
Practitioners?

CASP Convention
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Empowering students and
families to move forward and thrive

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Past CASP President

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Participation!



Partner share



Poll



Share aloud



Networking



Resource

Poll



Where are you within your professional practice?

1. I have completed my practicum.
2. I have completed my internship.
3. I have completed my 1st year.
4. I have completed 2- 5 years as a school psychologist.
5. I have completed 6- 10 years as a school psychologist.
6. I have completed 11-20 years as a school psychologist .
7. I have completed 21-30 years as a school psychologist
8. I have completed 31+ years as a school psychologist

Website:

[PollEv.com/nelariero416](https://pollev.com/nelariero416)

Or Text

[NELARIEROMO416](https://pollev.com/nelariero416) to 37607 to join the session, then they text ABC

If I had a wish...



What would you do (other than assessing students for special education) if you had more time at your school-sites?

I give you...

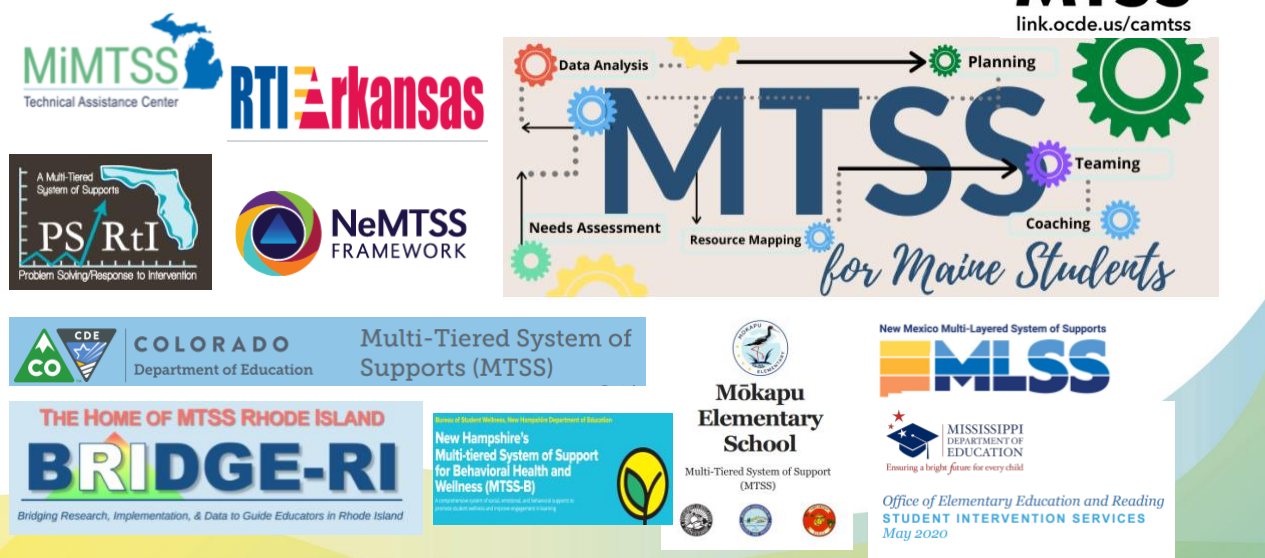


Learner Expectations:

Participants will...

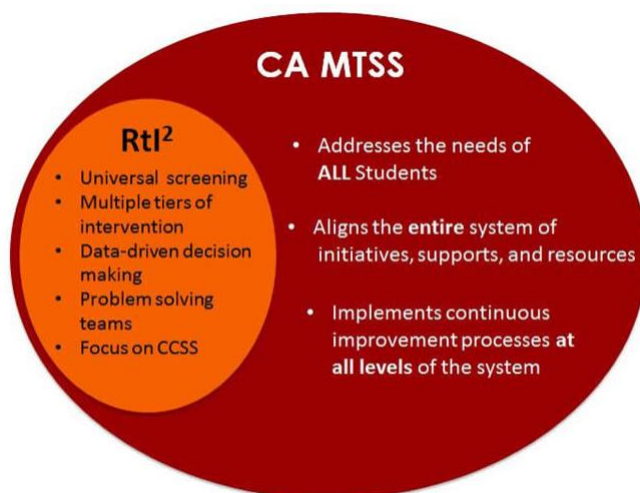
- Be oriented to the MTSS Framework.
- Be introduced to three Tier 1, Tier 2, & Tier 3 Social Emotional Learning (SEL) supports and interventions.
- Become familiar with fiscal allocations that are aligned with programmatic funding for social-emotional services.

MTSS is a National Agenda



CDE's Definition to MTSS

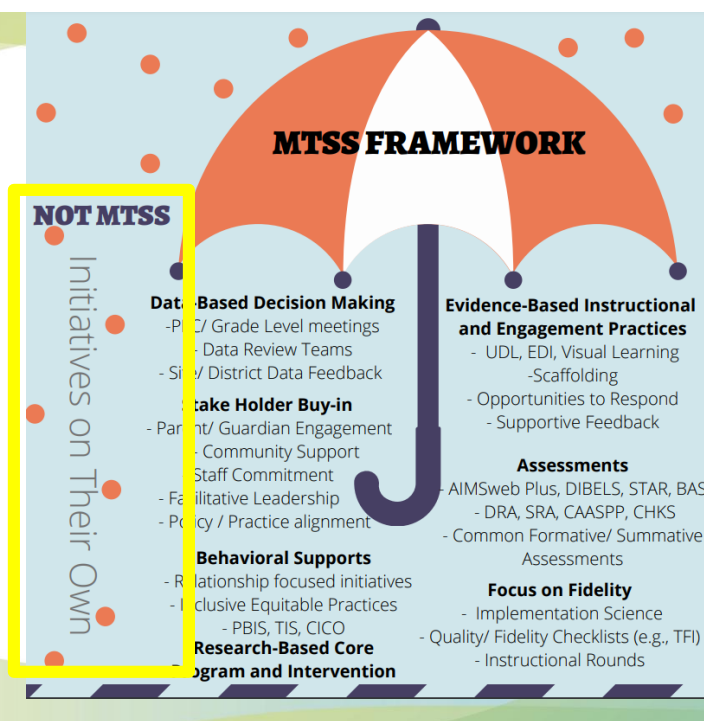
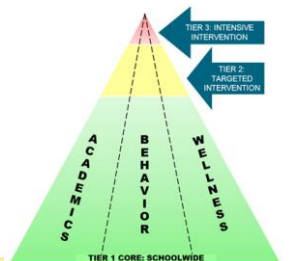
The California Department of Education's (CDE) definition of Multi-Tiered System of Support (MTSS) provides a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS includes Response to Instruction and Intervention (RtI²) as well as additional, distinct philosophies and concepts.



<https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

Multi-Tiered Systems of Support (MTSS) is...

the connective tissue and mindset between the initiatives within a school site/ school system that promotes policy/practice alignment to meet the needs of the whole child.



Multi-Tiered Systems of Support (MTSS):

What it IS NOT...



- ❑ A way to describe students
 - "Johnny is a tier 2 student."
- ❑ A way to describe providers
 - "School Psychologists are Tier 2 providers."
- ❑ A way to use data to identify disabilities
 - "I think she needs special education so I will refer to the SST."
- ❑ A deadend intervention.
 - Students stagnating growth, but gets more of the same intervention.

What it IS...



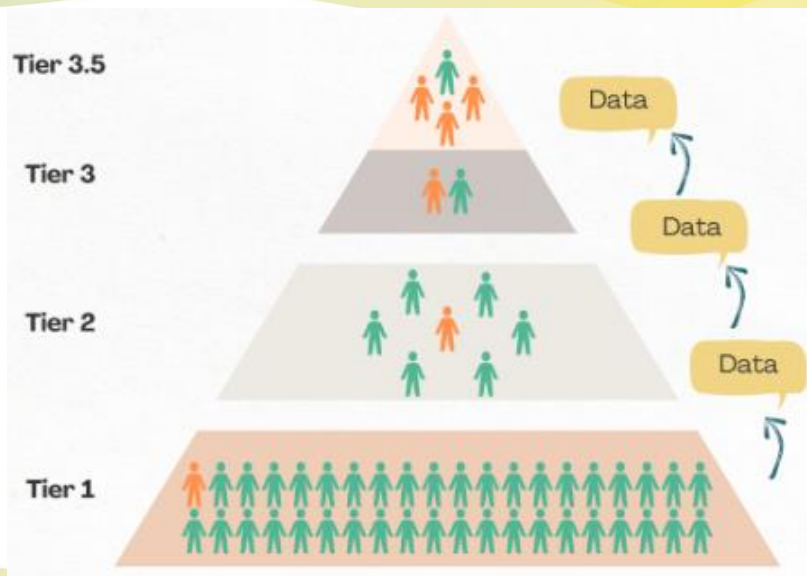
- ✅ A way to provide quality system integration and intervention for all students.
 - Staff receive training and coaching
- ✅ An efficient way to implement interventions matched to student need
 - Reduced number of SST's
- ✅ A way to use student data to make, monitor, and refine instructional and important educational decisions.
 - Timely intervention decisions

Burns, M. K., Jimerson, S. R., VanDerHeyden, A.M., & Deno, S. L. (2016). Toward a unified response-to-intervention model: Multi-tiered systems of support. In S. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) Handbook of response to intervention: The science and practice of assessment and intervention (2nd ed., pp. 719-732). New York: Springer.

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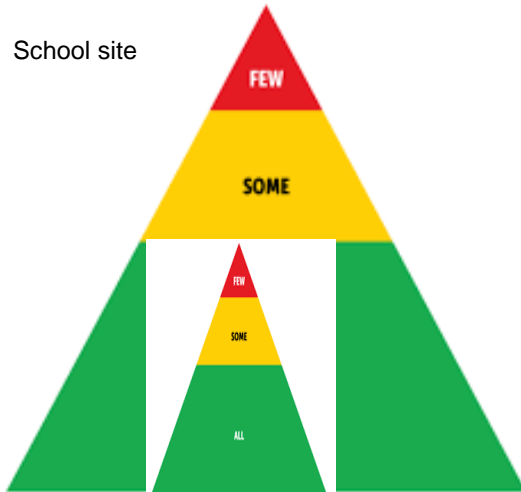
School-Site Tiers

- Tier 3.5- Intervention(s) delivered by team
- Tier 3- Targeted individual intervention delivered
- Tier 2- Targeted, fluid group interventions
- Tier 1- Supports for everyone with core and essential foundation

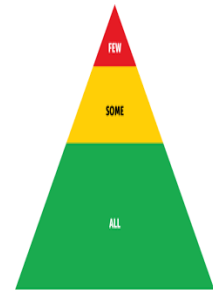


Social-Emotional Support and Interventions

School site



Each Classroom



Multilayered Support



Acknowledgement:
Kimberly Breen

Poll



Website:
Pollev.com/nelarieromo416

Or Text [NELARIEROMO416](https://Pollev.com/nelarieromo416) to
[37607](https://Pollev.com/nelarieromo416) to join the session, then
they text ABC

1. If a student is receiving a tier 3 intervention, s/he cannot receive a tier 2 intervention. (T/F)
2. All special education interventions are considered tier 3. (T/F)
3. School psychologist are only tier 2 providers.(T/F)
4. School psychologist are school-based mental health providers. (T/F)

I give you...

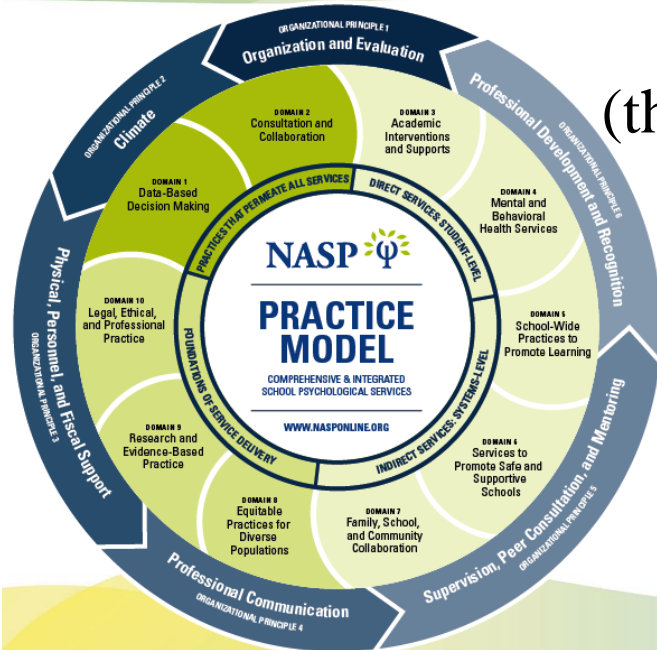


MTSS & You (the School Psychologist)

- Skilled to implement MTSS
- Data collection & monitoring
- Assessing the system
- School-Based Mental Health Service Provider



Resource: A Shark, A Swiss Army Knife,...



School Psychologists as School-Based Mental Health Providers



School Systems

- Design, implement, and monitor school wide behavior support programs
- Oversee school wide wellness programs
- Consultation and collaboration to increase staff's knowledge of trauma-informed practices
- Develop and oversee District Wide Crisis Response Teams
- Design and provide Social Emotional Learning curriculum
- Assess and monitor effectiveness of a school's Tiered system of support



Educational Law

- Educate school staff on legal requirements to support students with mental health struggles
- Ensure students are receiving appropriate levels of service as necessary to benefit from their education
- Knowledge in FERPA and IDEA
- Conduct legally compliant psychoeducational and ERMHS assessments
- Apply education code to psychoeducational and ERMHS reports



Counseling

- Provide evidenced-based approaches to individual and group counseling
- Monitor progress and effectiveness of treatments provided to students
- Overseeing site-based mental health programs
- Consulting with school staff regarding ways to support the mental health needs of individual students
- Home-school collaboration for students with mental health difficulties

Click this link:

<https://ocde.us/MTSS/Documents/Revised-California-MTSS-Framework-July-2021.pdf>

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



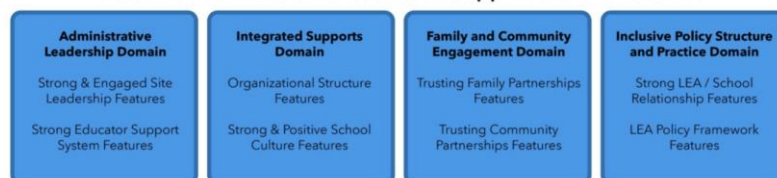
Whole Child Domain

Inclusive Academic Instruction
Features

Inclusive Behavior Instruction
Features

Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support Features

Essential Domains and Features to Support the Whole Child



Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



California MTSS Framework

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)



Multi-Tiered System of Support

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraprofessionals to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship

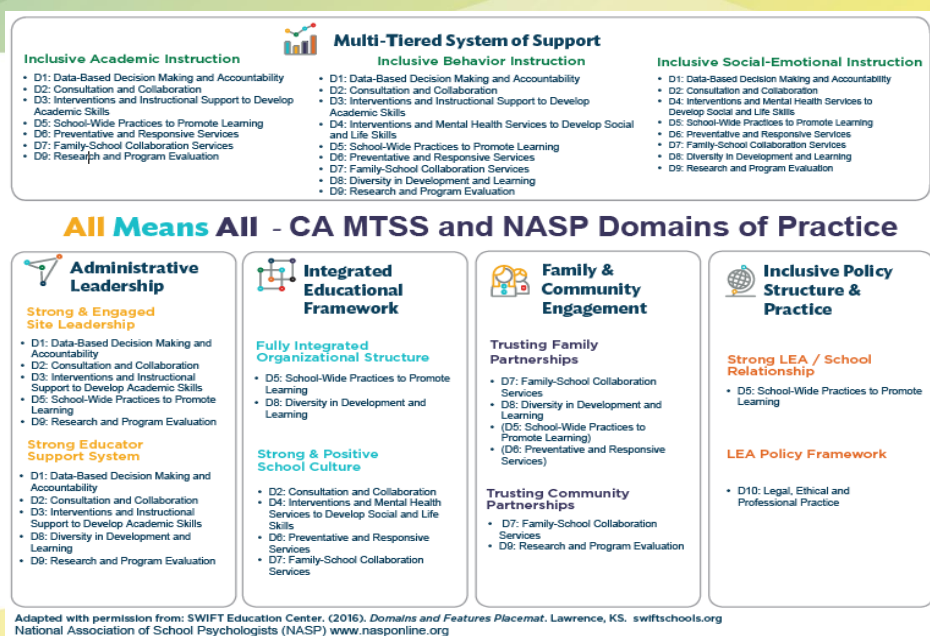
- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and districts



Adapted with permission from: SWIFT Education Center. (2016). MTSS Placemat. Lawrence, KS. swiftschools.org



Sopp, T. J., Bender, L., & Azevedo, S. (2019). *A Shark, a Swiss Army Knife, and a School Psychologist: How school psychologists can support equity in educational systems*. CASP Today. Vol. 69, No. 3.

CHALLENGE

In school psychology we have a persistent engagement in practices that do not improve students' outcomes. (VanDerHeyden, 2019).

School psychologists were involved primarily in assessing children, not systems, and were generally unavailable to promote resilience-enhancing educator behaviors. (Conoley, J. C., Powers, K., Gutkin, T. B., 2020).

GOOD NEWS

Federal and state government funding for SEL

School psychologist are using LCAP funding to increase time for social-emotional services

MTSS is a state initiative

"School mental health services are best provided within a MTSS framework."

[A Guide to Increase Mental Health Services for Students, Project CalWell, June 2018.](#)

3 Roles for School Psychologists in MTSS



- Program development
- Assessing and creating an intervention map
- Data collection, monitoring, and programmatic adaptations

MTSS is program development



TIS and MTSS Tier 1

A robust MTSS structure would have universal supports/ Tier 1 intervention structure is grounded in trauma informed practices, especially given the after effects of COVID-19



Trauma-Informed Multi-Tiered Systems of Support
Tier 1 Main Components



Trauma-Informed Schools

| | |
|---|---|
| Safety | Throughout the organization, staff and the students and families they serve feel physically and psychologically safe |
| Trustworthiness and Transparency | Organizational operations and decisions are conducted with transparency, with the goal of building and maintaining trust |
| Peer Support | Peer support and mutual self-help are key vehicles for establishing safety and hope, building trust, enhancing collaboration, and promoting healing |
| Collaboration and Mutuality | Partnering and the leveling of power differences between staff and students and among organizational staff; Demonstrating that healing happens in relationships and in the meaningful sharing of power and decision-making; "One does not have to be a therapist to be therapeutic" |
| Empowerment, Voice, and Choice | Throughout the organization and among the students served, individuals' strengths and experiences are recognized and built upon |
| Cultural, Historical, and Gender Issues | The organization actively moves past cultural stereotypes and biases; Incorporates policies, protocols, and processes that are responsive to the racial, ethnic and cultural needs of individuals served |

<https://www.caltrn.org/>

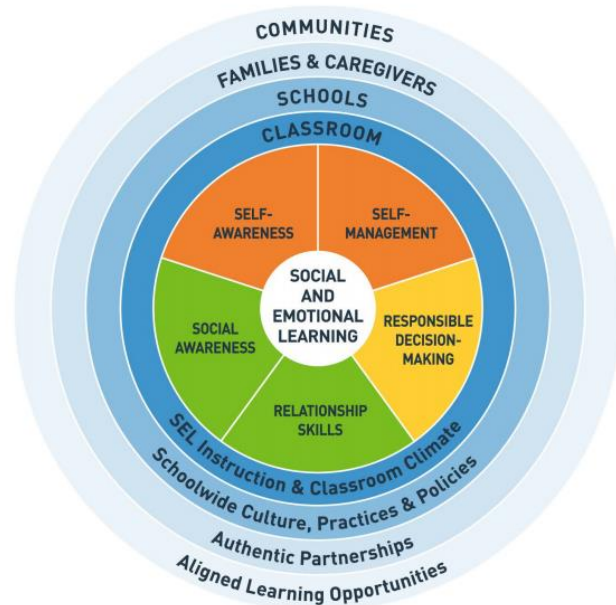
<https://research.kpchr.org/Research/Research-Areas/Mental-Health/Youth-Depression-Programs>

CASEL

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.

Such as:

- *Managing one's emotions*
- *Identifying and using stress-management strategies*
- *Exhibiting self-discipline and self-motivation*
- *Setting personal and collective goals*
- *Using planning and organizational skills*
- *Showing the courage to take initiative*
- *Demonstrating personal and collective agency*



<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

What are core components of MTSS

- Data-based decision making
 - screening
 - progress monitoring

Assessing and creating an intervention map

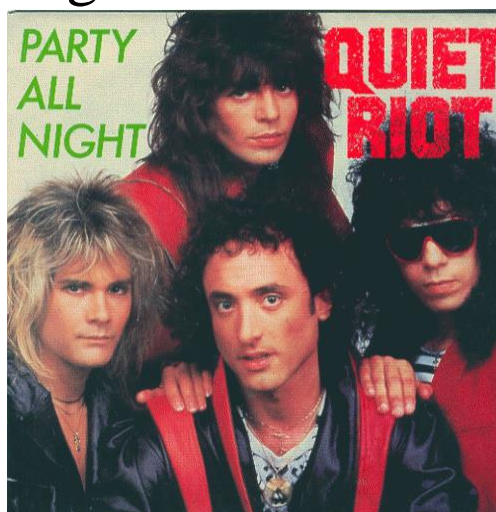
MTSS

is a “R.I.O.T.”

It is not about the band!

Data Sources:

- ✓ Records Review
- ✓ Interview
- ✓ Observation
- ✓ Testing/Survey



Elementary School 2018-19:

Multi-Tiered Services for
SEL support

Playground Lessons
Voice level Expectations
7 Core Values

**Tier 1: Direct SEL
Instruction**

Tier 2: Interventions

Referral

12 Most
(Mentoring)

Grief Group

Tier 2/3 Brief
Problem Solving
(SST)

Referral

Tier 3

Referral

Academic
Supports

FRC
Individual
Counseling

Academic
Supports *

Person-Centered
Planning *

* Could include 504 or Special Education
Assessment/Planning

Update: 11/2018

Systems consultation

Elementary School

Multi-Tiered Services Vision
for SEL Support

Playground Lessons
Voice level Expectations

Zones of Regulation

Harmony SEL Curriculum

Peace Corner

60 Seconds

3 Core Values

**Tier 1: Direct SEL
Instruction**

Tier 2: Two Layers

Data

Check-In,
Check-Out:
(Academic,
Attendance,
Behavior)
Sch Psych

Data

12 Most
(Behavior)
AP & Princ

12 Most
(attendance)
Sch Coun

Social
Skills Grps
Sch Coun

Grief /Loss
Groups
Sch Coun

Parent
training
FRC Staff

Brief
Problem Solving
(Student Support Team)

Data

Tier 3

Data

Individualized
Support
(Behavior,
Attendance)
**Sch Psych &
FRC Psych**

Individual
Counseling
FRC Staff

Individual
Counseling
SBMH

* Could include 504 or Special Education
Assessment/Planning

Academic
Supports

Person-Centered
Planning *

Updated: 2/25/19

Data collection: **MTSS is rocket science!**



Data collection,
monitoring, and
programmatic
adaptations



Partner Share: MTSS Concept

- What did you hear about MTSS that is new or different from what you previously understood?
- What questions, concerns, or ideas are you having regarding playing a role in MTSS?

I give you...



3 X 3 Tiers Supports/Interventions for School Psychologists



Program development!

Tier 1

Tier 2

Tier 3



Different tiered interventions audience participation

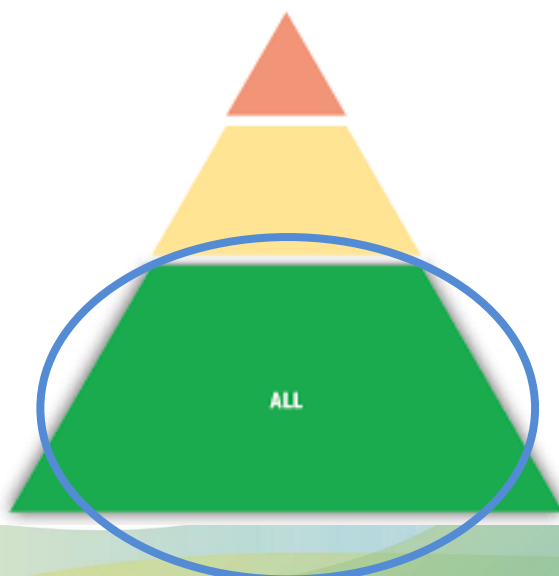
<https://easyretro.io/publicboard/xmUmVhyqW9PBK3oRhs8uFG1nIJ3/42d0e234-5d42-47b9-b0ca-24492b48a81b>

Tier

1

SEL Supports

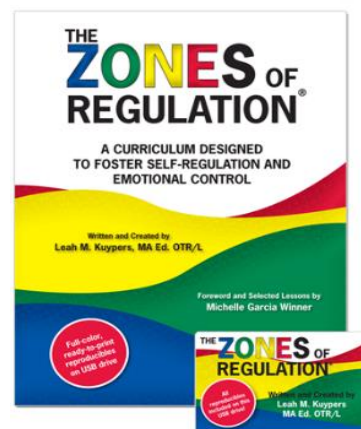
- SEL Curriculum (Zones of Regulation)
- 60 Seconds
- Peace Corner



Zones of Regulation

Developed by Leah Kuypers

<https://www.zonesofregulation.com/index.html>



What is Zones of Regulation?

- Teaches students to learn how their behavior affects those around them
- Equips students with the tools they need to regulate their actions
- Allows students increased control and problem solving skills
- A cognitive behavior based curriculum
- Designed to help children learn how to regulate their emotions independently
- Teaches students to recognize and identify their feelings

end zone

end zone

What it IS NOT...



- ❑ Teacher driven
 - "Johnny you're distracted, you need to do your breathing."
- ❑ A classroom behavior management plan
 - "Show me green behavior."
- ❑ A way to shame negative behavior
 - "I'm very disappointed you're in the yellow zone."
- ❑ Punitive in nature
 - "Yellows stay three minutes after the bell."
- ❑ A reactive behavior approach
 - "You are in the Yellow Zone."

What it IS...



- ✅ A student driven self-regulation tool
 - Johnny chooses tools to help right now.
- ✅ A thinking framework
 - Colors that help identification of emotional state (share what zone you are in).
- ✅ A way to nurture development of social-emotional skills
 - Self management & cooperation.
- ✅ A way to create consistent language across all settings
 - Curriculum implementation allows for cohesive systems framework.

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Zones and identification of emotions





Teach Coping Tools

Sensory Tools

- ▣ Fidget tools
- ▣ Therapy Ball
- Swivel Chair
- ▣ Stretch Bands
- ▣ Listen to music
- ▣ Chew on crunchy food
- ▣ Calming scents
- ▣ Proprioceptive input

Calming Techniques

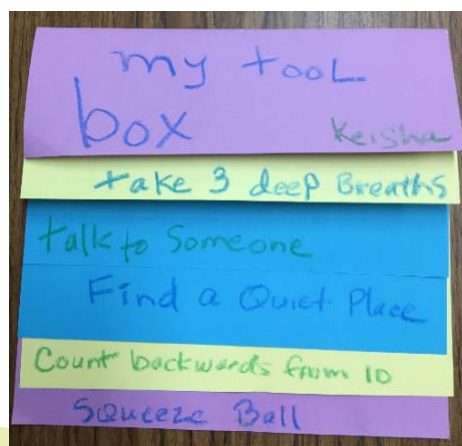
- ▣ Deep Breaths
- ▣ Count to 10
- ▣ Calming sequences
- ▣ Have a drink of water or snack
- ▣ Take a break

Thinking tools

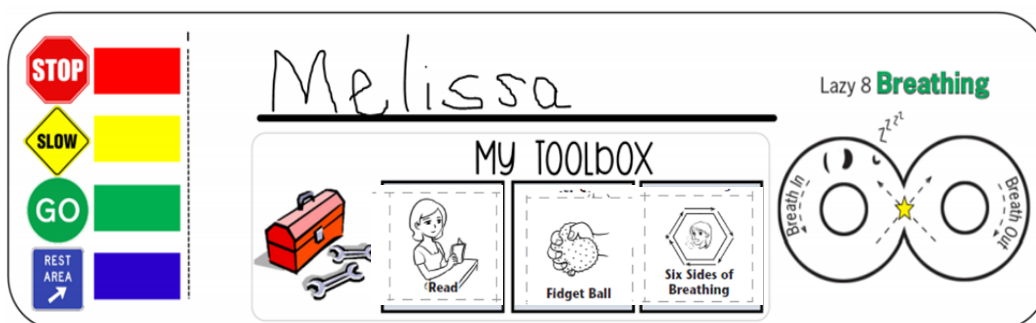
- ▣ Big vs. Small problem
- ▣ Inner Coach vs. Inner critic
- ▣ Flexible thinking vs. Rigid thinking
- ▣ ZigZag- change in routine
- ▣ Talk to someone

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Practice and personalize coping skills



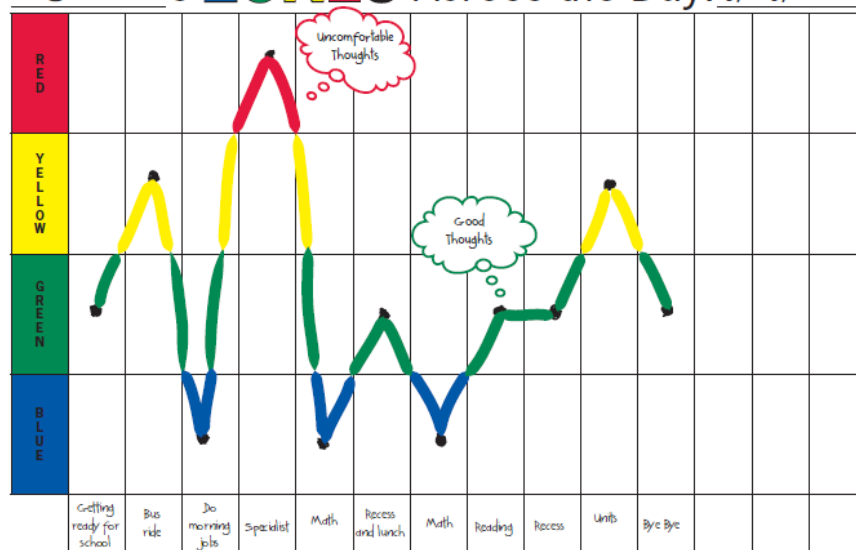
Personalize the coping skills



Self Tracking

The ZONES of Regulation® Reproducible N (Example)

Jack's ZONES Across the Day: 5/25/2011



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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Jane Doe

| Tools I Can Try: | Did It Work?: | Date: _____ | | | | | | | | | |
|-------------------------|---------------|-------------|--|--|--|--|--|--|--|--|--|
| Deep breaths | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Size of the problem | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Take a walk | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Talk to an adult | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Count to 10 | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Wall push-ups | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Weighted blanket | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Safe spot | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Green Zone calming book | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |
| Math in head | Yes | | | | | | | | | | |
| | No | | | | | | | | | | |

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Self Tracking

Classroom





School
Wide



Parent
Engagement

Stretch break!

Reflect: Can Zones of Regulation be implemented as a Teir 2 or 3 intervention?

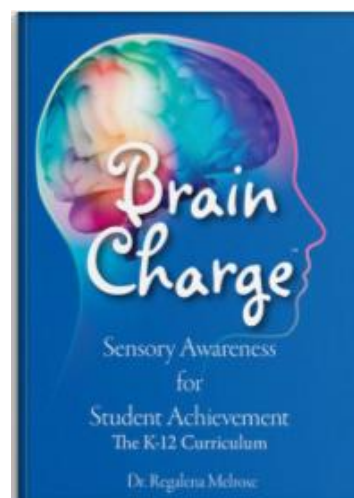
When you hear the music,
come back.
Just try to not dance!



Brain Charge

Developed by Dr. Reggie Melrose

<https://www.drmelrose.com/product/brain-charge/>



Trauma Informed Intervention: 60 Seconds

- Time: 60 second intervention
- [Brain Charge Curriculum](#)
- Teach this as how you get your brain ready to learn.
- Teach how to use it to change energy level.
- Teach students to use the method independently.

60 Seconds Script

1. Feel your feet on the ground.
2. Take in the support of your chair.
3. Breathe in through your nose.
4. Visualize yourself in a safe, beautiful place.
5. Notice what is happening inside your body.
6. Focus only on the pleasant, comfortable sensations that arise.
7. If thoughts or unpleasant sensations enter into your awareness, simply go back to the beginning of the exercise and do the steps again, as many times as need be.

Case Example: Test Anxiety

| Classroom: | # of Students self reported using 60 Seconds during SBAC testing: | Teacher report/observation of # students using 60 Seconds during the SBAC: | Representative Student Comment: |
|------------|---|--|--|
| 202 | 19 | 16 | "I began to get stressed [during SBAC testing] and sweat. So I did 60 seconds and it helped me focus." |
| 201 | 6 | 5 | |
| 208 | 10 | --- | |
| 205 | 8 | Observed students taking deep breaths | |



Peace Corner: What is it?

<https://theresponsivecounselor.com/2019/07/setting-up-a-peace-corner-and-teaching-students-how-to-use-it.html>

What it IS NOT...



- ❑ Teacher driven
 - *Johnny you're distracted. You need to go to the Peace Corner.*
- ❑ Part of a behavior management plan
 - *Johnny, go take a time out and don't return until your ready.*
- ❑ A way to shame negative behavior
 - *I'm very disappointed you're in the Peace Corner.*
- ❑ Punitive in nature
 - *You've been out of your seat. Stay three minutes in the Peace Corner after the bell*
- ❑ A reactive behavior approach
 - *Stay three minutes after the bell*

What it IS...



- ❑ It is a self-regulation tool
 - Student returns to his/her seat ready to learn.
- ❑ A student driven self-regulation tool
 - Johnny self-initiates the use of the Peace Corner
- ❑ A way to nurture development of social-emotional skills
 - Self management & cooperation
- ❑ A way to create consistent language across all settings (e.g., playground and classroom)
 - Curriculum implementation allows for cohesive systems framework

Peace Corner Supplies

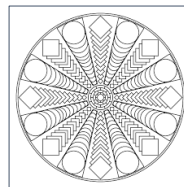
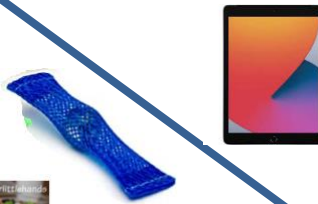


<https://www.amazon.com/Qpower-Smiley-Brushing-Assorted-Colors/dp/B076KMZL6P>



<https://www.menards.com/main/grocery-home/toys/activity-pretend-play-toys/6-piece-ultimate-ball-pack/us33-0768men/p-1526625013410.htm>

This vs That:



Peace Corner Structure/Rules



How to use the Peace Corner

The Peace Corner is a place to get your brain ready to learn.
When you are using the Peace Corner, follow the steps below:

- 1 Turn over the timer so that the sand is flowing to the bottom.
- 2 Choose the self-care tool. Open the box that is best for you.
- 3 Give yourself what you need to get into the green zone.
- 4 When all the sand is at the bottom, fill out the Peace Corner Reflection and place it in the box.
- 5 Return to your seat ready to learn. We missed you!

GO

This is Peace Corner. Peace Corner is a go when...

- ☒ You used all your coping tools at your desk
- ☒ You need a 2 minute break to get your brain ready for learning

STOP

Peace Corner is not available during ...

- Test taking times



Resource: Word Documents

Monitor & Data Collection:

What zone was I in when I got here?

1 Blue Green Yellow Red

2 I came to the peace corner because:

I was talking to much

3 In the peace corner, I used:

a green ball

4 What zone am I in now?

Blue Green Yellow Red

Peace Corner Reflection

Name: _____ Date: _____

What zone was I in when I got here?

1 Blue Green Yellow Red

2 I came to the peace corner because:


3 In the peace corner, I used:

4 What zone am I in now?

Blue Green Yellow Red

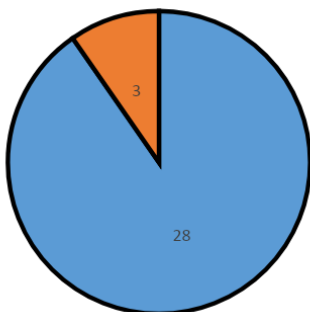
Peace Corner: Outcome Data

I came to the Peace Corner
 because today my dad left to Puerto
 Rico to help people in need.
 I don't want him to go because
 he is leaving for a long time
 and I'm scared if something bad
 happens. I'm not going to be there
 to see or support. I already
 miss him. I wanted to go with him
 I just don't want to be here.
 I'm going to name my feeling and
 give my self a tight hug.
 Love Anelina SP.



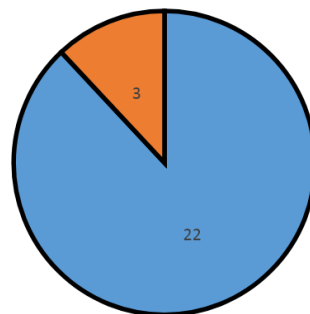
Peace Corner: Outcome Data

Number of students who used the Peace Corner



■ Students who accessed the Peace Corner
 ■ Students who did not access the Peace Corner

Number of Students who benefited from Peace Corner= changed to the green zone

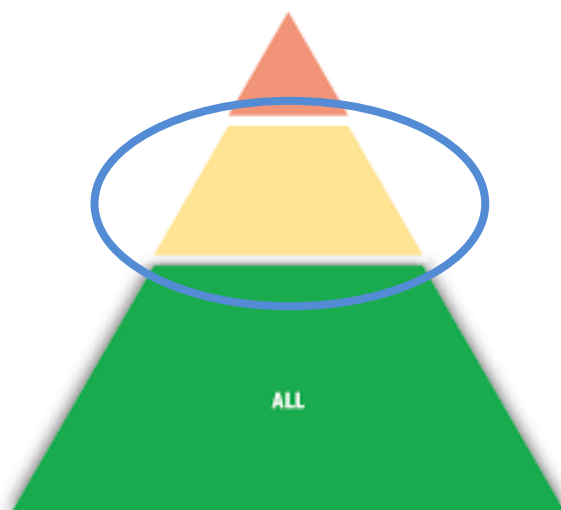


■ Benefited ■ Did not benefit

Tier 2 Interventions

2

- Lunch Bunch
- Check-in/Check-out
- Evidenced-based therapy/ skill-building groups



Lunch Bunch

- Social Learning Theory
- Improve social skills
- Increase friends; reduce loneliness and isolation



SMITH
ELEMENTARY SCHOOL

LUNCH BUNCH

LUNCH BUNCH IS A PROGRAM TO ENGAGE STUDENTS TO THE SCHOOL SITE AND TO ONE ANOTHER BY BUILDING WARM, CARING RELATIONSHIPS IN A VIRTUAL SETTING BY:

- FOSTERING SOCIAL CONNECTIONS, REDUCE FEELINGS OF ISOLATION, LONELINESS, AND SADNESS
- INCREASE POSITIVE FEELINGS SUCH AS SOCIAL CONNECTEDNESS, HAPPINESS, AND HOPEFULNESS

Date:
Time:
Virtual Location:

For more information, please contact:
Smith Elementary School
at (562)997-8000



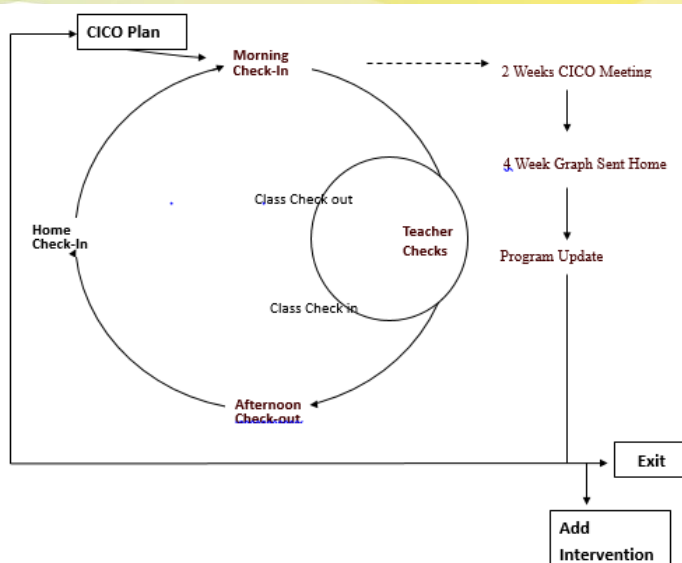
Resource: Lunch Bunch
Guidance Document

Lunch Bunch Case Study



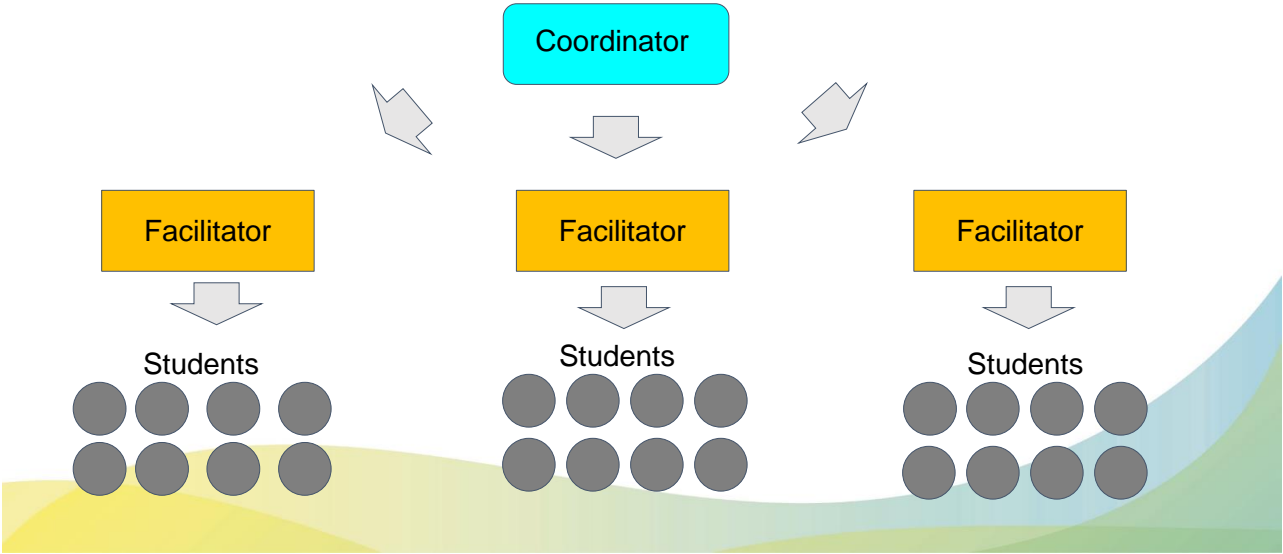
Check-in/Check-out

- Students who respond well to positive attention.
- Students who could benefit from having a positive adult/peer role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)



Check In / Check Out: A Targeted Intervention Rob Horner, George Sugai, Anne Todd, Celeste Rossetto Dickey, Cindy Anderson, Terry Scott University of Oregon and University of Connecticut

Check-in/Check-out



Check-in/Check-out

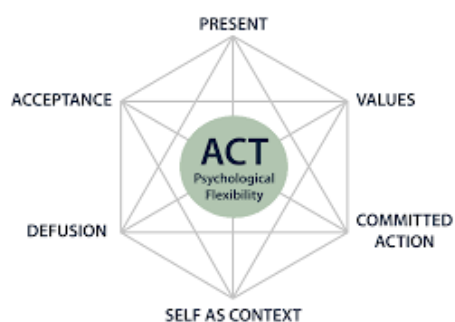
H.U.G.
(Hello, Update, Goodbye)

Name: _____ Date: _____
Please indicate whether the student has met the goal during the time period indicated:
Meets = 2 pts So, so = 1 point Doesn't meet = 0 pts
HUG Daily Goal _____/_____
HUG Daily Score _____/_____
Teacher Comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress.

| Goals | AM to Recess | AM Recess | AM Recess to Lunch | Lunch Recess | PM |
|------------------|--------------|-----------|--------------------|--------------|-------|
| Be Safe | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 |
| Be Kind | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 |
| Be Responsible | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 | 😊 😊 😊 |
| Total Points | | | | | |
| Teacher Initials | | | | | |

Parent's Signature _____
Parent's Comments _____

Evidenced-Based Practices

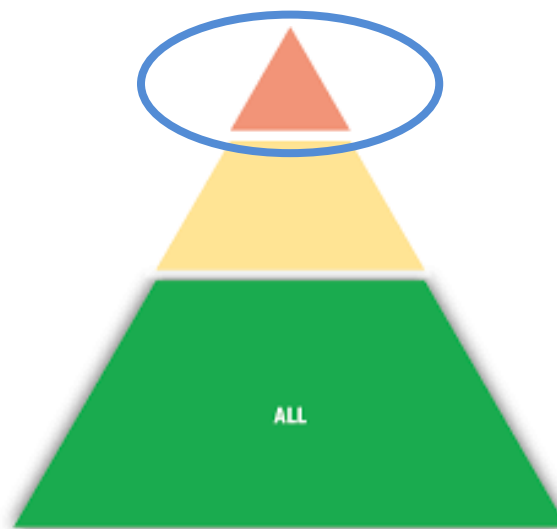


Tier

3

Individual Interventions

- Individual Counseling
- Intensive Case Management
- Behavior Support Plans





Resources: ERMHS Article & Infographics

School Psychologists are “School-Based Mental Health Providers” Every Student Succeeds Act

- Specialist in **school systems**
- Specialist in **counseling children**
- Specialist in providing **comprehensive School-Based Mental Health Services**



Therapeutic Models taught in NASP approved training programs

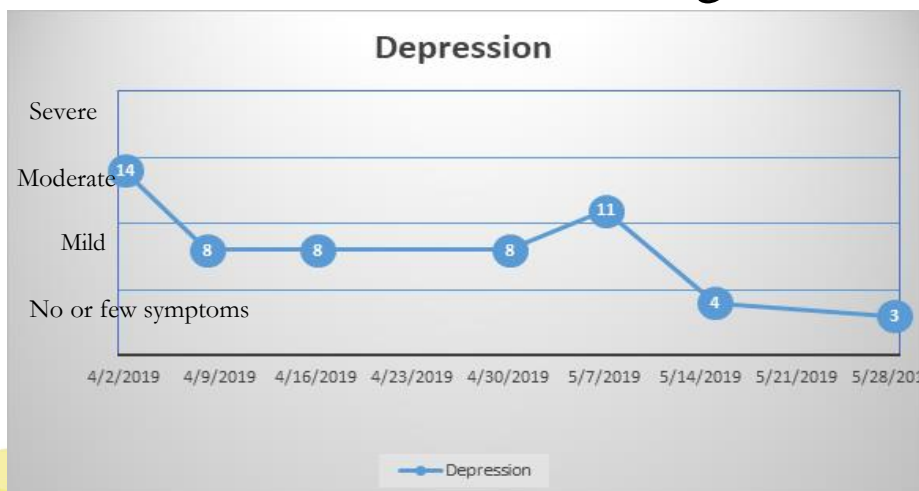
Cognitive Behavior Therapy (CBT)

Dialectical Behavior Therapy (DBT)

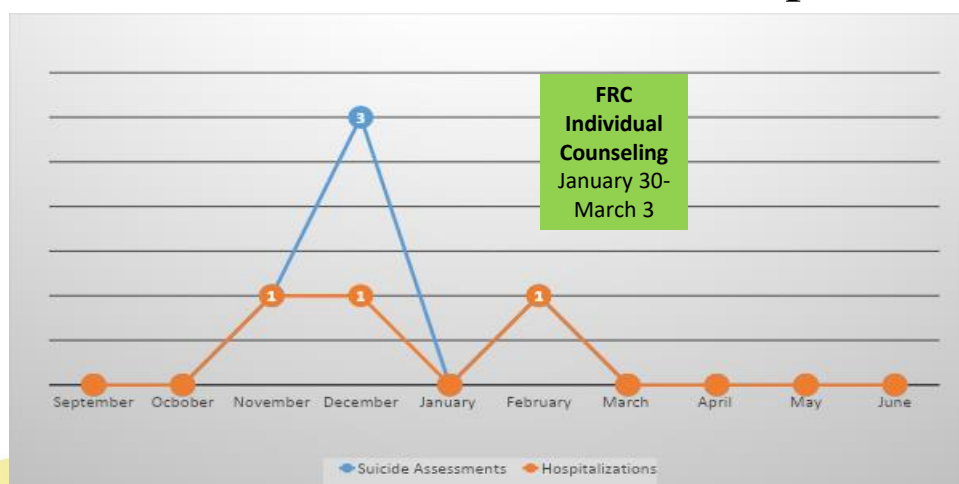
Solution Focused Brief Therapy (SFBT)



Case Example: Individual Counseling



Case Example: Reduce Suicide Assessments & Hospitalization

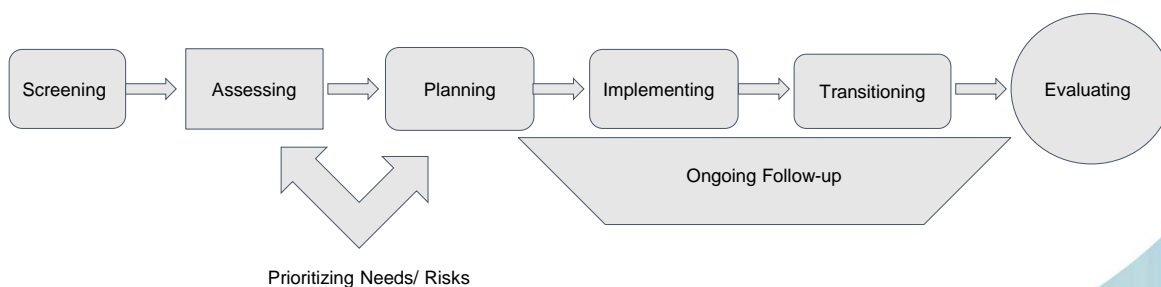


What Resources are Available to Increase Counseling Skills?

| Topic/Therapeutic model | Website |
|--|---|
| Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) | tfcbt.org Offers training and consultation. |
| Dialectical Behavioral Therapy (DBT) | http://behavioraltech.org/ Live seminars, online learning, and consultations. |
| Variety of topics and models | https://www.pesi.com/ Live seminars, online learning, and other educational products |
| A variety of topics and therapeutic models such as Motivational Interviewing, Solution-Focused Therapy, Psychopharmacology | CASP events https://casponline.org/ NASP events https://www.nasponline.org/professional-development/nasp-annual-convention-x38308 |
| CBT (TEAM Model) | http://www.feelinggoodinstitute.com/ Live seminars, online learning, and podcasts. |
| NASP approved school psychology training program professors can be contracted to deliver professional development on a variety of topics and therapeutic models such as CBT, DBT, SFBT, etc. | https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-approval/approved-programs Use the above website to locate a NASP approved graduate program near you. |

Intensive Case Management

High Level



Individual Behavior Intervention Plan

Findlay City Schools
Functional Behavioral Assessment (FBA)

Student: _____ Grade: _____ School: _____ Date: _____

Participants: _____

| PROBLEM BEHAVIOR | ANTECEDENTS | CONSEQUENCES |
|--|--|---|
| In your own words, describe the behavior(s) that prompted this FBA. | What is likely to "set off" (precede) the problem behavior? | What "payoff" does the student obtain when she/he demonstrates the problem behavior? |
| PROBLEM BEHAVIOR | WHEN is the problem behavior most likely to occur? <input type="checkbox"/> Morning Approx. time(s) _____ <input type="checkbox"/> Afternoon Approx. time(s) _____ <input type="checkbox"/> Before/after school _____ <input type="checkbox"/> Lunch/recess _____ | The student GAINS : <input type="checkbox"/> Teacher/adult attention <input type="checkbox"/> Peer attention <input type="checkbox"/> Desired item or activity <input type="checkbox"/> Control over others or the situation |
| If the above explanation addresses multiple behaviors, identify the ONE BEHAVIOR to be targeted for intervention including data on frequency and duration (complete one FBA for each problem behavior): | WHERE is the problem behavior most likely to occur? <input type="checkbox"/> Reg. ed classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Spec. ed. classroom <input type="checkbox"/> Cafeteria | What student AVOIDS or ESCAPES : <input type="checkbox"/> Teacher/adult interaction <input type="checkbox"/> Peer interaction <input type="checkbox"/> Non-preferred activity, task, or setting <input type="checkbox"/> A difficult task or frustrating situation |
| The behavior I have targeted for intervention is: <input type="checkbox"/> Observable <input type="checkbox"/> Measurable | During what SUBJECT/ACTIVITY is the problem behavior most likely to occur? <input type="checkbox"/> Subject(s) <input type="checkbox"/> Transitions <input type="checkbox"/> Independent seatwork <input type="checkbox"/> Unstructured activities <input type="checkbox"/> Group activities <input type="checkbox"/> Lesson Presentation <input type="checkbox"/> Task explanations | What has been tried thus far to change the problem behavior? (please attach documentation) <input type="checkbox"/> Rules and consequences for behavior as posted <input type="checkbox"/> Behavior or academic contract (e.g., reward system) <input type="checkbox"/> Consistent home/school communication system (please describe): _____ <input type="checkbox"/> Other: _____ |
| Student Strengths/Interests: | The PEOPLE that are present when the problem behavior is most likely to occur include: <input type="checkbox"/> Teacher <input type="checkbox"/> Classmates <input type="checkbox"/> Other staff <input type="checkbox"/> Other Peers | <input type="checkbox"/> Accommodations for this behavior _____ <input type="checkbox"/> Modified instruction How? _____ <input type="checkbox"/> Adjusted schedule How? _____ |
| Potential Reinforcers: | Are there OTHER EVENTS or CONDITIONS that immediately precede the problem behavior? <input type="checkbox"/> A demand or request <input type="checkbox"/> Unexpected changes in schedule or routine <input type="checkbox"/> Consequences imposed for behavior <input type="checkbox"/> Comments/teasing from other students | <input type="checkbox"/> Conference with parents Date(s): _____ <input type="checkbox"/> Conference with student Date(s): _____ <input type="checkbox"/> Administrative disciplinary action (please specify): _____ |

FBA page 1

<https://studylib.net/doc/6647038/functional-behavioral-assessment>

Name: _____ Date: _____

| Subject | Behavior | Notes |
|---------|----------|-------|
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |
| | 😊 😐 😞 | |

Additional Notes:



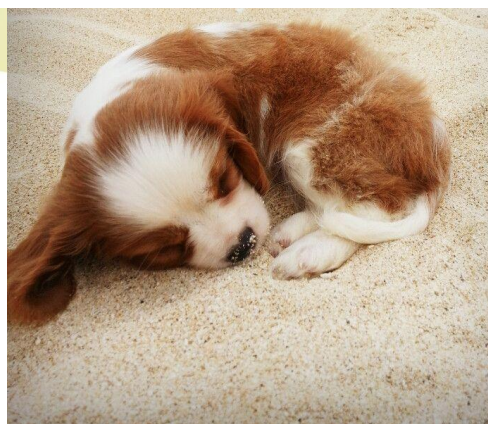
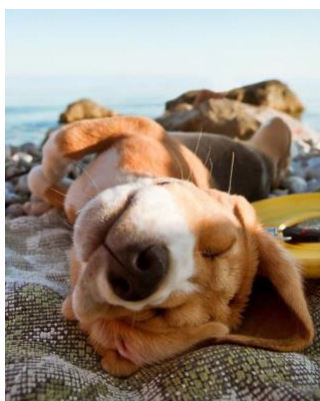
Open mic: Share other tiered supports/interventions that you have implemented?



Partner Share: The School Psychologist Role in Tiered Intervention development

- What questions, concerns, or ideas are you having regarding playing a role in Tiered intervention development?
- What social-emotional interventions are you interested in learning more about?

I give you...



Tom

A Strategy for School Psychologists to create time for MTSS



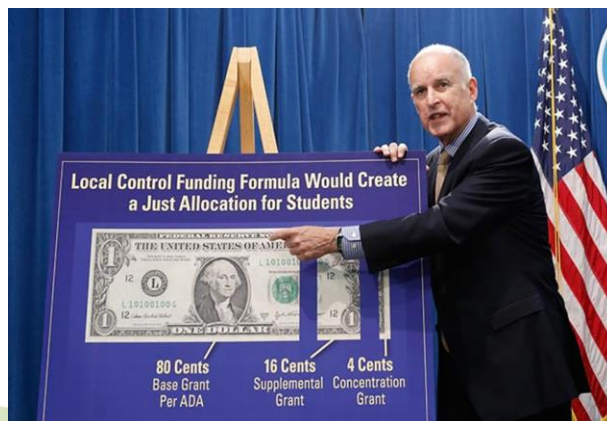
Leveraging LCAP Goals and LCFF Funding to increase SEL support

Follow the identified path!



California's Funding Priorities

1. Every pupil has sufficient access to the standards-aligned instructional materials.
2. Academic content and performance standards
3. Parental involvement
4. Pupil achievement
5. Pupil engagement
6. School climate
7. Broad course of study
8. Pupil outcomes



Money

- 1) LCFF
 - a) 2013 Principal Apportionment Funds
 - b) Funded through local property tax and state funds

<chrome-extension://jdioafpkpgfmbnlkacoffnajeajob/options.html>



Resource: Fostering the Whole Child

#1 Districts Receive Base Grants

| LCFF Component | Description |
|---|--|
| LCFF Grade Span Base Grant | Uniform base grant for each school district and charter school based on the grade span of pupils, i.e. kindergarten through grade 3 (K-3), grades 4-6, grades 7-8, grades 9-12, multiplied by units of average daily attendance (ADA). For school districts, funded ADA is equal to the greater of current or prior year ADA. |
| K-3 Grade Span Adjustment of 10.4 percent | As a condition of receiving these funds, school districts are required to maintain an average class enrollment of no more than 24 pupils in K-3 classes, unless the district has collectively bargained alternative average class enrollment in those grades for each school site. Charter schools receive the adjustment but do not have to comply with this condition. |
| Grades 9-12 Adjustment of 2.6 percent | There are no compliance requirements associated with this adjustment. |

#2 Extra Money for High Needs Students/ Supplemental/ Concentration Grants

| | |
|---------------------|--|
| Supplemental Grant | Equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English learners (EL), meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count). |
| Concentration Grant | Equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of targeted pupils exceeding 55 percent of a school district's or charter school's enrollment. |

#3 More District Control Over Money



How would you describe the LCFF funding model and its ability to support your district's local needs?

#4 Strong Community Involvement

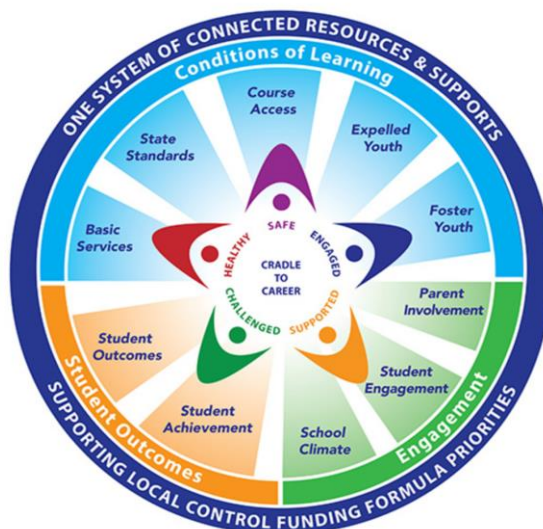


What LCFF Priorities ensure that there is a high degree of community involvement?

State Level: Local Control Accountability Plan (LCAP)

By July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for **three years** with annual updates.

It will include the LEA's annual goals for all pupils and for each **subgroup** in regard to **eight state priorities** and any local priorities, as well as the **plans for implementing** actions to achieve those goals.



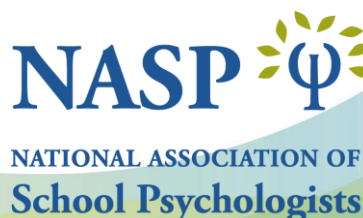
CASP and NASP Resources for the LCAP and ESSA



- [LCAP Requirements Explained.pdf](#)
- [Why School Psychologists Need to Fully Engage in Local Control Funding Formula Planning](#)

ESSA linked to the LCAP through the [LCAP federal addendum](#)

- [ESSA Implementation Resources](#) (NASP)



What is the LCAP identified student need?



Data Data Data



CORE and CHKS

CORE

Began as 8 CORE districts dedicated to improving outcomes for 1,000,000 students: Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Santa Ana. In the 16-17 school year they opened up their access.

California Healthy Kids Survey

Is part of the California School Climate, Health, and Learning Survey (Cal-SCHLS) system. It can also include a companion staff survey (California School Staff Survey), and parent survey (California School Parent Survey).

California Office to Reform Education (CORE) Survey

Academic Domain

- ▶ Performance
- ▶ Growth
- ▶ High School Readiness
- ▶ Graduation Rate

| | Metric Result 2019 | Metric Result 2020 | Change in Metric: Performance from 2019 to 2020 | Index Level 2020 | Change in Index Level from 2019 to 2020 |
|--|---|---|---|------------------|---|
| Chronic Absenteeism * | 16.7% <small>Chronically Absent 2019</small> | 10.3% <small>Chronically Absent 2020</small> | -6.4% | 5 out of 10 | 2 |
| Suspension Rates (includes students suspended and/or expelled) * | 0.9% <small>Suspended (and/or Expelled) 2019</small> | 0.6% <small>Suspended (and/or Expelled) 2020</small> | -0.3% | 8 out of 10 | 1 |
| Culture and Climate: FAMILY Overall | 92.9% <small>Percent Favorable 2019</small> | 94% <small>Percent Favorable 2020</small> | 1.1% | 7 out of 10 | No Data |
| Culture and Climate: STAFF Overall | 82% <small>Percent Favorable 2019</small> | 81% <small>Percent Favorable 2020</small> | -1.0% | 4 out of 10 | 0 |
| Culture and Climate: STUDENT Overall | 76% <small>Percent Favorable 2019</small> | 74% <small>Percent Favorable 2020</small> | -2.0% | 3 out of 10 | 1 |
| Social-Emotional Skills: Growth Mindset | 80% <small>Percent Positive 2019</small> | 72% <small>Percent Positive 2020</small> | -8.0% | 3 out of 10 | 3 |
| Social-Emotional Skills: Self-Efficacy | 71% <small>Percent Positive 2019</small> | 59% <small>Percent Positive 2020</small> | -12.0% | 5 out of 10 | 4 |

Social Emotional Domain

- ▶ Chronic Absenteeism
- ▶ Culture Climate Survey (Student, Staff & Parent)
- ▶ Suspension/Expulsion Rate
- ▶ Social Emotional Skills
- ▶ ELL Re-Designation Rate
- ▶ Disproportionality in Special Education

California Healthy Kids Survey

What is it?

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. (CDE)

Why is it administered?

to provide data metrics for their Local Control and Accountability Plan and School Plan for Student Achievement.



SPSA

What is it?

School Plan for School Achievement. The ESSA requires schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan for Student Achievement. Template provided by CDE

What needs to be included in it?

- 1) A comprehensive needs assessment
- 2) identification of a process for evaluating and monitoring the implementation of the School Plan and
- 3) Stakeholder input, goals to improve student outcomes, evidence-based strategies/ actions/ services, proposed expenditures.

CHKS Demo

Go to <https://calschls.org/reports-data/public-dashboards/>

Table A8.2

Provides Adequate Counseling and Support for Students

| | All % | ES % | MS % | HS % | NT % |
|-------------------|----------|---------|---------|---------|---------|
| Strongly agree | 21 | 0 | | 40 | |
| Agree | 56 | 69 | | 47 | |
| Disagree | 21 | 31 | | 13 | |
| Strongly disagree | 3 | 0 | | 0 | |

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

Participation: Audience finds their district's data/ school LCAP/ SPSA site data.

Go to your District Website

- Search for LCAP

Go to the websites for one of your sites

- Search for SPSA/ School Plan



District LCAP Goals

Goal 7

Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 3 and 6

Local Priorities:

Annual Measurable Outcomes

| Expected | | Actual | |
|---|---|--|---|
| Metrics / Indicators | 2017-18 | Metrics / Indicators | 2017-18 |
| Percentage of favorable responses in the Social-Emotional Learning Survey. (District Data) | 69% favorable responses in the Social-Emotional Learning Survey. | Percentage of favorable responses in the Social-Emotional Learning Survey. (District Data) | 68% favorable responses in the Social-Emotional Learning Survey. |
| Percentage of favorable responses in the School Culture and Climate Survey. (District Data) | 69% Students 94% Parents 84% Staff | Percentage of favorable responses in the School Culture and Climate Survey. (District Data) | 70% Students 93% Parents 83% Staff |
| Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data) | 94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs. | Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (District Data) | 94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs. |
| | | Upon careful review of the services and the progress of all students, especially unduplicated pupils, and upon careful review of the specific services and actions described under this goal, in harmony with the other services and actions described in the LCAP, the Board finds that the specific actions and services have been effective in meeting the results described herein and in advancing the District's progress on the goals stated in the LCAP. | |

School Site LCAP/SPSA Goals & Intervention Plan

| Ln | Dates | Description | Data Measure(s) |
|--|--------------------------|--|--|
| 1 | 08/28/2019 06/12/2020 | The psychologist will help develop programs that positively impact student achievement, engagement, and parent involvement. As well, implement and monitor RtI level 2 & 3 academic interventions, groups that focus on behavioral, social, emotional needs for student who are at risk resulting in an increase of emotional, behavioral, and academic achievement and overall school wide climate. | Attendance/Chronic Absenteeism Rate Suspension/Expulsion Rate Culture-Climate Survey (Student-Staff) |
| Person(s) Responsible: Principal | | | |
| Frequency: | Weekly | SPSA/AM: | AM1 Add. Int. |
| Identified Need: Increase support for parents of students who are in need of social, emotional, behavioral, academic support. As well provide identified students necessary support in social, emotional, behavioral, academic areas with systems and strutures that ensure overall success. | | | |
| Target Group: African-American, Hispanic | | | |
| Monitoring: Student/parent surveys, student/parent logs, referrals to SBMH, and other support agencies, attendance rates, scheduled meetings with principal and SSC/ELAC | | | |
| Personnel Summary: Psychologist .4 FTE - LCFF 20%; Title 1 80% | | | |
| Matl/Srvc Summary: | | | |
| | | Cost | Statutory Benefits |
| | | Health Benefits | Project Totals |
| SSC Approve Date: 03/01/2019 | | Certificated 43,620 | 9,404 |
| | | Classified 0 | 0 |
| Subject: Additional Interventions | | MtlS/Srvc 0 | 0 |
| | | | Total 61,759 |

Develop solution(s)/ Intervention(s) that are aligned with the LCAP priorities



Tap into your strengths

- ▶ Group of professionals
- ▶ Training (Scope of Practice)
- ▶ Experience (Scope of Competence)



Find Allies



- ▶ Share vision
- ▶ Understand the challenges relevant to implementation
- ▶ Build allies among administrators

Get to know the wizard behind the curtain: The School Site Council (SSC)



- ▶ Mini-school board
- ▶ Make funding decisions
- ▶ Decisions are made by vote



Monitor Outcomes:

Are you getting any closer to the established goal?

| | Meets Goal 2023 | Least Performing Lowest/High Subgroup | Students With Disabilities | Students Economically Disadvantaged | ELL + Redesignated for LEP + LEP | Current English Learners |
|--|-------------------------|---|-------------------------------|--|-------------------------------------|-----------------------------|
| Chronic Absenteeism * | 12.4% (2023) 2023 | 16.7% (2023) 2023 | 12.6% (2023) 2023 | 12.9% (2023) 2023 | 8.9% (2023) 2023 | 11.4% (2023) 2023 |
| Suspension Rates (Excludes students suspended under 60302) | 0.2% (2023) 2023 | 0.3% (2023) 2023 | 1% (2023) 2023 | 0.3% (2023) 2023 | 0.3% (2023) 2023 | 0% (2023) 2023 |
| Culture and Climate: FAMILY Overall | 87% (2023) 2023 | 84% (2023) 2023 | No Data | 85% (2023) 2023 | 88% (2023) 2023 | 88% (2023) 2023 |
| Culture and Climate: STAFF Overall | 64% (2023) 2023 | No Data | No Data | No Data | No Data | No Data |
| Culture and Climate: STUDENT Overall | 74% (2023) 2023 | 64% (2023) 2023 | 65% (2023) 2023 | 74% (2023) 2023 | 71% (2023) 2023 | 71% (2023) 2023 |

SOCIAL/EMOTIONAL/BEHAVIORAL INTERVENTIONS IMPLEMENTED BY THE SCHOOL PSYCHOLOGIST

TIER I INTERVENTION:

Brain Charge is a trauma focused, sensory awareness curriculum taught by the school psychologist to promote self-regulation and student achievement.

The Brain Charge curriculum was taught in 5 classrooms (known to students and teachers as "10 Seconds") Room 10A-11 grade, 20C-21 grade, 20D-21 grade, 20E-21 grade, 20F-21 grade, for a total of 115 sessions involving 137 students provided by the school psychologist.

Results: The goal was to teach the intervention so students can independently apply the model while taking the SBAC, when they experience distractibility, stress, worry, anxiety, and/or panic.

| Classroom | # of Students reported using 10 Seconds during SBAC testing | Teacher report/observation of # of students using 10 Seconds during the SBAC | Representative Student Comment |
|-----------|--|--|--|
| 20B | 13 | 13 | "I began to get stressed during SBAC testing and breathe. On 100 60 seconds and 10 breathe me today." |
| 20C | 13 | 13 | |
| 20D | 13 | 13 | |
| 20E | 13 | 13 | |
| 20F | 13 | 13 | |

Note: The 11th grade class, room 10A, was not administered the SBAC. 10 Seconds was offered as a classroom management strategy, which was taught after lunch recess. The teacher reported that the intervention was helpful, assisting the students transition from recess to focus on academic work.

TIER II INTERVENTIONS:

1. Provided Social Skills group training, known to the students as Buddies Club. Provided a total of 10 formal meetings and 10 informal meetings, for a total of 36 sessions.

| Target Student: | Referral Need: | Benefit: |
|--------------------|----------------------------------|---|
| Connor | Social Skills | Student independently demonstrated reciprocal conversation. Discontinued picking up chewed gum off the ground to avoid this action again. |
| Michael | Social Skills | Observed increase number of students in his social circle. |
| Emilio | Depression/Anxiety | Student mood elevated. Participated in discussion regarding his mood, classes and subjects. |
| John | Aggression toward target student | Teacher reported significant reduction in aggression toward target student. |

2. Established a Check-in/Check-out program via the RSP office to improve academic performance and social/emotional functioning.

Summary of Psychological Services 2017-18 | Alvarado Elementary School, Long Beach USD



LCAP Stories-

- High School Drop-in Centers
- Family Resource Centers (FRC)
- 17 school sites bought school psychologist support for SEL.
- LEA hired 10 new school psychologists to support MTSS academic and school climate implementation



@LBUSDFRC



Prepare for flying monkeys

- ▶ What concerns do you have about making a “shark tank” pitch?
- ▶ What barriers might you experienced?



Baby steps
down the road!



Read the description of the 8 LCAP priorities

<https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

Read your school sites' LCAP goals.

Find out who is on the school site council & when they meet.

Decide which priority you want to address. Align your personal PD with LCAP goals.

Find when budget decisions are made for the next school year.



Partner Share: LCAP

- What did you hear that was new or different from what you previously understood about LCAP/LCFF?
- What questions, concerns, ideas are you having regarding advocating to add your time via LCAP/LCFF funding for increased school-based mental health service provider time?

I give you ...



Partner Share: Reflecting and Looking Ahead



“As you reflect on your learning today, please share...”

Something I learned today...

Something that resonated with me today...

What's next for me is...

Last call for Questions?



Thank you for your participation



Tom



Nel

Resources

Check-in/Check-out:

Bundock, K., Hawken, L., Kladis, K., & Breen, K. (2019). *Innovating the Check-In, Check-Out Intervention: A Process for Creating Adaptations. Intervention in School and Clinic*. Sage Publishing, 00(0).

DOI: 10.1177/1053451219842206

Hawken, L. S., Bundock, K., Barrett, C. A., Eber, L., Breen, K., & Phillips, D. (2015). Large-Scale Implementation of Check-In, Check-Out: A Descriptive Study. *Canadian Journal of School Psychology*. Sage Publishing.

DOI: 10.1177/0829573515601005

PBIS:

www.koieducation.com

MTSS:

<https://swiftschools.org/>

Resources

CA MTSS Foundational Training for

LEA Leadership Teams:

<https://ocde.instructure.com/courses/59>

California MTSS:

<https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

<https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>