The Professional School Counselor’s Role in Addressing Student Mental Health Issues

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Brief Introduction

• Please tell us your name (first only)
• What do you do? (school counselor, intern, etc.)
• What do you hope to learn from this experience?
Your Perceptions of PSC Roles

• Based on your knowledge and experience, what do you feel are the appropriate roles of PSCs (Professional School Counselors) in addressing mental health issues (primary, secondary, referral source)?
• Is this congruent with administrative expectations?
• What if they do not match? How do you address this issue?
Research

- Only 20% of students receive needed mental health services (Kaffenberger & O’Rorke-Trigiani, 2013).
- Over 1 million homeless children (National Center on Homelessness, 2009).
- Minorities and students living in poverty are less likely to follow through with accessing community mental health resources; thus, more apt to receive them during the school day (Bringewatt & Gershoff, 2010).
- 13% of children and 25% of adolescents will experience anxiety in their schooling (National Institute of Mental Health, 2012).
Prevention in the School Setting

• In what ways can we implement preventative interventions in the school setting?

• How can we utilize resources in and out of the school to support these interventions (e.g., building alliances within the school and community, engaging families in parent education).
Proactive/Preventative Measures

These measures include, but are not limited to:
- Healthy Coping Skills
- Positive Support Systems
- Healthy Life Skills
- Open Constructive Communication
- Healthy Relationships (with Students and Parents/Guardians)
- A Sense of Community and Belonging
- Student Learning Targets (SLTs)
Proactive Behavioral Interventions

• School Wide Positive Behavior Support
  - What is this and how does it work?
  - Tier I, Tier II, & Tier III
  - Interventions vary depending on what Tier the student is placed/earned.
Reactive Behavioral Intervention Plans

• Student Support Plans (least restrictive intervention)
• Behavior Improvement Plans (formerly known and Behavior Intervention Plans)

Let's look at some examples of both
Student Support Plan

Student:______________________________________ Grade __________________________________
Teacher Planning Time ________________ Parent/Guardian Name __________________________________
Telephone Number: ____________________ Conference Date & Time: ______________________________
Attempted Contacts: 1st  2nd  3rd  4th
Behavior student is struggling with:___________________________________________________________
______________________________________________________________________________________
Reasons for difficulty: _____________________________________________________________________
_______________________________________________________________________________________

Action Plan:
What the student will do:___________________________________________________________________
What the parent will do:____________________________________________________________________
What the teacher(s) will do:_________________________________________________________________
What the counselor/social worker will do: _______________________________________________________

Student Signature: ________________________________________________________________________
Parent Signature:  ________________________________________________________________________
Teacher Signature:   _______________________________________________________________________
Counselor/Social Worker Signature: ____________________________________________________________
Example Behavior Improvement Plan (BIP)

- **Student:**  
- **Grade:**  
- **Date of Implementation:**  
- **BIP Coordinator:**  
- **Taken from FBA (FBA Completion Date:___)**

**Target Behaviors & Baseline Levels**

**Replacement Behavior/Alternative Skill(s) & Criteria for Achievement**

**IEP/RTI/504 Behavior Goal(s):** (state in observable, measurable terms related to target behaviors)

1.  
2.  
3.

**Function/Hypothesis Statements from FBA:**

- Target Behavior 1:  
- Target Behavior 2:  
- Target Behavior 3:

**Procedures for Addressing TARGET BEHAVIOR 1**

- **Instructional Procedures to Teach Replacement Behavior.** How will we teach the replacement behavior(s)?
- **Pre-teaching.** How can the replacement behavior be initially presented to the student? Individual discussion? Class discussion?
- What physical cues will remind the student of the appropriate behavior?
- **Direct Instruction.** What method of presentation will be used in teaching the student the correct behavior? How often? Role-playing?
- Demonstration? Reinforcing other students for appropriate behaviors? What prompts and cues will be taught?
- **Reinforced Practice.** How will opportunities for practice be provided? In-class? Out-of-class (e.g., social skills training)? What positive reinforcers will be used for appropriate behavior (schedule of reinforcement)?
- **Response to Target Behavior.** What strategies will be used to reduce problem behavior (e.g., redirection, verbal warnings)? What consequences/disciplinary actions will be used if behavior continues or escalates (corrective strategies/interventions)?
- **Self-Control.** What types of self-management strategies will be used to teach the student to monitor his/her own behavior?

**Student progress** (how will it be monitored, how often, and by whom):

**Implementation** (how will implementation be monitored, how often, by whom):

- **Comments from implementation review meeting (written on back):**
- **This Behavior Intervention Plan is to be implemented throughout the entire school day including any related services.**
- **Signatures below acknowledge such.**

**Team Members:** Name/Signature Position Name/Signature Position
Louisiana School Counseling Model

• “Today’s professional school counselors serve all students, comprehensively, by providing a curriculum based on standards and evidence, along with a commitment to prevention, positive development, and collaboration with constituents and professionals” (LASCM).
Louisiana School Counseling Model cont...

• “PSC’s work to reduce the achievement gap by ensuring a challenging, rigorous academic program that promotes equity and justice for all students, regardless of race, gender, socioeconomic status, religion, sexual orientation, and other cultural differences” (LASCM)
Prevention is the Key

• “Prevention education is best accomplished through the implementation of school guidance curriculum in the classroom and through coordination of prevention education programs, such as the conflict resolution and anti-violence programs at their sites” (LASCM).
Compass Rubric

- Individual Student Planning
- System Support
- Responsive Services
- School Counseling Curriculum
Bulletin 741

- Handbook for School Administrators (see handout)
- Comprehensive counseling
- Preventative Programs
College and Career Readiness

• Jumpstart
• ASCA Mindsets and Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student
• Common Core
Rationale for SLT

• What is the reason for this particular SLT? (See example provided)
• Why are you looking at this particular behavior, life skill, academic, career, mental health, or emotional need?
• What are the needs in your schools?
Scoring Plan

• What level are you looking to attain with the scoring level?
• Insufficient Attainment of Target (1)
• Partial Attainment of Target (2)
• Full Attainment of Target (3)
• Exceptional Attainment of Target (4)
6-Year Case Study

• Mount Baker High School located in Washington state
• Analyze data, build coalitions with teachers and administrators, school-wide advisory program, new technology infrastructure, and partnering with community agencies (Gruman, Marston, & Koon, 2013).
PSCs & SLTs

• So how do SLTs help PSCs in addressing student mental health issues?

• What can you do in your school to help students in need?
LDOE Resource Page

- http://www.louisianabelieves.com/resources/classroom-support-toolbox/counselor-support-toolbox/system-support

- Our email addresses:
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References


