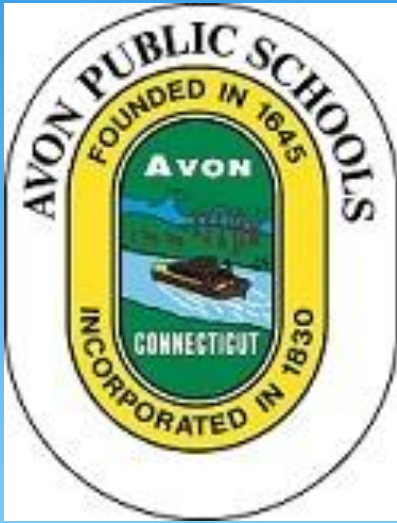


An Enhanced Support Model to Promote Mental and Behavioral Wellness among Students in the Avon Public Schools



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Recommendations from Futures Report (May 2013)

- * Enhanced uniformity of processes across district schools
- * Effective utilization of inclusive support services
- * Increased focus on early intervening services
- * Use of multi-tiered intervention model
- * Provide research-based interventions
- * Alignment of service provisions for students in special programs
- * Provide specialized programming with trained staff who possess knowledge of behavior to effectively address the student needs

Why Make Changes Now?

- * Casts a larger net in order to identify students who may be experiencing academic or emotional distress as the result of changes being instituted at AHS
- * Greater demands for accountability and documentation of student progress
- * Provides more comprehensive approaches to intervening with students across all district schools
- * To respond to increased demands for Functional Behavioral Assessments, Ecological Assessments, and Behavior Support Plans
- * Ability to intervene with students earlier in the process and to provide support within least restrictive settings

Meeting Student Needs

School Social Workers and School Psychologists are well trained staff who are qualified to:

- * Conduct both individual and small group counseling, support groups and skills-focused counseling
- * Intervene in crisis situations
- * Deliver classroom-based lessons to students
- * Provide evidence-based programming
- * Mentor students
- * Case-manage and implement services in accommodation plans
- * Conduct risk assessments
- * Mobilize school and community resources

In Addition, School Psychologists...

- * Conduct Functional Behavioral Assessments
- * Develop and implement Behavior Support Plans
- * Assess levels of cognitive, academic and social/emotional functioning
- * Conduct ecological assessments
- * Evaluate student performance through direct observation and analysis of work products
- * Design and implement academic and behavioral interventions
- * Collect, analyze, and interpret Response to Intervention data
- * Develop appropriate data collection tools
- * Train teachers and para-educators in implementing programs
- * Provide PPT and 504 teams with progress updates - including use of data
- * Provide parent training

Changes Being Made to APS Staffing for 2015-2016 School Year

Total Full time equivalent (FTE) staffing in district	2014-15	2015-16
School psychologists	5	8
School social workers	2.87	0
CHOICE Home to School Liaison	.8	.8
Total # of staff specifically trained to meet social, emotional and behavioral needs of students	8.67	8.8

Moving Forward, this Framework...

- * Offers a more comprehensive level of service delivery
- * Provides services that are proactive, positive, and preventive
- * Establishes a consistent structure for accountability
- * Utilizes research-based interventions
- * Supports use of data-driven decision-making
- * Allows for more time in general education settings
- * Reduces Special Education referrals at secondary level
- * Provides for ongoing consultation between general and special education staff