

Department Of Pupil Services

Mental Health Support Services Review

Update

Avon Public Schools

March 2016

Background

- In spring 2015, the decision to replace district social workers with school psychologists was recommended and affirmed.
- This presentation is a review of the change in the mental health service delivery model.

Evaluation Tool

Developing Quality Programs for Pupil Services: A Self-Evaluative Guide

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/special/QPPupilSrves.pdf>

III. SYSTEMS OPERATIONS

A. ORGANIZATION AND MANAGEMENT

Standard: The pupil services department is organized and managed in a manner conducive to effective delivery of services and continuous improvement.

Indicator 6

Work assignments are consistent with the qualifications and skills of pupil services staff members and are based on current student and program needs identified through a **systematic needs assessment**.

Student and Program Needs Review

1. Conduct historical data review of mandated service time (i.e., IEP service delivery time)
2. Identify tiers of mental health supports
3. Compare supports and services available to students and families
4. Conclude if gaps exist in current service delivery model
5. Develop recommendations

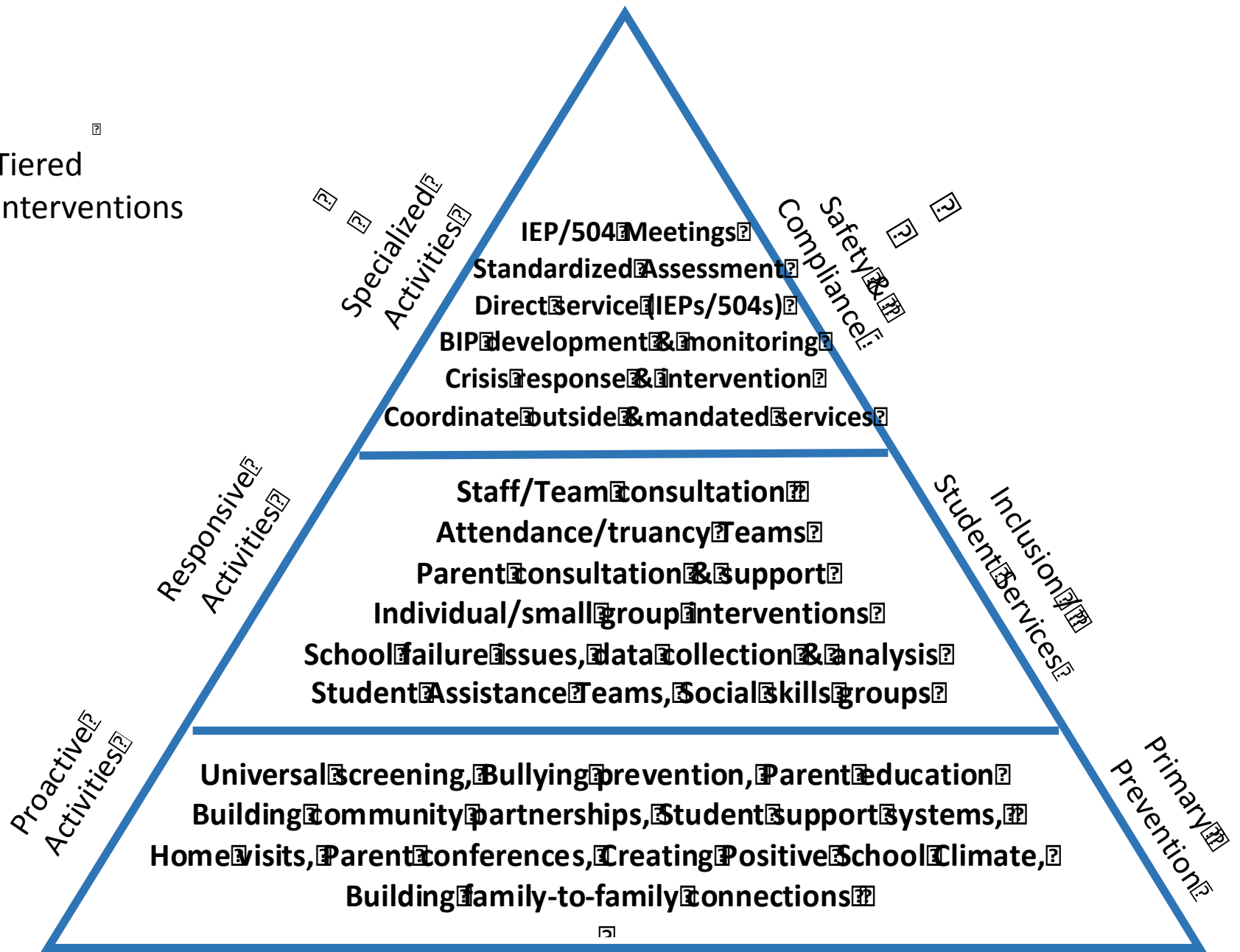
1. Conduct historical data review of mandated service time

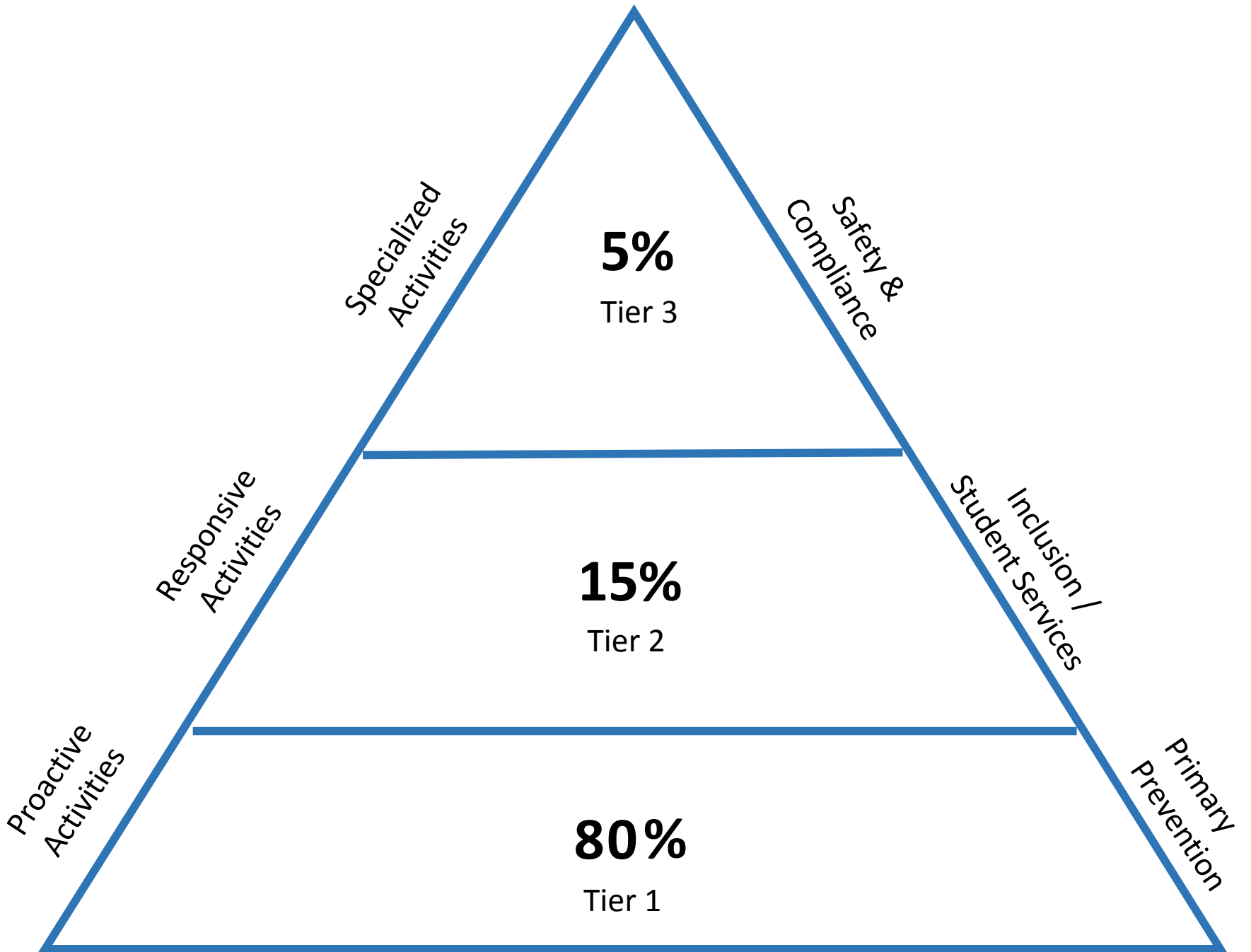
Mandated Counseling Related Service Totals

School Year	Students	Min/Wk	Average
2013-2014	143	7375	51.8
2014-2015	117	4691.25	40.1
2015-2016	106	3413.75	32.2

2. Identify tiers of mental health supports

Tiered Interventions





Proactive Activities

Shared Responsibility (e.g., teacher, admin, school counselor, school psychologist, paraeducators, parents, students)

- **Universal screenings**
- **Bullying prevention**
- **Parent education**
- **Building community partnerships**
- **Student support systems**
- **Parent conferences**
- **Creating positive school climates**
- **Building family-to-family connections**

Responsive Activities

Targeted Intervention Student Support

- **Staff/Team consultation**
- **Attendance/truancy teams**
- **Parent consultation & support**
- **Individual/small group interventions**
- **Academic failure issues, data collection & analysis**
- **Student assistance teams, social skills groups**

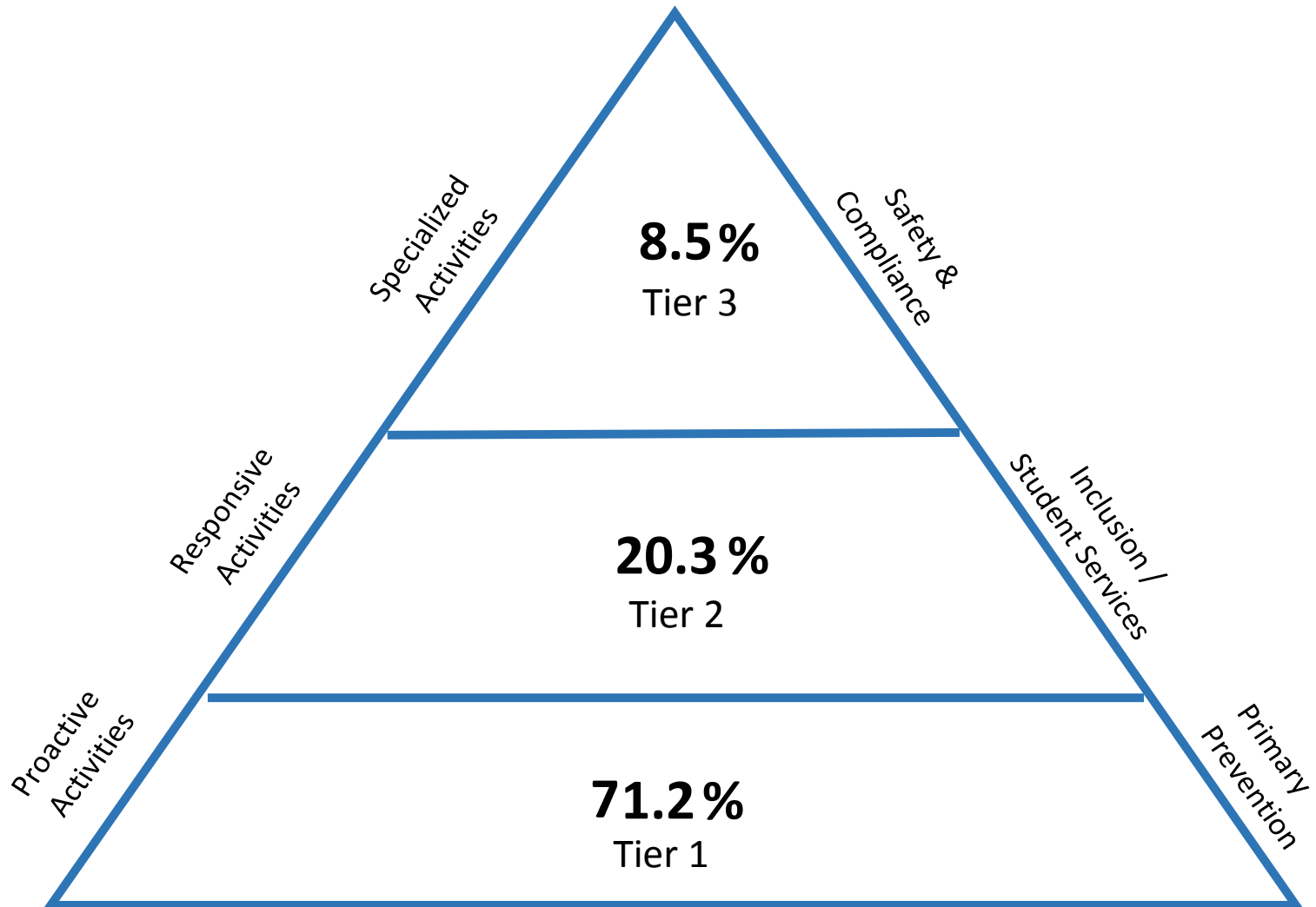
Specialized Activities

Safety and Compliance (Pupil Services Staff)

- **IEP/504 Meetings**
- **Individualized Standardized Assessments**
- **Direct service (IEPs/504s)**
- **Functional Behavioral Assessments**
- **Behavior Intervention Plan development & monitoring**
- **Ongoing behavioral data collection & analysis**
- **Crisis response & intervention**
- **Coordinate outside & mandated services**

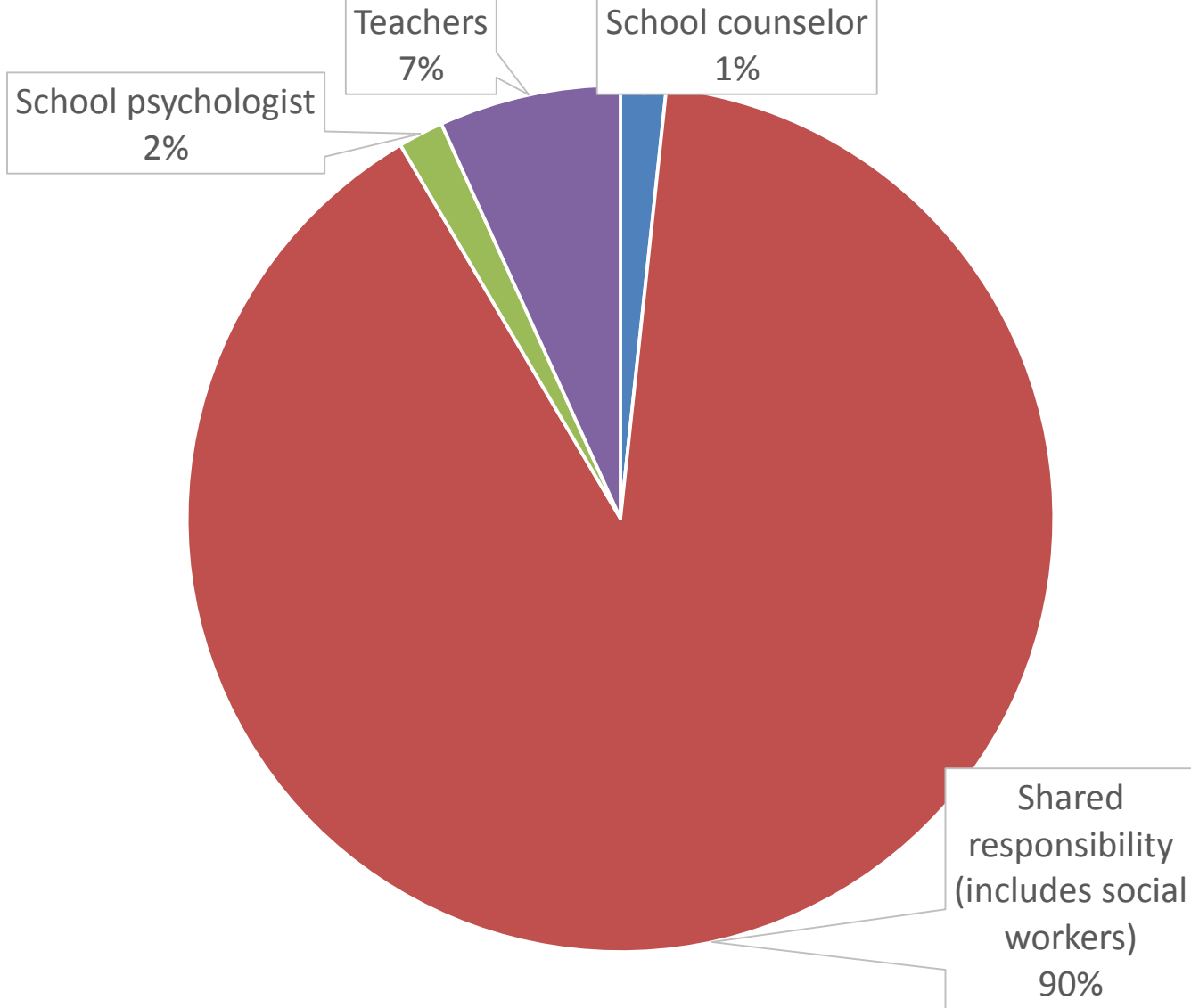
3. Compare supports and services available to students and families

Current Mental Health Support Activities



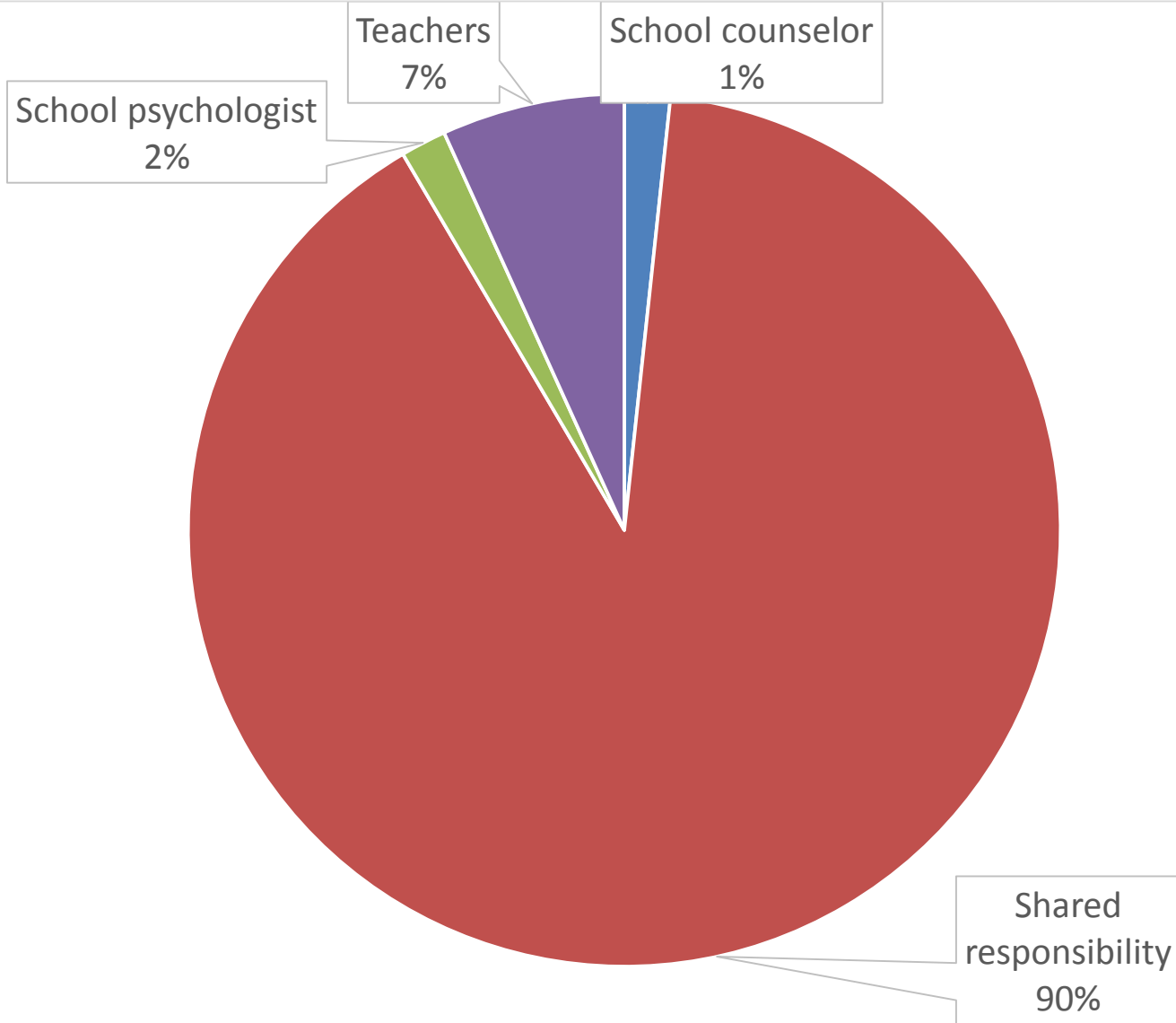
2014-2015

Staff Allocation for Tiered Mental Health Support Activities



2015-2016

Staff Allocation for Tiered Mental Health Support Activities



4. Conclusions

- Mandated mental health services are being provided with no gaps in service to students
- Current mental health support activities are close to recommended tiered intervention ratios (i.e. 80, 15, 5)
- Various modes of data collection exist

5. Recommendations

Developed in collaboration with administrative team

1. Maintain current mental health service delivery model to stabilize programs and supports to students and families (*reconsider January 2016 BOE decision to eliminate 2 psychologists and recall 2 social workers*)
2. Continue strong focus on shared responsibility to realize 80, 15, 5 intervention tier ratios
3. Standardize quantitative and qualitative data collection methods to continue to make fiscally responsible staffing and program recommendations