

STARTING FROM SCRATCH:

BUILDING A STRONG MENTAL HEALTH TEAM

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OBJECTIVES:

- WHAT ARE THE MENTAL HEALTH ROLES IN DISTRICT?
- COMPARE/CONTRAST ROLES BETWEEN CAMPUS COUNSELOR, SOCIAL WORK, AND LSSP
- HOW DO STUDENTS "QUALIFY"/ "ARE REFERRED" FOR SERVICES?
- CRISIS PROCESS

AUDRA

Earned a Master of Education in School Counseling
in 2001.

As a Has 23 years of experience servicing students
from grades PK-12 as a School Counselor,

Since 2015, has served as an Elementary Counselor in
G-PISD.



JESSICA

Earned a Master's degree in Social Work in 2006 and her Clinical Social Work license in 2008.

Worked at Driscoll Children's Hospital as a Medical Social Worker for over 13 years and continues to work at the hospital as needed.

In January 2019, became the first school social worker for our district. Currently, in her 6th school year at G-PISD.



MONICA

Earned a Bachelor degree in Interdisciplinary
Studies with a Concentration in Special Education
from TAMU-CC in 2008

And a Specialist in School Psychology from UHV in
2019

Has served in Public Education for 15 years
9 year as a Special Education Teacher
6 years as a School Psychologist





WHERE WE STARTED

4 Elementary School Counselors

3 Middle School Counselors

4 High School Counselors

1 Social Worker

1 School Psychologist

No Crisis Procedures

Minimal SEL/Behavior/Mental Health Supports

Newly formed Threat Assessment Team

First Steps...



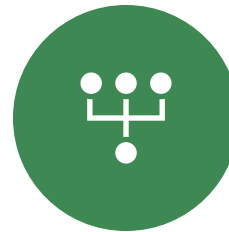
WHAT'S IN PLACE, EVEN PARTIALLY?



WHAT RESOURCES DO WE NEED?



WHO ARE OUR STAKEHOLDER AND KEY DECISION MAKERS?



WHAT ARE OTHER DISTRICTS DOING?



WHAT ARE OUR PRIORITIES NOW, IN 6 MONTHS, IN A YEAR?



WHERE WE ARE
NOW...

Mental Health Team

School Counselors

- 1 per Elementary
- 3 @ Middle School
- 4 @ High School

Licensed Clinical Social Workers

- 1 Elementary
- 1 Middle School
- 1 High School

School Psychologist

- 1 (for now...)
- All campuses

OTHER MENTAL HEALTH PARTNERSHIPS

- Community in Schools
- Coastal Plains (MHMR)
- Local MH Providers list

TURN & TALK

Who are
your mental
health staff
members in
your district?



SHARING IS CARING!

Our Roles

Campus Counselor

- Serve on MTSS Student Support Team
- Provide school-wide SEL & Mental Health Support
- Collaborates with campus staff
- Provides "in the moment" counseling for ANY student
- Small Group counseling
- Crisis intervention
- Short-term individual counseling

Clinical Social Worker

- Community support resources
- Facilitate and coordinate the GPISD resources and programs
- Facilitate community partnerships with local agencies
- Provide small group services
- Provide individual supportive counseling services
- Provide crisis intervention for SI and HI
- Work as part of the district Mental Health and Safe and Secure Schools Team

School Psychologist

- SPED SEL, Behavior & Mental Health Services & Supports
 - Individual counseling services
 - Behavioral Consultation
 - Assessments
 - SEL/Behavior Program Fidelity
- Provide crisis intervention for SI and HI
- Work as part of the district Mental Health and Safe and Secure Schools Team

School Counselor

School counselors help ALL students be successful in school and life by proactively developing social, emotional, and academic skills plus collaborating to remove barriers to their growth.

Tier 1

- Schoolwide programming
- Workshops and Parent Education
- Class lessons focused on social emotional development, academic achievement, and career awareness

Tier 2

- Check In/Check Out Intervention
- Consultation
- Small Group counseling including but not limited to Journey of Hope, Grief, Divorce, Friendship
- Lunch Bunch

Tier 3

- Crisis intervention
- Short-term individual counseling

Social Worker

Small Group Support:

- Journey of Hope
- Grief Support
- Lunch Bunch

Individual Counseling Services:

- Brief, Supportive, Short-Term Services (30 to 45-minute weekly or bi-weekly sessions)
- Services include Anger Management, Social Skills, Emotional/Mood Regulation, Self-Esteem, Cognitive Distortions or Negative Self Talk, etc.

Crisis Intervention:

- Provide Mental Health assessments
- Assist with Crisis Protocol for SI and HI and plan for services
- Re-entry and safety planning

School Psychologist

For students receiving Special Education Services:

- Individual Counseling Services (Social Skills, Emotional Regulation, Coping Skills, etc.)
- Behavior Consultation Services
- Counseling Evaluations
- Conduct Functional Behavioral Assessments
- Develop Behavior Intervention Plans

Support Special Education Behavior Staff/Classrooms:

- SEAS classes
- PACES Unit
- Self-Regulation Room

Crisis Intervention:

- Escalation Interventions
- Assessments
- Resource coordination
- Re-entry

TURN & TALK

What
resources
would your
team need
to get
started?



SHARING IS CARING!

Referral Process for Concerns of Suicidal Ideation

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graph LR; A[Student can be referred for mental health services or crisis evaluation by parents, teachers, and/or administrators.] --> B[Students will FIRST be evaluated by the campus counselor. They will determine if further intervention is needed or necessary.]; B --> C[If the student needs further crisis intervention, the campus counselor will reach out to the social worker and/or LSSP for additional campus support.];
```

Student can be referred for mental health services or crisis evaluation by parents, teachers, and/or administrators.

Students will **FIRST** be evaluated by the campus counselor. They will determine if further intervention is needed or necessary.

If the student needs further crisis intervention, the campus counselor will reach out to the social worker and/or LSSP for additional campus support.

COLUMBIA-SUICIDE SEVERITY RATING SCALE

Screen with Triage Points for Schools

Student Name: _____
 Student ID: _____
 Student Grade: _____

Screener Name: _____
 School Role: _____
 Campus: _____

	Past month	
Ask questions that are in bold and underlined	YES	NO
Ask Questions 1 and 2		
1) <u>Have you wished you were dead or wished you could go to sleep and not wake up?</u>	<input type="checkbox"/>	<input type="checkbox"/>
2) <u>Have you had any actual thoughts of killing yourself?</u>	<input type="checkbox"/>	<input type="checkbox"/>
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) <u>Have you been thinking about how you might do this?</u> <small>*Listen For examples such as: "I thought about taking pills to overdose but I never made a specific plan as to when, where or how I would actually do it...and I would never go through with it."</small>	<input type="checkbox"/>	<input type="checkbox"/>
4) <u>Have you had these thoughts and had some intention of acting on them?</u> <small>*As opposed to "I have thoughts, but I definitely will not do anything about them."</small>	<input type="checkbox"/>	<input type="checkbox"/>
5) <u>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</u>	<input type="checkbox"/>	<input type="checkbox"/>
6) <u>Have you ever done anything, started to do anything, or prepared to do anything to end your life?</u> <small>*Listen for examples such as: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc.</small>	Lifetime	
	<input type="checkbox"/>	<input type="checkbox"/>
	Past 3 Months	
	<input type="checkbox"/>	<input type="checkbox"/>
If YES, ask: <u>Was this within the past 3 months?</u>		

Response Protocol to C-SSRS Screening (Use Highest Level of Criteria Met):

Instructions: **"YES"** responses to **ANY** question on the C-SSRS should be taken seriously and family contact is required. Choose the appropriate response protocol based on the last question answered "YES".

A **"NO"** response to questions 1, 2, and 6 (lifetime) should be followed up as a Protocol 1 to ensure overall safety.

A **"YES"** response **ONLY** to questions 6 (lifetime) should be followed as a Protocol 1 to ensure overall safety.

PROTOCOL 1	PROTOCOL 2	PROTOCOL 3
Answered "YES" to 1 and 2 <ul style="list-style-type: none"> Contact Guardian Provide Behavioral Health referral/resources Complete Positive Coping Strategies Plan, if applicable. 	Answered "YES" to 3 and/or 6 (lifetime) <ul style="list-style-type: none"> 1:1 monitoring of Student Contact Mental Health Team Begin Crisis Packet Notify guardian and campus admin Provide referral/resources 	Answered "YES" to 4, 5 and/or 6 (3 months) <ul style="list-style-type: none"> 1:1 monitoring of Student Contact Mental Health Team Begin Crisis Packet Notify guardian and campus admin Outpatient crisis evaluation

Crisis Protocol

Suicidal Ideation:

If a student verbalizes harm to self, is engaging in self-injurious behaviors, and/or writing or typing words that indicate suicidal ideation or self-harm the student:

1. Is walked to the campus counselor's office
2. The campus counselor will complete the Columbia-Suicide Severity Rating Scale (CSSR-S)

Clearly Defined, Leveled Protocols

Response Protocol to C-SSRS Screening (Use Highest Level of Criteria Met):

Instructions: **"YES"** responses to **ANY** question on the C-SSRS should be taken seriously and family contact is required. Choose the appropriate response protocol based on the last question answered "YES".

A "NO" response to questions 1, 2, and 6 (lifetime) should be followed up as a Protocol 1 to ensure overall safety.

A "YES" response ONLY to questions 6 (lifetime) should be followed as a Protocol 1 to ensure overall safety.

PROTOCOL 1

Answered "YES" to 1 and 2

- Contact Guardian
- Provide Behavioral Health referral/resources
- Complete Positive Coping Strategies Plan, if applicable.

PROTOCOL 2

Answered "YES" to 3 and/or 6 (lifetime)

- 1:1 monitoring of Student
- Contact Mental Health Team
- Begin Crisis Packet
- Notify guardian and campus admin
- Provide referral/resources

PROTOCOL 3

Answered "YES" to 4, 5 and/or 6 (3 months)

- 1:1 monitoring of Student
- Contact Mental Health Team
- Begin Crisis Packet
- Notify guardian and campus admin
- Outpatient crisis evaluation

Crisis Protocol Continued.....

If CSSR-S indicates Protocol 2 or Protocol 3

- Social Worker or LSSP responds to campus to completed an IS PATH WARM mental health assessment.
- After completion, the campus counselor, administration, and LSSP/Social Worker discuss plan for the student
- The guardian is then contacted to come to campus to discuss concerns, provide resources, and give recommendations
- The crisis packet is completed at that time.



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SELF-HARM CRISIS RESPONSE CHECKLIST

If applicable, after completing the C-SSR follow steps below:

- Step 1:** Contact emergency medical services if student is injured
- Step 2:** Contact campus SRO if needed.
- Step 3:** Secure student in a safe location. Do not leave student unattended at any time.
- Step 4:** Contact District Social Worker
 - Elem Campus:** (361) 563-0984 **Middle School:** (361) 502-1071 **High School:** (361) 260-5378
 - or School Psychologist (if applicable) (361)438-4890:
- Step 5:** Notify student's parent/guardian and campus administration of student crisis.
- Step 6:** Crisis Team meets with student's parent/guardian in person if possible.
- Step 7:** Complete *Notification of Crisis* form and provide it to parent/guardian.
- Step 8:** Complete *Refusal of Recommendation* form, if necessary, provide copy to parent/guardian.
- Step 9:** Discuss return plan with parent/guardian.
- Step 10:** Release student to parent/guardian.
- Step 11:** Notify attendance/PEIMS, special program coordinator, and campus SRO (if previously not notified), and case managers if applicable.
- Step 12:** Follow up with parent/guardian to ensure student safety within 24 hours and monitor attendance for student's return to campus.
- Step 13:** Complete Student Safety Plan with the student upon returning to campus.
- Step 14:** Campus Support Team meet within a week of student return and complete *Student Care Plan Form*, provide copy to parent/guardian.
- Step 15:** Have parent/guardian sign the *Consent for Disclosure of Confidential Information*, if applicable.
- Step 16:** Share Student Return Care Plan with teachers, nurse, and admin. for student safety as indicated in *Student Return Form*.
- Step 17:** Schedule weekly check-ins with student (i.e. academic, social adjustments).

Re-Entry Plan

- Campus Counselor will meet with the student upon return back to campus.
- Campus Counselor will complete campus safety plan with the student.
- Campus Counselor, Social Worker, LSSP, and Administration team will meet to ensure student safety. Information will be discussed with family and staff as needed.
- Plan to meet with Campus Counselor, SW/LSSP or outside therapist will be determined for follow up plan.

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STUDENT RETURN SAFETY PLAN

Completed with (Staff): _____ DATE: _____

STUDENT NAME: _____ CAMPUS: _____

STEP 1: Warning Signs that I am Mad, Sad, or Upset (thoughts, mood, situations, behaviors):

- _____
- _____
- _____

STEP 2: Things I can do to take my mind off my problems without contacting another person:

Home:	School:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

STEP 3: Places that I can visit that make me feel safe:

- _____
- _____
- _____

STEP 4: The adults I can ask for help from are:

Home:	School:
1. _____	1. _____
2. _____	2. _____

STEP 5: Things I can do to make my space safe: _____

STEP 6: If I am feeling suicidal or wanting to self-harm, I can call these professionals:

- Mental Health Provider: _____ Phone: _____
- After Hours Student Support Line: **361-563-5145**
- ER/ Hospital:
 - **Northshore ER- 361-761-2273;**
 - **Bayview Behavioral Hospital 361-986-8200;**
 - **Driscoll Children's Hospital- 361-694-5000**
- Crisis Hotline #:
 - **Coastal Plains- 1800-841-6467;**
 - **Crisis Text Line: Text "TX" to 741741;**
 - **Crisis Lifeline: 988**

Provide a Copy to the Parent/Guardian

7 Revised 7/2023

Safe and Secure Schools Team

- If a student expresses homicidal ideation, threat to harm others or writes/types concerning statements or threats, the student is
 1. Taken directly to his campus administrator.
 2. Campus administrator completed Threat Assessment interview.
 3. If necessary, Campus SRO and Portland PD are notified.
 4. If concerning threat, SW and/or LSSP are notified to completed ACUTE and VISTA assessment



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SUBSTANTIAL THREATS ASSESSMENT CHECKLIST

Complete the applicable steps below:

- Step 1:** Contact emergency medical services if anyone is injured
- Step 2:** Contact campus SRO if needed.
- Step 3:** Secure suspected student in a safe location, securing electronic devices if applicable.
- Step 4(a)** Begin questioning, completing [Threat Assessment Documentation Packet](#) to ensure thorough questioning.
- Step 4(b):** Contact District Social Worker/SP to complete Threat Psychosocial Assessment:
 - Elem Campus:** (361) 563-0984 **Middle School:** (361) 502-1071 **High School:** (361) 260-5378
 - or School Psychologist (if applicable – receiving SpEd services) (361)438-4890
- Step 5:** Notify Safety Command Center if threat is notable/imminent.
- Step 6:** If immediate safety is in question, SRO shall coordinate any needed home/vehicle searches or police response.
- Step 7:** Contact all parents, including any student who has been threatened. In certain cases, witness parent contact is appropriate.
- Step 8:** Complete a Rapid Report summarizing the situation if the situation is severe, notable, or likely to garner media/community attention. **DO NOT USE STUDENT NAMES IN REPORT** (initials, ID #, etc.)
- Step 9:** Messaging coordination with [Chief Communications Officer](#) is appropriate at this stage. Notice is required for bomb or terroristic threat.
- Step 10:** District Threat Assessment Team meeting is scheduled. Appropriate campus administrator and counselor must be present.
- Step 11:** Hold formal meeting; determining appropriate interventions.
- Step 12:** Share intervention plan with appropriate campus staff.
- Step 13:** Campus Administration schedule check-ins to ensure intervention implementation.
- Step 14:** Campus will report to Threat Assessment Team at follow-up meeting to determine progress/status.

TURN & TALK

What is your district's current crisis plan for SH, SI and/or HI?



SHARING IS CARING!

*An Aid for Washington
Administrators to Build
an Effective Support
Service Team*

ALL School-based Practitioners
 Facilitate collaborative services
 Research-based practices
 Problem solving teams (RTI)
 Student progress & accountability
 In-service/Professional Development
 Collaboration with community agencies
 Crisis intervention
 Consultation
 Parent education
 Alternative & at-risk programming
 Affective education
 Child Abuse reporting
 Student advocacy
 Classroom and small group social-emotional curriculum

School Counselors
 Lead for a comprehensive guidance and counseling program
 Orientation and transition services
 Counseling & referral
 Targeted academic, social skills, and behavior interventions
 Career and citizenship readiness
 Post-secondary planning & guidance

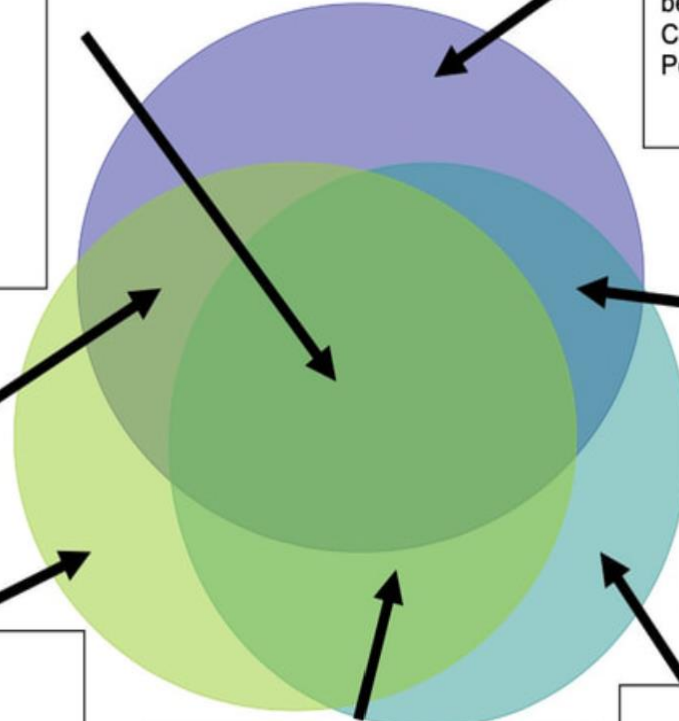
School Counselors & Psychologists
 Learning appraisal
 Educational collaboration
 Placement recommendations

School Counselors and Social Workers
 Behavioral collaborations
 Parent education
 Curriculum presentations
 Affective classroom teaching
 Orientation/transition services
 Student advocacy
 Crisis intervention
 Counseling, referrals, and guidance supports

School Psychologists
 Academic evaluations
 Behavioral screening
 Academic and behavioral interventions
 Consultation on special ed. law
 Direct services in special education, learning differences, and mental health
 Establish/review outcomes of interventions
 Parent consultation on special education
 Progress monitoring and data collection
 Consultation on assistive/adaptive technology

School Psychologists and Social Workers
 IEP services
 Behavioral assessments
 Behavioral interventions
 Behavior contracts
 Social- emotional assessment
 Family service plan

School Social Workers
 Home-school-community liaison
 Home visits and student attendance
 Social emotional assessment
 Behavioral assessment and interventions
 Counseling, referrals, and guidance supports
 Child protection reporting, curriculum/training
 Targeted academic, social skill interventions



OUR "SOMEDAY"
GOAL -
A COMPLETE &
COMPREHENSIVE
MODEL

- Social, Emotional & Academic Success Classes

- TEA Innovative course – HS credit
- Positive Action Curriculum
- Structured Daily Routine
 - 3 Positives
 - PA Lesson
 - Points Review
 - Individualized instruction per IEP

SEAS Classes

- Positive Academic Classroom Experiences with Socialization
 - Consideration Process
 - Staffed with 2 teachers & 1 para or 1 teacher & 2 paras
 - Outlined in IEP
 - Expectations
 - Success Criteria
 - Transition Plan

- Also serves as "self-Regulation Space"

PACES Unit



QUESTIONS?

Resources

[GPISD Columbia Screener](#)

[Texas School Mental Health Practice Guide and Toolkit](#)

[GPISD Crisis Packet](#)

Contact Us

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