

EARLY INTERVENTIONS FOR BEHAVIORAL HEALTH

League of Women Voters of Southern Nevada

February 17, 2018

Nevada Association of School Psychologists

NEVADA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

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OUTCOMES FOR TODAY'S MEETING

- Let's meet the school psychologists
- Opportunities for big-picture change
- Opportunities for targeted change
- Roadmap for implementing solutions



NEVADA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

- WE....
- Represent school psychologists statewide
- Liaise with the National Association of School Psychologists
- Provide leadership at the national level
- Promote best practices at the state and local level
- Serve students, families, and communities

Core Values

Continuous Improvement

Outreach

Advocacy

Diversity

Social Justice

Well-Being

Community

Leadership

School psychologists are trained in:

**Data-Based
Decision-
Making**

**Fostering
Positive School
Climates**

**Social-
Emotional
Screening**

**Prevention and
Intervention**

**Consultation
and
Collaboration**

**Crisis
Preparedness
and Response**

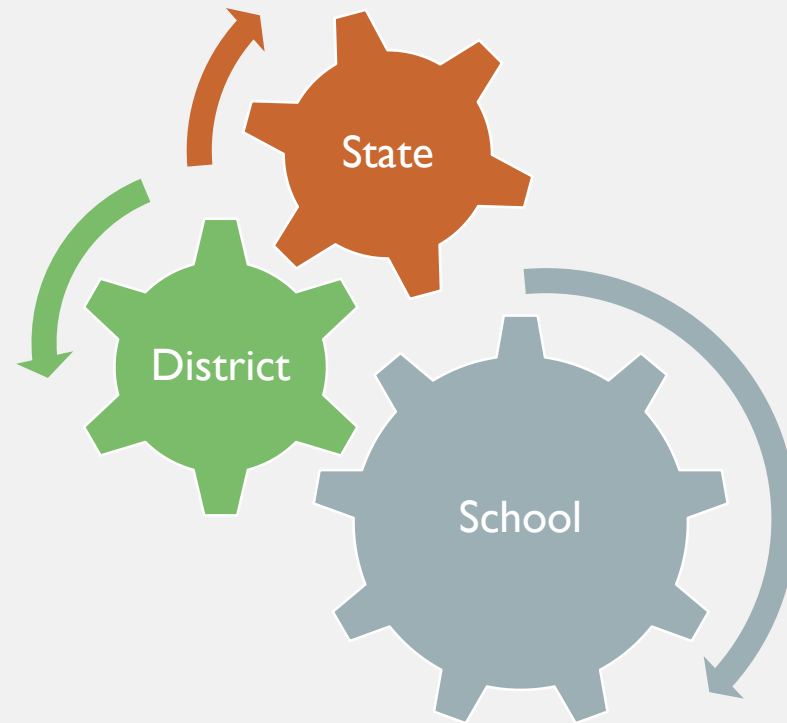
OUR PRIORITIES

- To improve:
 - Behavioral, Social, Emotional, and Academic Support for Nevada's students
- Workforce development in Nevada
- Higher education program expansion
- Support for families and communities that are in need
- Decrease suicide completions, attempts, and ideations
- Decrease disciplinary referrals and student violence

THE ISSUES

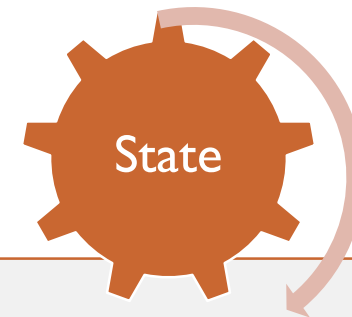
- Lack of protective support structures for our student population
- Lack of a universal social, emotional, and behavioral health program in schools
- Noncompliance with special education timelines & increases in litigation fees
- Psychologists unable to provide comprehensive school based psycho-educational services to students (*40,000 students without access*)

THE PICTURE



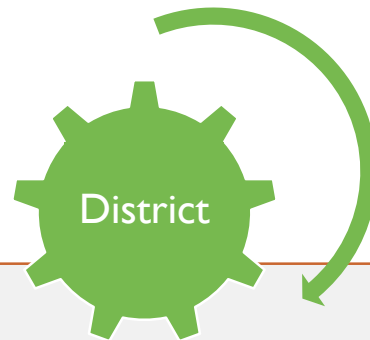
WHAT CAN WE DO? STATE LEVEL

- WE NEED TO:
- Establish a state definition of “school psychologist”
- Establish caseload maximums consistent with state law (NRS 388.150)
- Adopt a universal social, emotional, and behavioral health program in all schools
- Create a Student Loan Forgiveness Program specific to school psychology
- Expand higher education school psychology training programs
- Establish Community-Based K-4 programs
- Revise Read by Grade 3



WHAT CAN WE DO? DISTRICT LEVEL

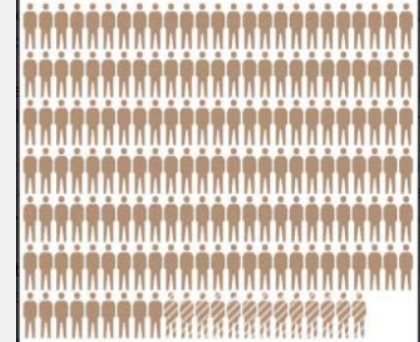
- Establish *Multi-Tiered System of Support: Social, Emotional, and Behavioral Health in Schools* program on every elementary and secondary campus
- Work toward staffing each school with one school psychologist (minimally)
- Hire psychological assistants to facilitate comprehensive services
- Improve pay packages for school psychologists
- Fill the existing 18 vacant school psychologist positions



School psychologist shortage

The number of school psychologists in the Clark County School District.

172 filled positions (159 full-time, 13 part-time)



18 vacancies (17 full-time, 1 part-time)
9 percent of total positions



Lowest starting salaries for school psychologists

Clark County	\$40,900
Nye County	\$57,135
Washoe County	\$69,380
Los Angeles Unified	\$73,452

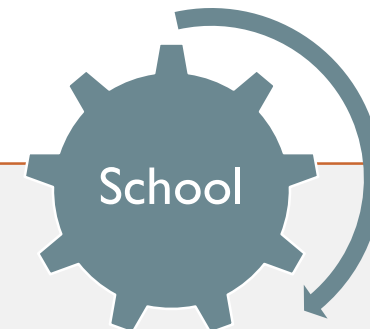
Source: CCSD data as of Jan. 29, 2018; LAUSD; Washoe County School District; Nye County School District

Wes Rand Las Vegas Review-Journal

WHAT CAN WE DO: SCHOOL LEVEL

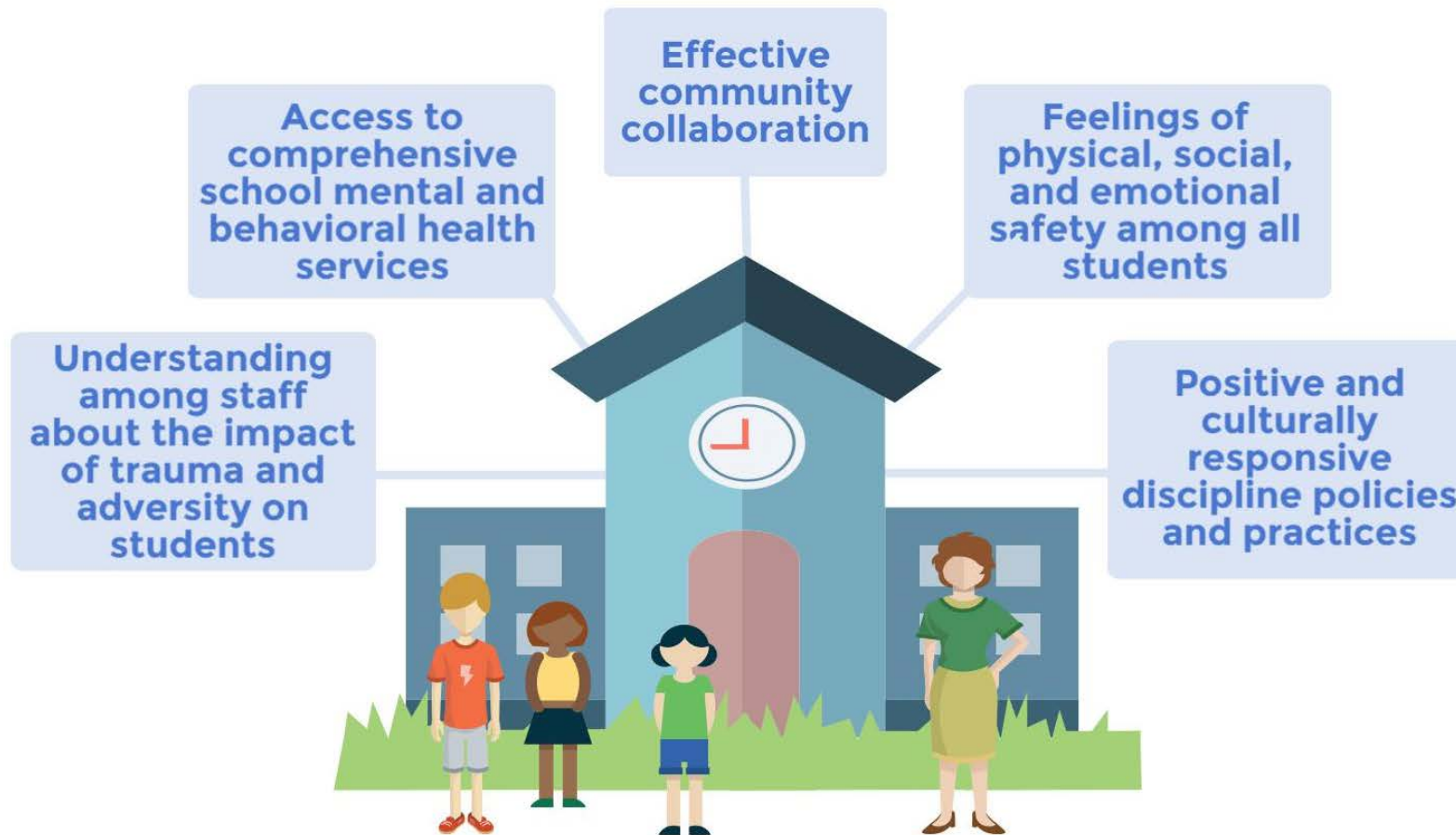
Goal: Manage severe student behavior short-term and long-term.

- Full-time school psychologist on each school campus
- Addresses student social-emotional and behavioral (SEB) functioning at all levels:
 - Tier 1
 - Tier 2
 - Tier 3



**MULTI-TIERED SYSTEMS OF SUPPORT:
SOCIAL, EMOTIONAL, AND
BEHAVIORAL HEALTH**

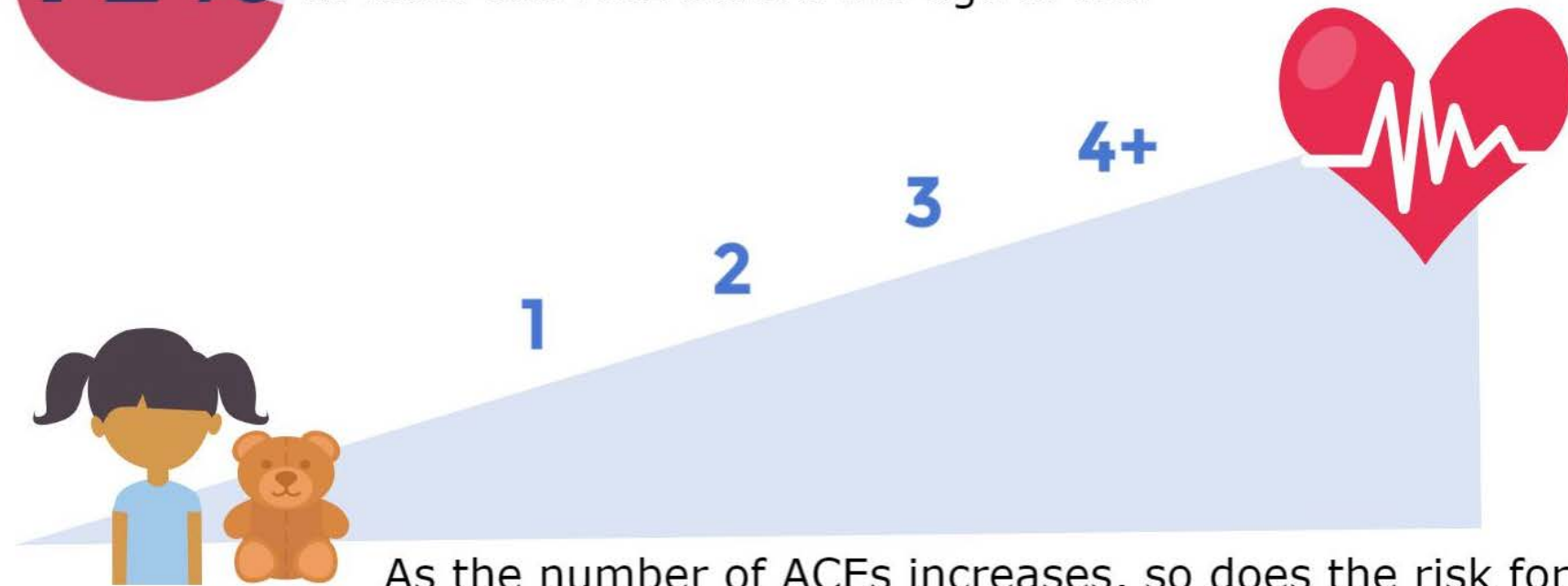
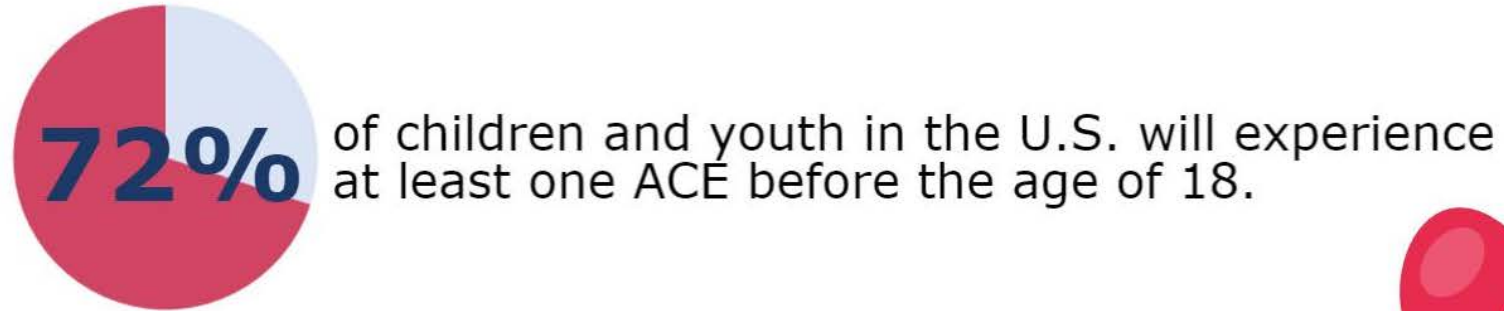
Characteristics of Trauma-Sensitive Schools



Promoting trauma-sensitive school approaches has the greatest potential to positively impact all students, regardless of trauma history.

Adverse Childhood Experiences (ACEs)

ACEs are stressful or potentially traumatic experiences, including abuse, neglect, and exposure to community violence.



As the number of ACEs increases, so does the risk for psychological, behavioral, or emotional problems; substance abuse; academic failure; social maladjustment; and poor medical health.

75%–80% of children and youth in schools in need of mental health services do not receive them.

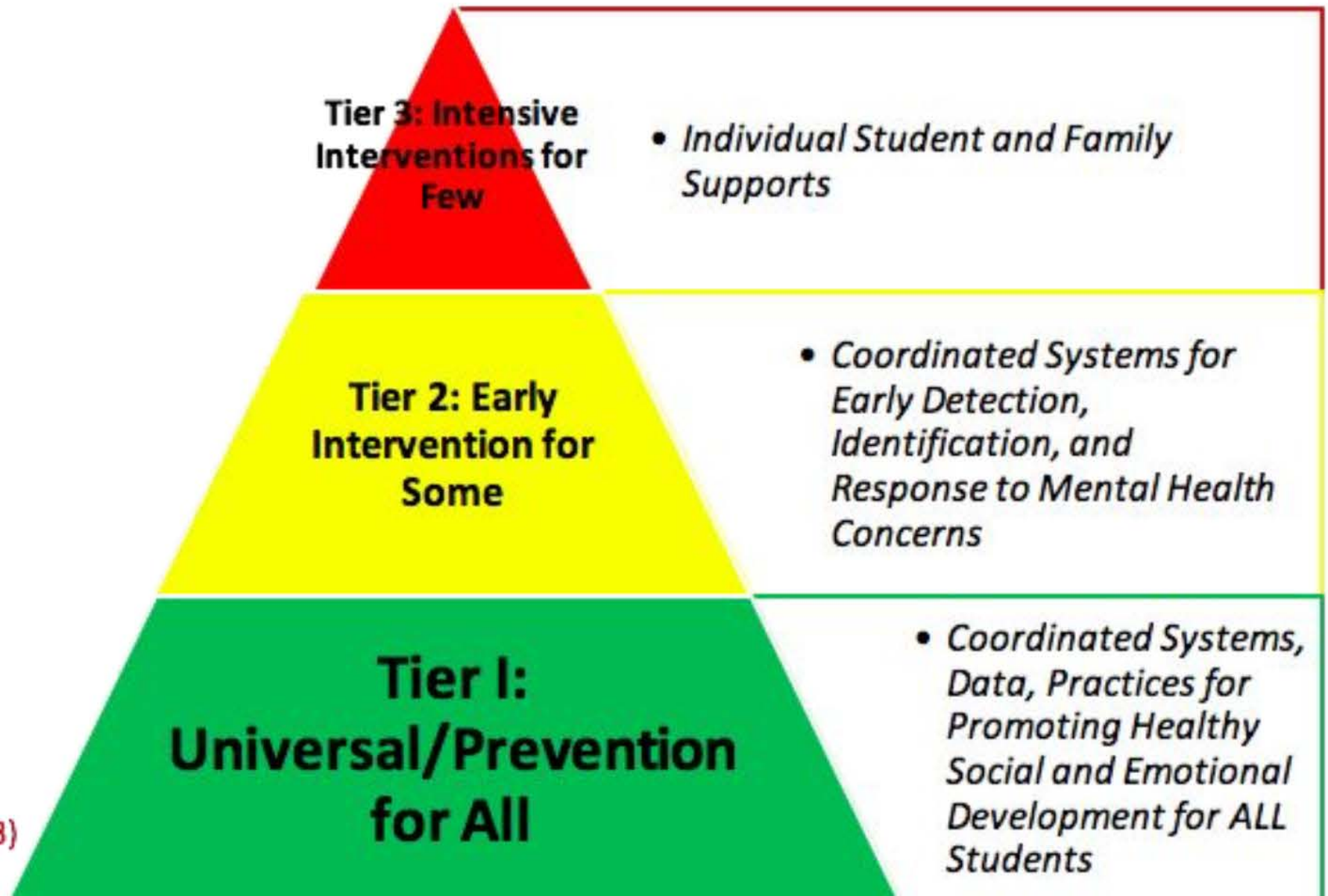
Of those who do receive assistance, 70%–80% receive mental health services in schools.

Unaddressed mental health needs increase risk for suspension, expulsion, dropout and entering the juvenile justice system.



School psychologists are uniquely positioned to provide mental and behavioral health services in schools.

Tiered Model of School Mental Health



(Barrett, Eber, & Weist, 2013)

DATA DRIVEN

Initial data suggests a 30% decrease in discipline referrals and student-to-student violence

- Successful on elementary and secondary school campuses
- Comprehensive, team-based approach to managing student behavior, mental health, and social-emotional condition
- School teams built internally and grow their own capacity
- *Schools already have access to the resources needed to begin this program*

KEY COSTS

- \$410,000: Five member Multi-Tiered System Social, Emotional, and Behavioral Health in Schools consulting team
- 18 school psychologists (already in the CCSD budget)
- \$18,000 in incentives to attract the 18 school psychologists
- **\$428,000** *Total Cost*

IMPLEMENTATION

- *Multi-Tiered System of Support: Social, Emotional, and Behavioral Health in Schools* program consulting team
- Core team: 2 school psychologists, 2 school counselors, 1 social worker, and a program evaluation research team member(s)
- Consulting professionals to include, but not limited to: school nurse, speech and language pathologist, occupational therapist, physical therapist, vision-hearing specialist, adaptive P.E. teacher, early childhood specialists, and teachers of the gifted and talented
- Reach of 5 schools the first year of implementation 2018-2019

EFFECTIVENESS MEASURES

- Work in partnership with a local research organization
- Collect data to expand on current efforts
- Collect data to inform on pilot programs
- Employ feedback looping to constantly inform program integrity and fidelity
- Use the data to strengthen implementation efforts
- Make iterative decisions based on informal and formal data

THANK YOU

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