



# The Role of ESA Support Staff: Providing Comprehensive Behavioral Health Services

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# Goals for Today

- Concrete definitions and distinguishing characteristics of a school nurse, psychologist, counselor and social worker
- Explain the best-practice social and emotional health and wellness services that can be provided by each profession through an Integrated Students Support Systems (ISSS) model, in the context of a Multi-Tiered System of Support (MTSS)
- Current data on how these four professions are being utilized in Washington.
- Model examples that highlight the importance of a strong partnership and collaboration between all 4 professions to maximize benefits for all students.
- Explore the funding implications of the McCleary decision for all 4 professions
  - What would “fully-funded” really look like? Next steps...?

# Origin of the ESA-Behavioral Health Coalition

- The School Social Workers and School Psychologists had representatives testifying on the same bills and referencing one another's work in our testimony
- We connected after testimony and formed the idea of this group, then we went home and made it a reality!





**Top Three Distinguishing Factors for ESA Behavioral Health Providers Specific to Social and Emotional Health and Wellness\*\***

School Psychologists	School Counselors	School Social Workers	School Nurses
<p>School psychologists specialize in <b>analyzing complex student and school problems</b> and selecting and implementing appropriate <b>evidence-based interventions</b> to improve outcomes at home and school</p>	<p>Deliver comprehensive <b>Tier 1, 2</b> and some Tier 3 prevention, intervention and support services to students in the <b>academic, social/emotional and career &amp; college readiness</b> domains aligned with mindset and behavior standards*</p>	<p>The integral link between home, school, and community in <b>providing tier 1, tier 2, and tier 3 services to students, families, and school personnel</b> which remove barriers and maximize academic and social success</p>	<p>Clinical assessment and analysis of common <i>and</i> complex student health needs. Writing, reviewing, and monitoring <b>Individual Health Plans and Emergency Health Plans</b> including students with mental health diagnosis</p>
<p><b>Extensive knowledge</b> of the brain, neurological development, and comprehensive child development and how these relate to emotional regulation, prosocial and pro-academic behavior, childhood disabilities, and other mental health needs, as well as <b>evaluation methods</b> grounded in research and special education law</p>	<p><b>Liaison and link between students, staff, parents and community partners</b> to coordinate services and programs that support each student's growth and development <b>primarily with tier 1 and 2</b>, and some tier 3 students*</p>	<p><b>Delivers evidence-based education, behavioral consultation, mental health support, and case management</b> services comparable to wrap around services, to engage a student's social emotional adjustment to school and society</p>	<p><b>Early detection of emotional or mental health concerns</b>- all students have access to school nurses via self-referral or referral by school staff which allows for nurses to evaluate students presenting with physical complaints for associated emotional/mental health concerns</p>
<p>School psychologists' training in <b>data collection and interpretation</b> for mental health ensures that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence, such as in Multi-Tiered Systems of Support (MTSS) and in collaborative consultation</p>	<p>Provide <b>systemic leadership and delivery of comprehensive programming</b> that is designed to provide all students with a safe and positive school culture and is aligned with the school's mission, vision and strategic plan</p>	<p>Provides innovative leadership, interdisciplinary collaboration, systems coordination (both within the school district and outside of the school district) and professional consultation, with <b>specific focus on mental health and behavioral needs</b></p>	<p>Nursing services to <b>address health barriers to Free and Appropriate Public Education (FAPE)</b>: medication administration clean intermittent catheterization gastrostomy tube feedings other procedures as needed</p>

# School Psychologists

School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school

Extensive knowledge of the brain, neurological development, and comprehensive child development and how these relate to emotional regulation, prosocial and pro-academic behavior, childhood disabilities, and other mental health needs, as well as evaluation methods grounded in research and special education law

School psychologists' training in data collection and interpretation for mental health ensures that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence, such as in Multi-Tiered Systems of Support (MTSS) and in collaborative consultation

# School Counselors

Deliver comprehensive Tier 1, 2 and some Tier 3 prevention, intervention and support services to students in the academic, social/emotional and career & college readiness domains aligned with mindset and behavior standards\*

Liaison and link between students, staff, parents and community partners to coordinate services and programs that support each student's growth and development primarily with tier 1 and 2, and some tier 3 students\*

Provide systemic leadership and delivery of comprehensive programming that is designed to provide all students with a safe and positive school culture and is aligned with the school's mission, vision and strategic plan

# School Social Workers

The integral link between home, school, and community in providing tier 1, tier 2, and tier 3 services to students, families, and school personnel which remove barriers and maximize academic and social success

Delivers evidence-based education, behavioral consultation, mental health support, and case management services comparable to wrap around services, to engage a student's social emotional adjustment to school and society

Provides innovative leadership, interdisciplinary collaboration, systems coordination (both within the school district and outside of the school district) and professional consultation, with specific focus on mental health and behavioral needs

# School Nurses

Clinical assessment and analysis of common and complex student health needs.  
Writing, reviewing, and monitoring Individual Health Plans and Emergency Health Plans including students with mental health diagnosis

Early detection of emotional or mental health concerns- all students have access to school nurses via self-referral or referral by school staff which allows for nurses to evaluate students presenting with physical complaints for associated emotional/mental health concerns

Nursing services to address health barriers to Free and Appropriate Public Education (FAPE):  
medication administration clean intermittent catheterization gastrostomy tube feedings other procedures as needed



# Tiered Roles

Review Tiered Roles Document

Vignette Activity

# Integrated Students Support Systems



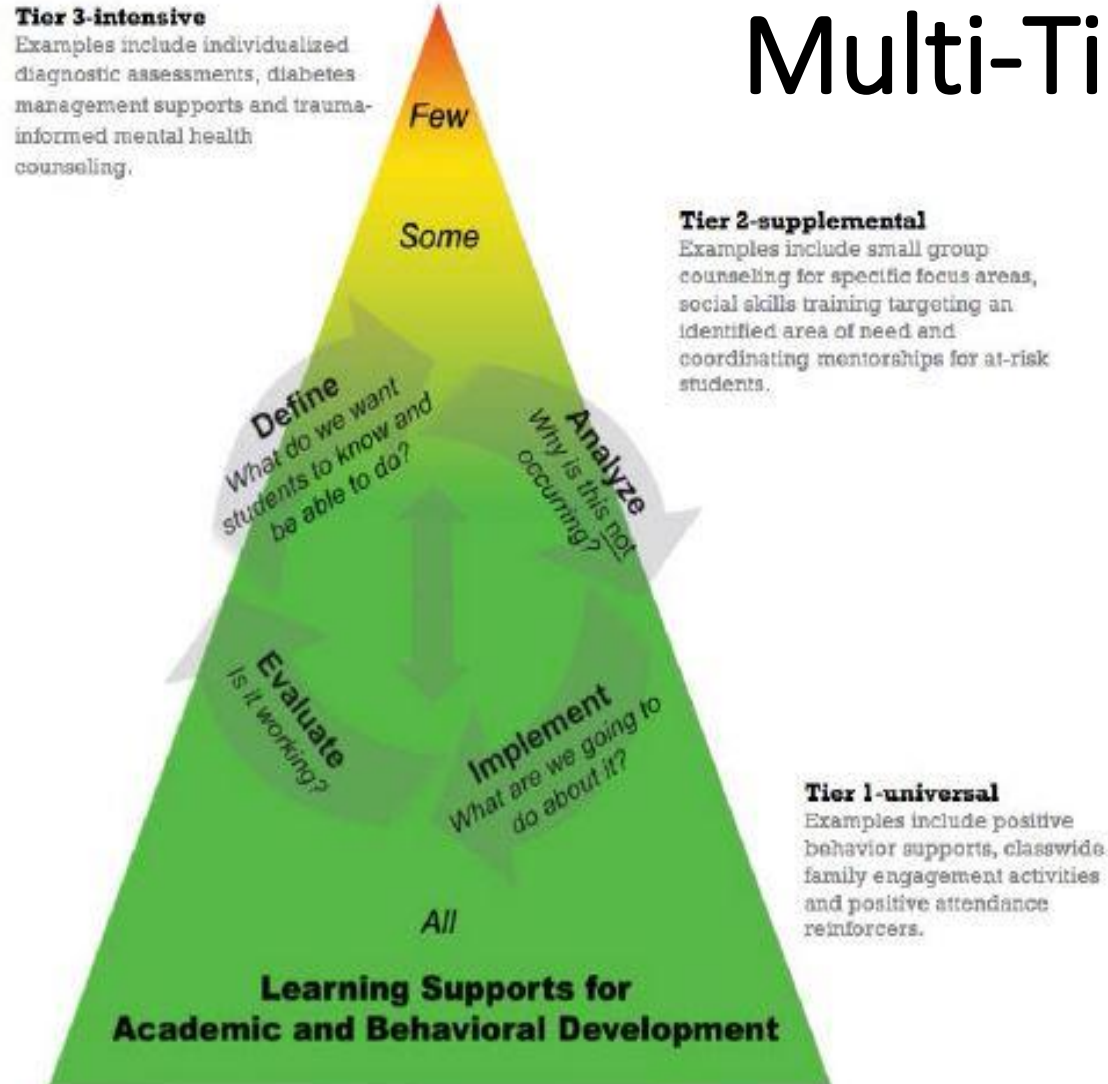
**Supports the academic,  
social, emotional,  
behavioral, and physical  
growth of all students**



Each of the 4 student services professional disciplines contributes unique skills, knowledge, experience and perspective to the collective work.

When student services are integrated, each discipline's unique contributions remain essential and must be coordinated (planned) in order to maximize the effectiveness of those services to all students.

# Multi-Tiered Support Systems



Did you know...

Learning supports are more efficient and effective when they are **coordinated by teaming across disciplines** and integrated with academic/behavioral instruction and interventions within the MTSS...

Figure 1: Learning Supports for Academics and Behavior

# Vignette

- Each group has a Vignette about a student. Please discuss with your group how each of our roles would be involved with this student situation.
  - Step 1: read your vignette together
  - Step 2: refer to the Tiered Roles document to determine who might do what to support this student
  - Step 3: fill in the worksheet (there may not be something in each cell of the matrix)
  - Step 4: Share out! Did you have any “Aha” moments?

Current Role

**Did you know...**

**Learning supports are necessary in addition to effective academic instruction to ensure that all students are socially, emotionally, behaviorally, physically and mentally well, so that they are able to consistently engage in learning?**

**That's 220,000  
students in  
Washington!**

**National research indicates that approximately 20 percent of youth have diagnosable mental health conditions**

(Merikangas et al., 2010)

# The Survey Results re: Current Ratios

Each organization conducted a survey in 2015, and of those who responded:

- **91% of Social Workers are above the nationally recommended ratio of 1:250**
- **75% of Psychologists are above the nationally recommended ratio of 1:700**
- **62% of Nurses are above the previous nationally recommended ratio of 1:750, though the recommended ratio has changed to 1:School**
- **95% of Counselors are above the nationally recommended ratio of 1:250\*\*\***



# Prototypical School Funding Model

## SHB 2776: School Level Other Staffing

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.519	0.523	CIS
Guidance Counselors	0.493	1.216	2.539	CIS
<u>Health &amp; Social Services:</u>				
School Nurses	0.076	0.060	0.096	CIS
Social Workers	0.042	0.006	0.015	CIS
Psychologists	0.017	0.002	0.007	CIS

**These are BEA  
Allocations**

# Prototypical School Funding Model: 1.0 FTE Individual Provider Time in Building Per Week

## SHB 2776: School Level Other Staffing

School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.510	0.533	CIS
Guidance Counselors	17 h	42 h	90 h	CIS
<u>Health &amp; Social Services:</u>				
School Nurses	3 h	2 h	34 h	CIS
Social Workers	1.5 h	12 m	30 m	CIS
Psychologists	40 m	4 m	15 m	CIS

**National Model  
recommendations:**

**Counselors = 1:250**

**Nurses = 1:School**

**Social Workers = 1:250**

**Psychologists = 1:700**

# A New Acronym...

Integrated Student Services or Integrated Student Support Services

# Evidence for Integrated Student Supports

- Integrated Student Supports: A Summary of the Evidence Base for Policymakers
  - <http://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf>
- The Experts Have Spoken: Integrated Student Supports Improve Educational Outcomes
  - [http://www.huffingtonpost.com/dan-cardinali/the-experts-have-spoken-i\\_b\\_4842549.html](http://www.huffingtonpost.com/dan-cardinali/the-experts-have-spoken-i_b_4842549.html)
- Integrated Student Supports and Equity
  - <http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf>

# ISSS at OSPI

- <http://www.k12.wa.us/Workgroups/ISS.aspx>

# Real World Examples of Integrated Student Services

- Florida Dept. of Education
  - [http://www.sss.usf.edu/integrated/fissm/Tools/IntegratedSS\\_Final\\_1.pdf](http://www.sss.usf.edu/integrated/fissm/Tools/IntegratedSS_Final_1.pdf)
  - An example from one Florida district
    - <http://www.polk-fl.net/PARENTS/studentervices/default.htm>
- Alexandria City Public Schools, Virginia
  - <https://www.youtube.com/watch?v=c8So5ic9v6o>

# Implications for 2016-17 & beyond

- Increase Staffing ratios
- Advocate for Integrated Student Services within your buildings
- Support ESA providers in implementing their national practice models
- Support Collaboration between and within ESA providers
- Prioritize an Integrated Student Services Model in the legislative agenda

# Let us help you! Together, we can...

- Help all students grow and succeed
- Provide collaborative systemic leadership to support student success
- Implement alternatives to suspension and reducing disproportionality in discipline
- Improve ISSS/MTSS implementation
- Reduce chronic absenteeism
- Improve graduation rates
- Promote proactive and preventative intervention strategies



# What is next for the ESA Behavioral Health Coalition

- Coming in summer of 2017 and throughout the 2017-2018 school year:
  - How to advocate for, build, and run effective ESA collaboration teams to meet student's social, emotional and behavioral health needs
    - This presentation will focus on how to advocate for collaborative teams with such models as the Integrated Student Support Systems previously discussed. How to build these teams will also be explored. Finally, methods of effective collaboration will be explored to equip attendees with the skills necessary to be on effective collaborative multidisciplinary teams.

# References

- **School Nurse Organization of Washington website:** [www.schoolnurseorganizationofwashington.org](http://www.schoolnurseorganizationofwashington.org)
- **American Academy of Pediatrics (AAP)**
  - Role of the School Nurse in Providing School Health Services, June 2016
    - <http://pediatrics.aappublications.org/content/121/5/1052>
- **National Association of School Nurses (NASN)**
  - School Nurse Workload: Staffing for Safe Care
    - <http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/803/School-Nurse-Workload-Staffing-for-Safe-Care-Adopted-January-2015>
- Scope and Standards of Practice:  
[https://portal.nasn.org/members\\_online/members/viewitem.asp?item=S001&catalog=MAN&pn=1&af=NASN](https://portal.nasn.org/members_online/members/viewitem.asp?item=S001&catalog=MAN&pn=1&af=NASN)
- Framework for 21<sup>st</sup> Century School Nursing Model: <https://www.nasn.org/Framework>
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- School Social Worker National Practice Model:  
<http://www.sswaa.org/?page=459>
- WASSW website: <http://www.wassw.org/>
- School Psychologist National Practice Model:  
[https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/2\\_PracticeModel.pdf](https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/2_PracticeModel.pdf)
- WSASP website: [www.wsasp.org](http://www.wsasp.org)
- WSCA website: <http://www.wa-schoolcounselor.org/>
- ASCA website: <http://schoolcounselor.org/>
- School Counselor National Practice Model:  
<http://schoolcounselor.org/school-counselors-members/asca-national-model>