

Safe Schools/Healthy Students 2001-02 Summary

Wilder Mental Health Consultants

Safe Schools/Healthy Students works to reduce school violence and alcohol and drug abuse through the collaborative efforts of school and community organizations. Under the federal initiative, a three-year grant was awarded to the Saint Paul Public School District in June 2000. Three middle schools and two elementary schools are the initiative's primary sites.

Who are the Wilder Mental Health Consultants?

The local initiative's efforts include the placement of a Wilder Mental Health Consultant in each of the five schools. Based out of the Amherst H. Wilder Foundation's Child Guidance Clinic, Wilder Mental Health Consultants coordinate mental health and intervention services. They base their work on an approach to student development created by Dr. Howard Adelman and Dr. Linda Taylor, directors of the UCLA Center for Mental Health in Schools. Adelman and Taylor identified six key areas of intervention:

1. coordinating and providing services to students and families,
2. responding to and preventing crises,
3. consulting and supporting classroom teachers,
4. supporting new and transitioning students,
5. increasing home involvement in schooling, and
6. developing greater community involvement and support for the school.

Services

Consultants' 2001-02 services in the six areas of intervention included providing direct service to an estimated 1,850 students, training to an estimated 1,570 school staff and students, and 650 hours of consultation to school staff.

Evaluation results

The local initiative contracts with Wilder Research Center for an independent evaluation. Research findings from 2001-02 include the following. More comprehensive data will be available for 2002-03, covering a wider range of consultants' activities.

Student feedback. Wilder Mental Health Consultants offer psycho-educational groups on such topics as social skills, grief and loss, anger management, friendship, and transitions. All 75 students responding to surveys following 2001-02 groups indicated the consultant had good ideas that helped them. Most also indicated the group gave them hope that things can be better for them (92%) and that they learned skills to help them get alone, better with other kids (97%).

Student behavior. Consultants' ratings of group participants indicated that 61 percent had a net decrease in aggressive behaviors over the course of the group, and that most participants showed improvements in their ability to share, cooperate, label emotions, and interact with peers in appropriate ways.

School staff satisfaction. Eighty-nine percent of school staff reported familiarity with the consultants in spring 2002. Consultants received some of the highest satisfaction ratings of all staff in the initiative, with 70 percent of school staff reporting satisfaction and 27 percent that they were neutral or did not know.

Written comments included:

[The Wilder Mental Health Consultant] is a real part of the school. She knows most if not all of the students and they know her. She offers to help when she sees a situation that might be difficult for [a] particular student to handle. "

For more information

This summary presents highlights of the *Safe Schools/Healthy Students second-year evaluation*. For more information, contact Kevin Hogan at the Saint Paul Public School District, 651-523-6339 or kevin.hogan@spps.org.

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Communities Working Together to Support Student Success
Comprehensive Mental Health in the Schools
March 4,2003

I. Welcome and Introductions

- Peg Hayes, Wilder Child Guidance Clinic, Director of Clinical Services

II. Overview of Wilder Mental Health Consultants and Project Assist

- Peg Hayes, Wilder Child Guidance Clinic, Director of Clinical Services
- Leslie Lucas, Thad Wilderson & Associates, SS/HS Project Assist

III. Comprehensive Learning Supports: Case Example

- Nadia Phelps, Wilder Child Guidance, Mental Health Consultant

IV. Needs Assessment and Resource Mapping

- Lynn Craig, Wilder Child Guidance, Mental Health Consultant

V. Resource Coordinating/Team Student Assistance Team

- Leslie Lucas, Thad Wilderson & Associates, SS/HS Project Assist
- Emily Wells, Wilder Child Guidance, Mental Health Consultant

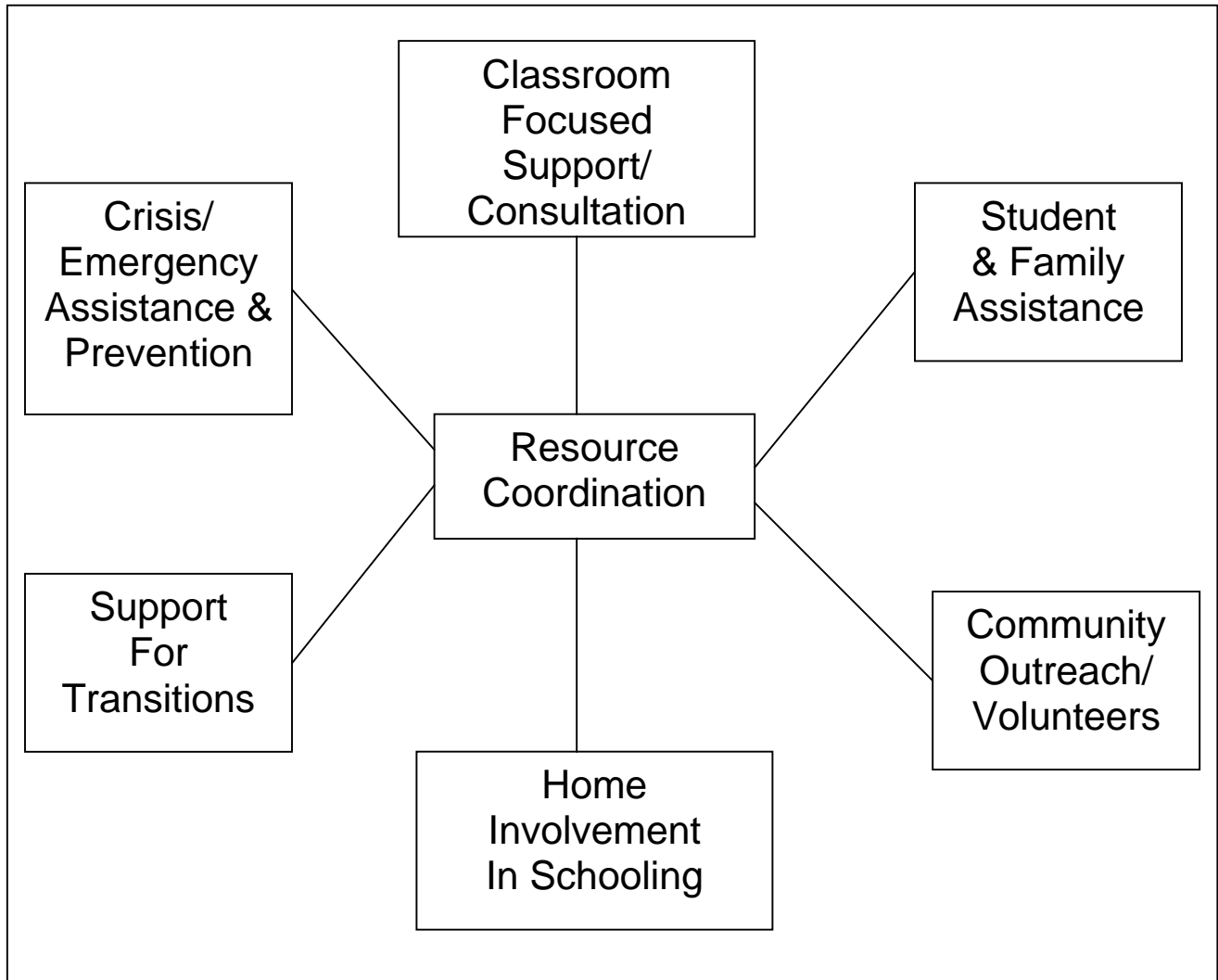
VI. Highlights of Learning Supports Developed by Wilder Mental Health Consultants at the Safe Schools/Healthy Student Sites

- Cyndee Daughtry, Wilder Child Guidance Clinic, Mental Health Consultant

VII. Questions and Evaluation

- Marsha Chung Schauer, Wilder Child Guidance Clinic, Mental Health Consultant

Learning Supports:
A Comprehensive, Multifaceted
Approach for
Addressing Barriers to Learning

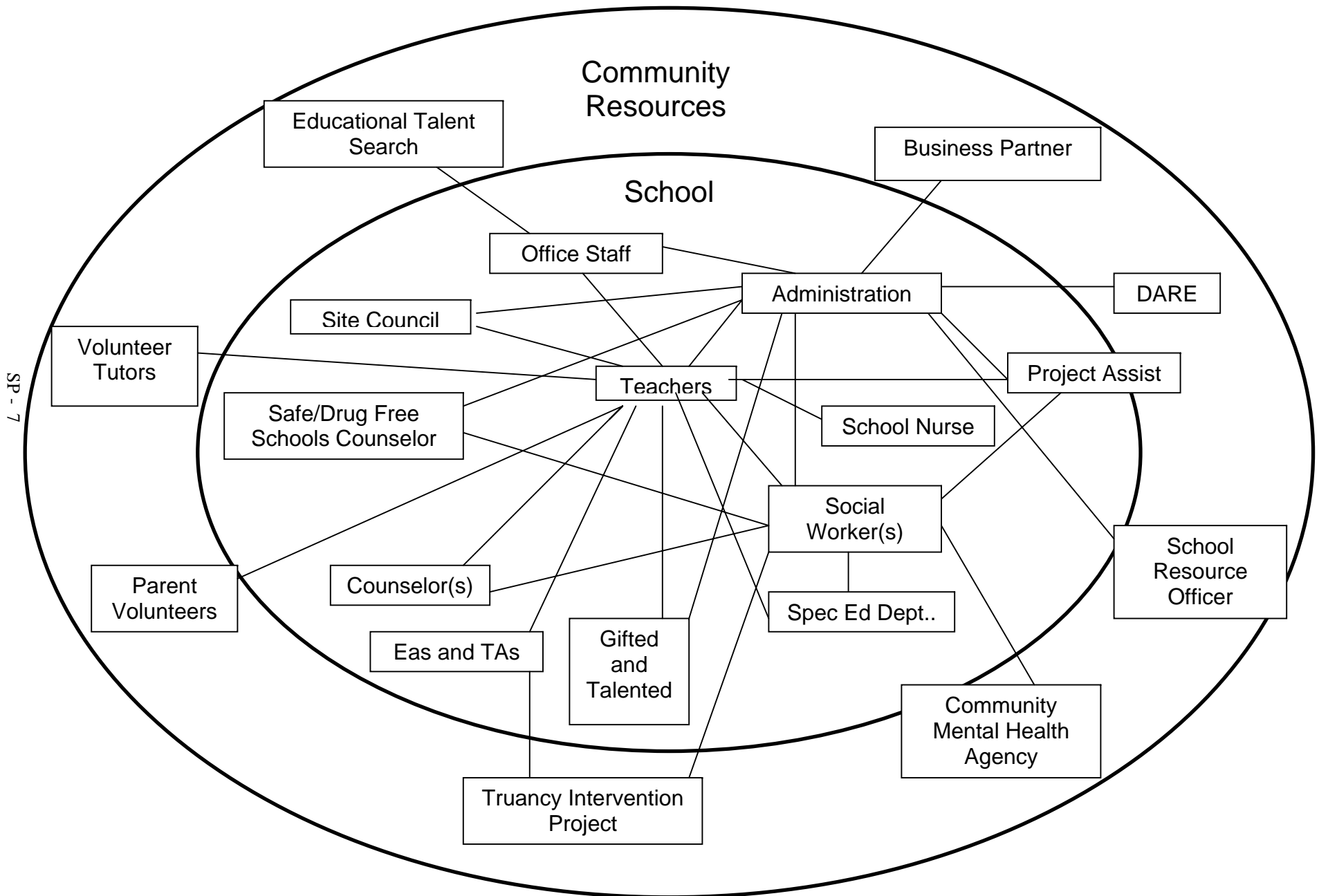


Adapted from:
H.S. Adelman & L Taylor
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Comprehensive Learning Supports: Case Example

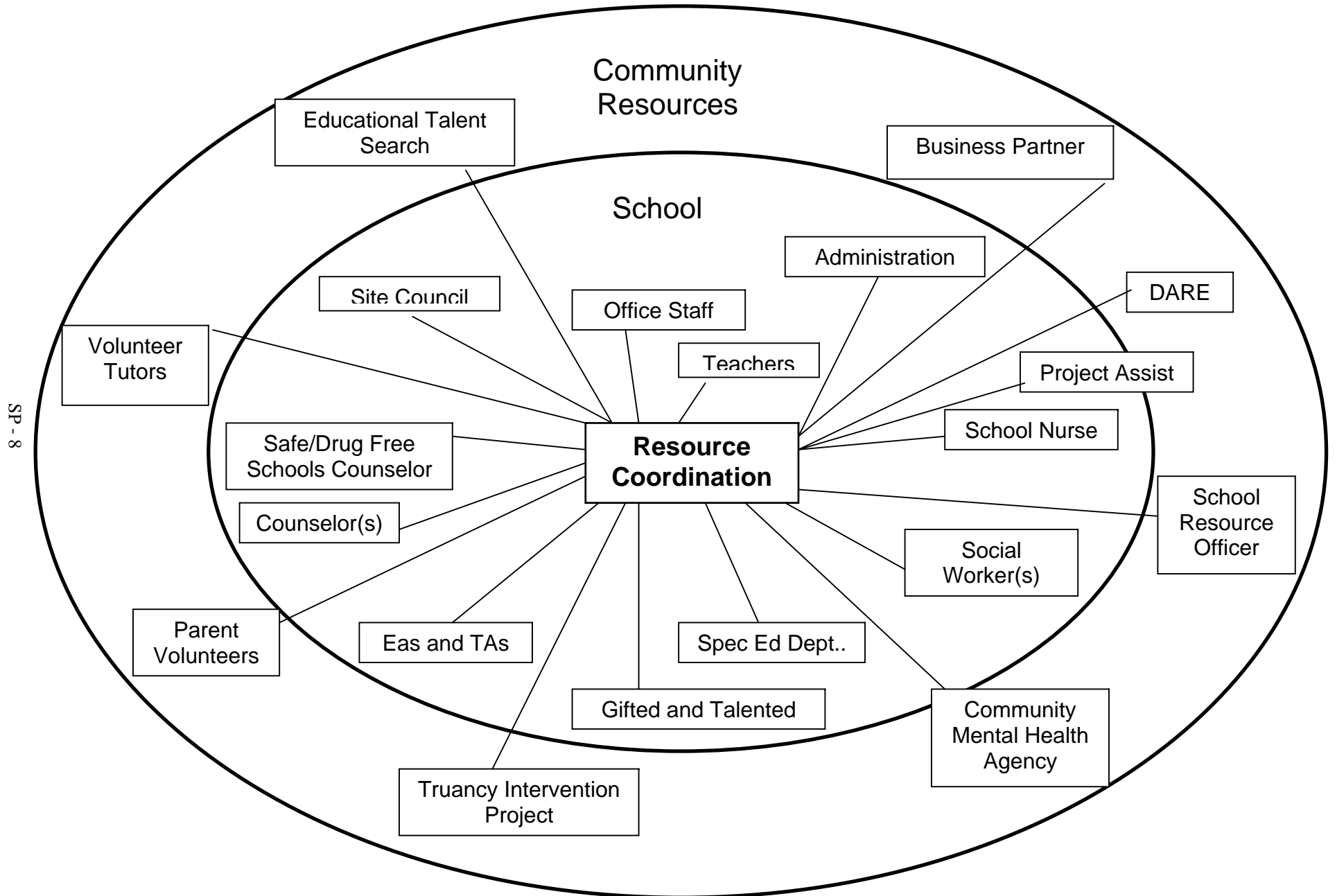
Traditional Case-Oriented Models	Comprehensive Resource-Oriented Model
<ul style="list-style-type: none"> – Disciplinary measures – Parent contact/conference – School counselor/social worker involvement – Behavior improvement plan – Social skills group – Tutoring support – Student Assistance Team – Special Education referral – Referral to community social service/counseling agencies 	<ul style="list-style-type: none"> – School-wide transition support – Family Resource Center – Parent and teacher resource library – School-wide violence prevention social skills curriculum – Non-violent school climate – Before and after school programs through community partnerships – Tutoring support – Staff training on social, emotional and mental health topics – Parent workshops on specific topics – School-based mentoring programs – Targeted classroom presentations – Hand-outs for parents and teachers on specific topics – Student Assistance Team – Resource Coordination team – Targeted psychoeducational groups – Access to individual and group counseling at school through community partnerships – Special Education referral

School Resource Map



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School Resource Map with Coordination



Examples of Activities for the Six Components of A & T Framework

I. Crisis and Prevention

1. School staff training on Crisis De-escalation to help staff defuse conflict situations in school.
Example-How to intervene when 2 students are yelling at each other and appear to be on the verge of physically fighting.
2. Organize School Safety Team to meet routinely to review the school safety plan and the procedures to be followed during a crisis.
3. Provide a Crisis Guide to be placed beside each phone in the school with directions to be followed during an emergency.
4. Provide training to school staff focused on recognizing signs that indicate a potential for violence by a student and how to seek a professional opinion about the risk.

II. Classroom Focused Enabling

1. Increase classroom resources to address student behaviors and barriers to learning
Example-Classroom groups on social skills or anger management.
2. Increase teacher capacity to address student behaviors and barriers to learning. Example-In-service training to school staff on depression and children/adolescents.
3. Develop a tutoring program in the school which involves older students being paired with younger students to help them with reading or tutoring.
4. Offer a classroom management workshop to teaching staff.
5. Institute a school climate initiative which establishes how everyone in the school can expect to be treated.

III. Support for Transition

1. Create a welcoming environment at the school for students/parents and staff. Example-Welcome folders for new students and families to be distributed at the beginning of the school year and throughout the school year as new students enter the school.
2. Develop a Who's Who Guide with staff names, job title and pictures for students, parents and staff at the school.
3. Form new student groups in order to orient them to the school and introduce them to other students. In elementary schools you can form a group of students to be "Welcome Buddies" to new students. They can spend the new student's first week there eating lunch together and orienting the student to the school.

4. Schedule a Transition Panel of students from middle schools to answer 6th grade students questions about what it is like to be in middle school. It is also good to include the parents of both the elementary and the middle school students to answer the parents' questions.

IV. Home Involvement in Schooling

1. Provide educational opportunities for parents at the school at night such as a class on parenting teens or how to help your elementary student establish good study habits.
2. Encourage parents to volunteer at the school such as being a school greeter to welcome and sign-in visitors to the school.
3. Involve parents in school through membership on committees and as participants in surveys.

V. Community Outreach

1. Develop a relationship with an area business that has employees who are willing to partner with the school with financial support. Example-Business willing to purchase a limited number of uniforms for students at a school requiring uniforms.
2. Partner with community business with employees interested in actively participating in a tutoring program or a "Reading Buddies" program.
3. Recruit students from local colleges and universities for after-school activities, mentoring and tutoring.

VI. Student and Family Assistance

1. Establish good working relationships with community agencies to facilitate access to services for students and families.
2. Ensure that all school support staff (social worker, guidance counselor, etc.) have an easily accessible resource guide for community services for the students and families in the community.
3. Create a system for identification of students in need of services, which includes a referral form and a process for providing feedback to the referral source.
4. Host "resource fairs" at your school for your students' parents to attend.

Are You Worried?

Do you have a child in your class that you think has a mental health problem?

Maybe we can help.

Please complete the following information:

Name of Student _____ CIF# _____

Grade _____ Referring Teacher _____

The student is currently in: _____ Regular Education _____ ELL
 _____ Special Education

Areas of concern: _____ Mental Health (sad, angry, anxious, withdrawn, etc.)
 _____ Behavior
 _____ Attendance
 _____ Academics (sudden decline in grades)
 _____ Socialization/ Friendships
 _____ Food/ Eating Problems
 _____ Chemical Use _____ Other

Please tell us more:

Please return this form to the
 STUDENT ASSISTANCE TEAM mailbox
 Thanks

Response to "Are You Worried?"

Name of Student _____

Staff responding to student: _____

Date of Contact: _____

Results of Contact:

- Weekly sessions with _____ Day _____ Time _____
- Group counseling with _____ Day _____ Time _____
- Home visit by _____ Day _____
- Referral information given to parent/guardian
- Other _____