



MASTER PLAN

Psychological Services

2022-2023

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Course Group Number: 10481558

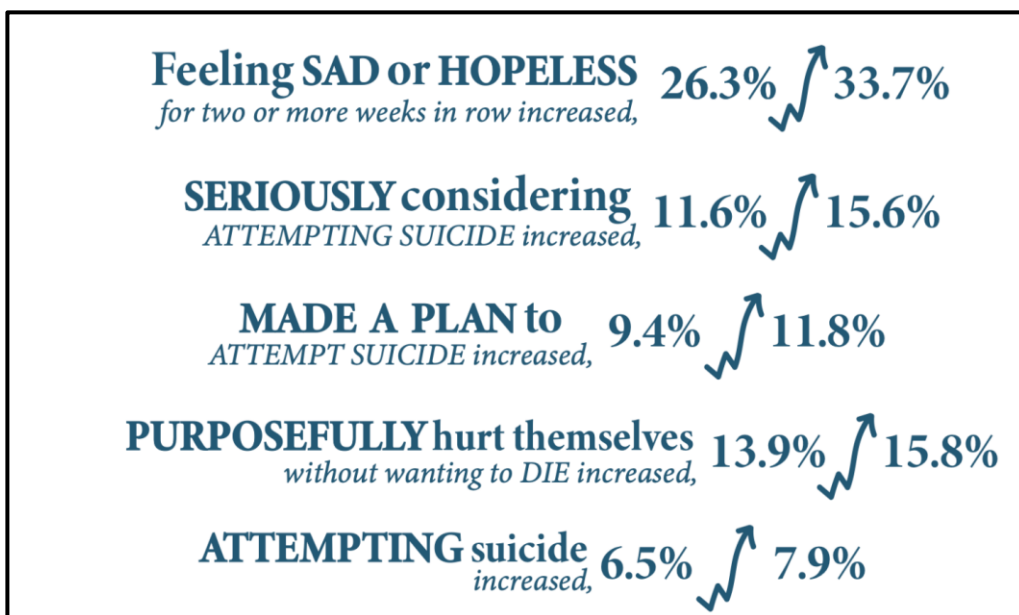
Purpose

The purpose of this Master Plan is to support School Psychologists and all relevant staff to become more proficient in the district policies and procedures in identifying and intervening with social emotional/ mental health issues. In addition, this aligns with our department's practice of improving school safety and meeting the needs of students impacted by trauma. This will be achieved through professional development courses and workshops throughout the 2022-2023 school year.

Needs Assessment

The mental health of Florida's students and families is a top priority of the Florida Department of Education (Florida Dept. of Education, 2022), and according to the Youth Risk Behavior Survey (YRBS) (2020), Florida students are struggling more with mental health issues in recent years. Figure 1 below shows the comparison between students' 2009 survey responses to students' 2019 responses. Students reported an increase in all 5 areas mentioned.

Figure 1.



Source: [Youth Risk Behavior Survey](#) (YRBS) 2020.

Data from the 2016 National Survey of Children's Health (NSCH) showed that 46 percent of America's children had experienced at least one adverse childhood experience with the number rising to 55 percent for children aged 12 to 17. One in five U.S. children had two or more adverse childhood experiences (ACEs). The National Education Association (NEA) stated, decades of research and studies have established that children who experience ACEs not only are more likely to exhibit negative behaviors at school but are more likely to develop risky behaviors. After reviewing completion course rosters, less than 10% of school psychologists employed by the

Broward County Public School (BCPS) district participated in trainings created by the National Association of School Psychologists (NASP) prior to the 2021-22 school year. These NASP trainings are related to school crisis prevention, psychological trauma, and intervention. School communities that engage in professional development, practice and support for all school employees create a culture that builds resilience for all students (NEA, 2022).

As evidenced by crisis events over the past decade, schools are integral to an overall community crisis response by providing a safe haven, disseminating information, identifying at-risk individuals, providing mental health services, linking individuals with community services, supporting recovery, and focusing of normalcy in the face of trauma (National Association of School Psychologists, 2021). Based on the needs of the district and students with regards to dealing with crisis intervention, school psychologists will be trained via workshops to meet the mental health needs of the students, parents and faculties. PREPaRE is a national comprehensive training designed to train school-employed mental health professionals and other educators on how to best fill the roles and responsibilities generated by their membership on school crisis response teams (National Association of School Psychologists, 2021). By the end of the 2022-23 school year, 50% of school psychologists employed by BCPS district will be trained in PREPaRE in order to acquire the knowledge and begin to develop the skills required to provide immediate mental health crisis interventions to students, staff and school community members exposed to an acute traumatic stressor. The PREPaRE model emphasizes that members of a school crisis response teams must be involved in the hierarchical and sequential set of activities as seen in figure 2 below (National Association of School Psychologists, 2021).

Figure 2.

- **P—Prevent** and prepare for crises
- R—Reaffirm** physical health & welfare, and perceptions of safety & security
- E—Evaluate** psychological trauma risk
- P—Provide** interventions
- a—and**
- R—Respond** to mental health needs
- E—Examine** the effectiveness of crisis preparedness

Data that will be collected include workshop completion transcripts and evaluation surveys.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 School Psychologists			
Desired Outcome: School psychologists have knowledge of principles and research related to resilience and risk factors in mental health, services in schools and communities to support social emotional learning (SEL), and evidence-based strategies embedded within practice to improve emotional wellbeing and behavioral functioning of students at their assigned schools.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Promote, support, and model effective identification of students with a disability according to IDEIA and/or SP&P.</p> <p>Engage other staff members in knowledge of appropriate behavioral supports to meet the needs of all students.</p> <p>Model collaborative knowledge construction of appropriate behavioral, social, or emotional supports to meet the needs of all students.</p>	<p>Demonstrate the use effective identification of students with a disability.</p> <p>Guide other staff in the usage of appropriate behavioral supports to meet the needs of all students.</p> <p>Provide colleagues with knowledge of appropriate behavioral, social, or emotional supports to meet the needs of all students.</p>	<p>Introduce behavioral supports to meet the needs of all students without supporting or modeling for staff.</p> <p>Introduce social or emotional supports to meet the needs of all students without supporting or modeling for staff.</p> <p>Suggests additional resources for colleagues to explore.</p>	<p>Fail to facilitate experiences to advance knowledge and understanding of social, behavioral, or emotional supports to meet the needs of all students.</p>

Data Collection Plan: School Psychologists			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from LAB	1x/workshop	Psychological Services LAB Providers and Organizers
2. Participants' Learning	Pre Test/ Post Test	1x/workshop	Psychological Services LAB Providers and Organizers
3. Organizational Supports	Forms Surveys	2x/ year Ongoing	Psychological Services LAB Providers and Organizers
4. Participants' Practice	Accelify Documentation	Monthly	Team Leaders and Coordinators
5. Student Outcomes	N/A	N/A	

2.0 Participants: All Staff			
Desired Outcome: Participants have knowledge of principles and research related to resilience and risk factors in mental health, services in schools and communities to support social emotional learning (SEL), and evidence-based strategies to improve emotional wellbeing and behavioral functioning of students at their assigned schools.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Promote, support, and model effective identification of students with a disability according to IDEIA and/or SP&P.</p> <p>Engage other staff members in knowledge of appropriate behavioral supports to meet the needs of all students.</p> <p>Model collaborative knowledge construction of appropriate behavioral, social, or emotional supports to meet the needs of all students.</p>	<p>Demonstrate the use effective identification of students with a disability.</p> <p>Guide other staff in the usage of appropriate behavioral supports to meet the needs of all students.</p> <p>Provide colleagues with knowledge of appropriate behavioral, social, or emotional supports to meet the needs of all students.</p>	<p>Introduce behavioral supports to meet the needs of all students without supporting or modeling for staff.</p> <p>Introduce social or emotional supports to meet the needs of all students without supporting or modeling for staff.</p> <p>Suggests additional resources for colleagues to explore.</p>	<p>Fail to facilitate experiences to advance knowledge and understanding of social, behavioral, or emotional supports to meet the needs of all students.</p>

Data Collection Plan: All Staff/Participants			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from LAB	1x/workshop	Psychological Services LAB Providers and Organizers
2. Participants' Learning	Pre Test/ Post Test	1x/workshop	Psychological Services LAB Providers and Organizers
3. Organizational Supports	Forms Surveys	2x/ year Ongoing	Psychological Services LAB Providers and Organizers
4. Participants' Practice	Accelify Documentation	Monthly	Team Leaders and Coordinators
5. Student Outcomes	N/A	N/A	

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Psychologists All Staff	Attendance and feedback from LAB	Attendance and feedback from LAB
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Psychologists All Staff	Pre Test/ Post Test	Pre Test/ Post Test
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Psychologists All Staff	Department Reports	Annual Department Reports
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Psychologists All Staff	EdPlan and Accelify Documentation Completion Transcripts Evaluation Surveys	EdPlan and Accelify Documentation Evaluation Survey Summary
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
School Psychologists All Staff	N/A	N/A

References

Trauma-Informed Schools (n.d). The National Education Association (NEA)
<https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools>

National Survey of Children’s Health (NSCH), 2016. <https://www.childhealthdata.org/learn-about-the-nsch/NSCH>

About PREPaRE, 2021. National Association of School Psychologists.
<https://www.nasponline.org/professional-development/prepare-training-curriculum/about-prepare>

[Youth Risk Behavior Survey](https://www.cdc.gov/healthyyouth/data/yrbs/index.htm) (YRBS) 2020. Centers for Disease Control and Prevention.
<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>