Addressing the School Psychology Shortage in Texas through University and School-Based Partnerships

TASP
TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGISTS
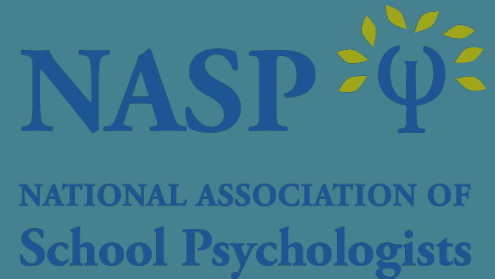
Participating School Psychology Programs

Objectives

This session will help participants
1. Learn ways to access grant funding to improve school psychology shortages
2. Create partnerships with universities and other local agencies to improve school psychology training, professional development, and grow the workforce
3. Reflect on ideas that can be utilized in school districts to improve the ratio of school psychologists to students, thus improving access to services

NASP On Shortages

- Shortages in school psychology have the potential to reduce the availability of high quality services to students.

- When schools experience shortages in school psychology staff, they cannot allow these professionals to do the full range of their jobs.

- As a result, in Texas students are underserved, and school psychologists may experience job-related burnout due to focusing exclusively on assessment.

NASP PRACTICE MODEL

RATIOS IN TEXAS

- Our ratios in Texas have exceeded the recommended ratio by 5-6X

- Here is a comparison over an eight-year time span:

	2014-15	2022-23
School psychologists employed in public schools	1,699	2,109
Students enrolled in public schools	5,232,065	5,518,432
Ratio	1: 3,079	1: 2,617

- Seeing some minimal improvements, but we have a long way to go!

Recommended NASP Ratio: 1 school psychologist for every 500 students

Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 1	1:3,403	508.65	1,730,790	$71,316.75	2,005.28	4,599.48
Region 7-Kilgore	1:3,174	57.32	181,949	$66,927.00	244.58	429.78
Region 8- Mt. Pleasant	1:10568	5.29	55,907	$71,286.00	82.88	148.47
Region 10- Richardson	1:3,766	237.79	895,391	$72,094.00	968.22	2,406.97
Region 11- Fort Worth	1:2,869	208.25	597,543	$74,960.00	709.60	1,614.26
Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 2	1:6,623	38.90	257,649	$75,789.50	238.44	690.06
Region 18- Midland	1:8,352	11.00	91,871	$73,166.00	81.00	221.28
Region 19- El Paso	1:5,942	27.90	165,778	$78,413.00	157.44	468.78
Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 3	1:2,374	563.38	1,337,339	$72,635.50	1,392.23	2,974.72
Region 4- Houston	1:2,248	557.38	1,252,934	$76,329.00	1,279.60	2,768.72
Region 5- Beaumont	1:14,068	6.00	84,405	$68,942.00	112.63	206.00
Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 4	1:2,034	385.89	784,945	$69,755.00	637.40	1,898.05
Region 6- Huntsville	1:2,648	82.93	219,595	$76,864.00	243.64	486.78
Region 12- Waco	1:3,329	53.41	177,783	$65,306.00	207.93	487.33
Region 13- Austin	1:1,553	249.55	387,567	$67,095.00	185.83	923.94
Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 5	1:1,583	350.92	555,434	$68,985.50	192.98	1,444.91
Region 15- San Angelo	1:3,456	14.54	50,253	$68,167.00	66.56	165.75
Region 20- San Antonio	1:1,502	336.38	505,181	$69,804.00	126.42	1,279.16
Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 6	1:3,540	75.78	268,278	$63,895.00	388.46	766.71
Region 9- Wichita Falls	1:4,346	8.50	36,941	$66,128.00	70.69	113.46
Region 14- Abilene	1:2,997	22.29	66,801	$63,534.00	67.92	161.87
Region 16- Amarillo	1:3,727	21.82	81,327	$64,323.00	115.30	217.40
Region 17- Lubbock	1:3,591	23.17	83,209	$61,595.00	134.55	273.98
Area/Region	Ratio	Employed LSSPs	Student Enrollment	Average Salary	Employed Diags	Employed Counselors
Area 7	1:3,150	185.37	583,997	$71,510.67	503.85	1,747.75
Region 1- Edinburg	1:3,277	134.07	439,336	$74,247.00	344.72	1,343.29
Region 2- Corpus Christi	1:3,334	28.81	96,042	$69,897.00	92.52	270.26
Region 3- Victoria	1:2,162	22.49	48,619	$70,388.00	66.61	134.20
Statewide Totals	1:2,617	2,108.89	5,518,432	$72,244.00	5,358.64	14,121.68
Salaries					$71,947.00	$71,945.00

Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 1	989	508.65	51.4
Region 7-Kilgore	125	57.32	45.9
Region 8- Mt. Pleasant	17	5.29	31.1
Region 10- Richardson	436	237.79	54.5
Region 11- Fort Worth	411	208.25	50.7
Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 2	62	38.90	62.7
Region 18- Midland	17	11.00	64.7
Region 19- El Paso	45	27.90	62.0
Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 3	993	563.38	56.7
Region 4- Houston	984	557.38	56.6
Region 5- Beaumont	9	6.00	66.7
Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 4	908	385.89	42.5
Region 6- Huntsville	198	82.93	41.9
Region 12- Waco	130	53.41	41.1
Region 13- Austin	580	249.55	43.0
Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 5	534	350.92	65.7
Region 15- San Angelo	28	14.54	51.9
Region 20- San Antonio	506	336.38	66.5
Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 6	151	75.78	50.2
Region 9- Wichita Falls	16	8.50	53.1
Region 14- Abilene	36	22.29	61.9
Region 16- Amarillo	39	21.82	55.9
Region 17- Lubbock	60	23.17	38.6
Area/Region	Active Number of LSSP Licenses	Employed LSSP's in Schools	% Employed in Schools
Area 7	267	185.37	69.4
Region 1- Edinburg	172	134.07	77.9
Region 2- Corpus Christi	52	28.81	55.4
Region 3- Victoria	43	22.49	52.3

108 counties do not have school psychologists = 42.5%

OTHER TRENDS TO CONSIDER

- Aging workforce
- Recruitment
- Attrition
- Graduate program resources
- Faculty shortages
- State of public education

PROGRAM DESCRIPTION

The Mental Health Service Professional Demonstration Grant Program provides competitive grants to support and demonstrate innovative partnerships to train school-based mental health service providers for employment in schools and local educational agencies (LEAs).

TYPES OF PROJECTS

Projects should support and demonstrate innovative partnerships to train school-based mental health service providers for employment in schools and local educational agencies (LEAs).

GRANT FUNDING RESOURCES
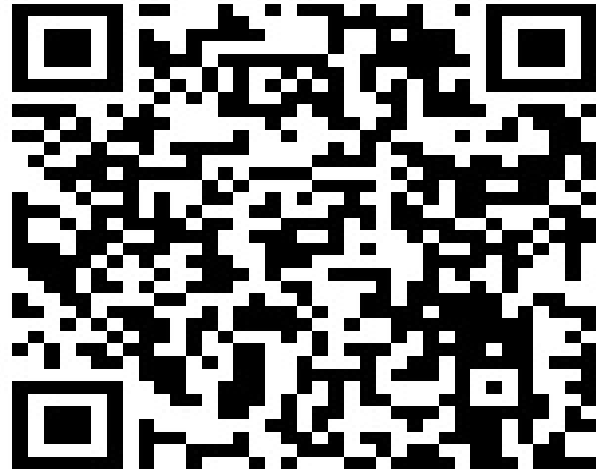
Creating Targeted Undergraduate Pathways to Build the Professional Identity and Leadership of Future School Psychologists

UHV

KAty

Katy Independent School District
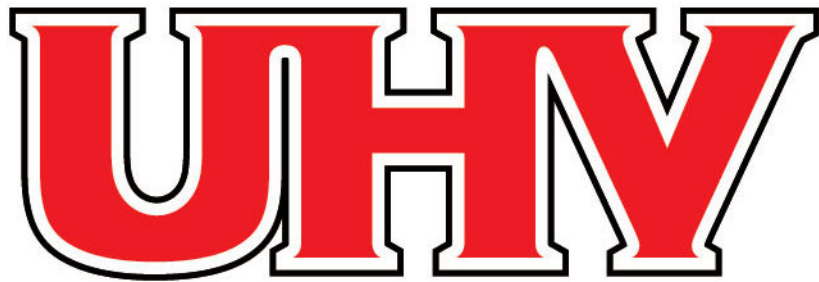
Overview

UHV School Psychology program

Katy ISD Demographics

Problem Identification and Grant Goals

Step 1 Data and Next Steps

Fast Facts about UHV

Hispanic Serving Institution	Total enrollment = 3,878 (Fall 2023)	Campuses in Victoria and Katy
• ~40% of UHV students identify as Hispanic/Latino	• Undergraduate population = 2,773 • Graduate population = 1,118 • Psychology majors made up 11.7% of UHV graduates in 2021	• Victoria = destination university • Katy = upper division undergraduates and grad students

UHV School Psychology

Program Highlights

- Hybrid model (face-to-face and online coursework)

- Students can attend at either campus

- Designed to cater to working professionals

- Fully NASP accredited until 2028

- Operating near maximum NASP ratio capacity

UHV School Psychology

UHV School Psychology at TASP 2022

Student Highlights

- 60% of students identify as a racial or ethnic minority

- 45% are proficient in a second language

- Alumni are working in Katy, Alief, Lamar, Fort Bend, CyFair, Victoria, El Campo, Bay City, Pasadena, College Station, Corpus Christi

Fast Facts about Katy ISD

Diverse School District

Diverse district:
- 36% Hispanic
- 27% White
- 17% Asian
- 15% African American
- 18.4% identified as Bilingual/ESL
- 39.7% identified as economically disadvantaged

Total enrollment = 94,903 (Fall 2023)

- Katy ISD has a projected growth rate of 1-2.5% each year through 2032

- Expected to be **101,156** by 2027 (final year of grant)

Current School Psychologists

- 55.5 currently employed
- 10 interns
- 12 vacancies
- **Ratio of 1:1449**

- To meet NASP's 1:500 ratio, Katy ISD would need **202** school psychologists by 2027

Katy Independent School District

Problem Identification

- UHV has a sizeable population of undergraduate students, including many psychology majors, who may be unaware of the school psychology as a career.

- UHV has a diverse student body that could contribute to the diversification of the school psychology workforce.

- Katy ISD has a growing population of K-12 students, many of whom are culturally, linguistically, and/or ethnically diverse.

- Many of these students need comprehensive school-based mental health services.

- Katy ISD needs more school psychologists, particularly from diverse backgrounds.

Grant Overview

UHV was awarded $1.5 million dollars over the next 5 years to train future school psychologists from the end of their undergraduate training through licensure

Partnership with Katy ISD, including all field training and paid internship, with the goal of employment

Students will have strategic involvement with TASP and NASP to enhance their leadership skills

Grant Goals

STEP 1: Expose undergrads to school psychology

STEP 2: Immerse undergrads in school psychology through experiential learning

STEP 3: Graduate training and field-based mentorship in school psychology

STEP 4: Build professional identity and leadership skills as future school psychologists

STEP 5: Increase the number of school psychologists serving Katy ISD

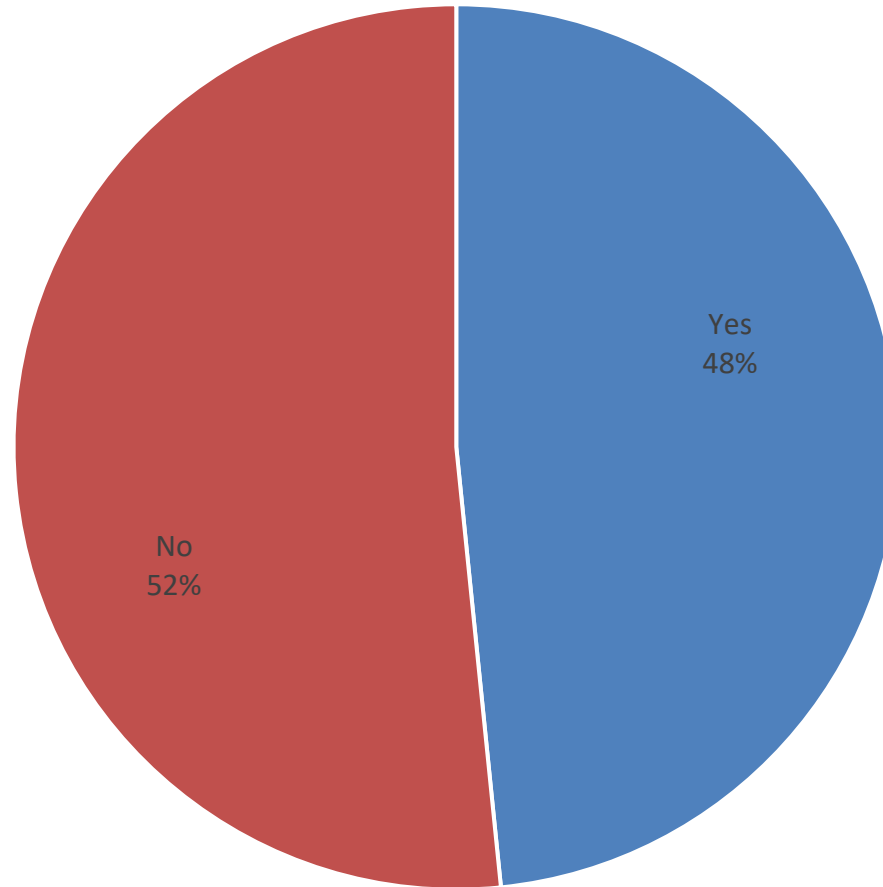# STEP 1: Expose Undergrads to School Psychology

In the Spring and Summer of 2023, **682** UHV undergraduates were exposed to school psychology as a career.
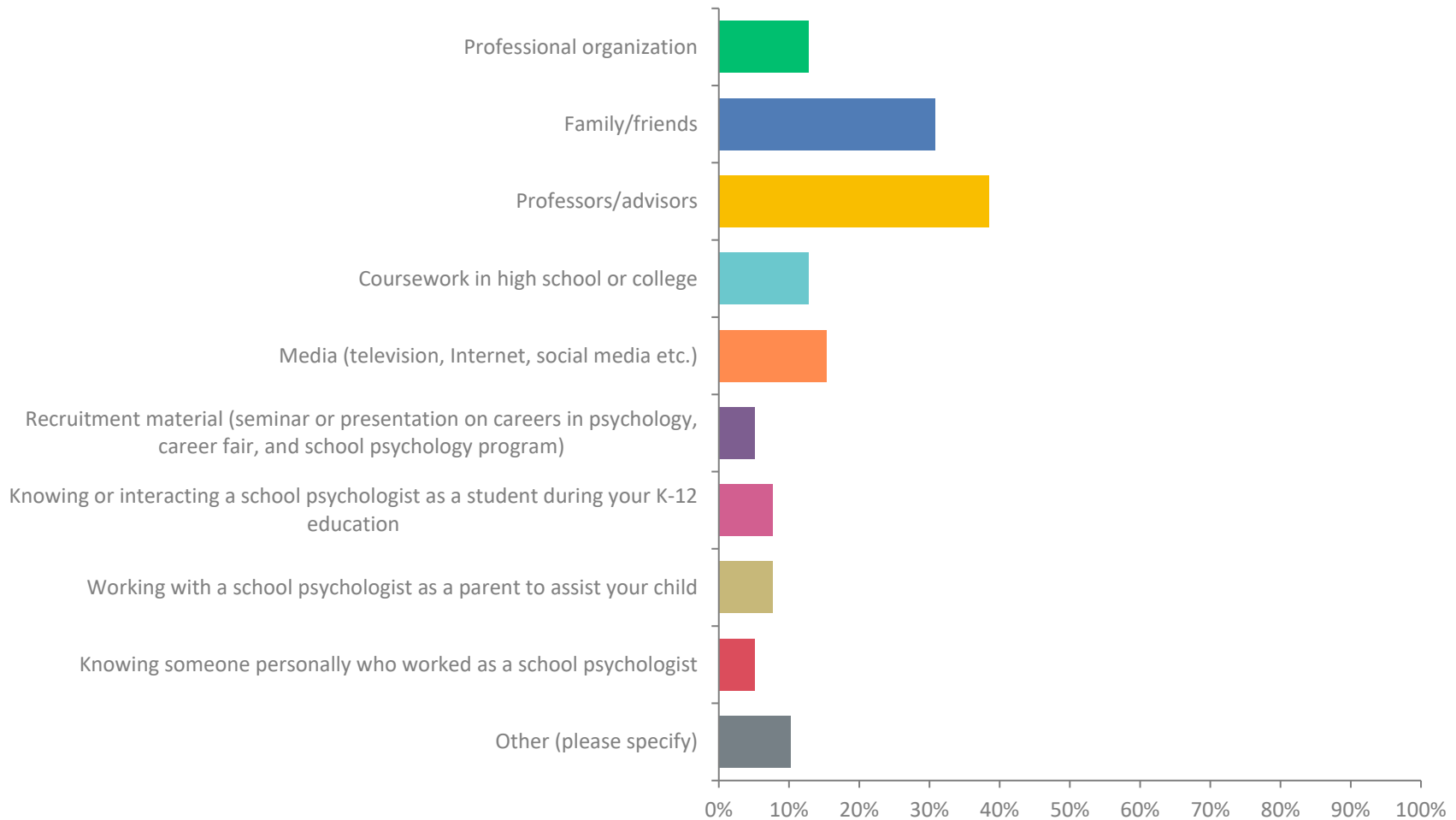
In the Spring and Summer of 2023, three panels on school psychology were held, exposing **142** people to school psychology as a career.

Q11: Attending this presentation was the first time I heard of school psychology.

Q12: If you had heard of school psychology before the presentation, how did you hear about it? Please check all that apply.

Q14: After listening to the presentation, I would like to learn more about school psychology.

Strongly Disagree 3%

Disagree 10%

Strongly Agree 32%

Undecided 34%

Agree 21%
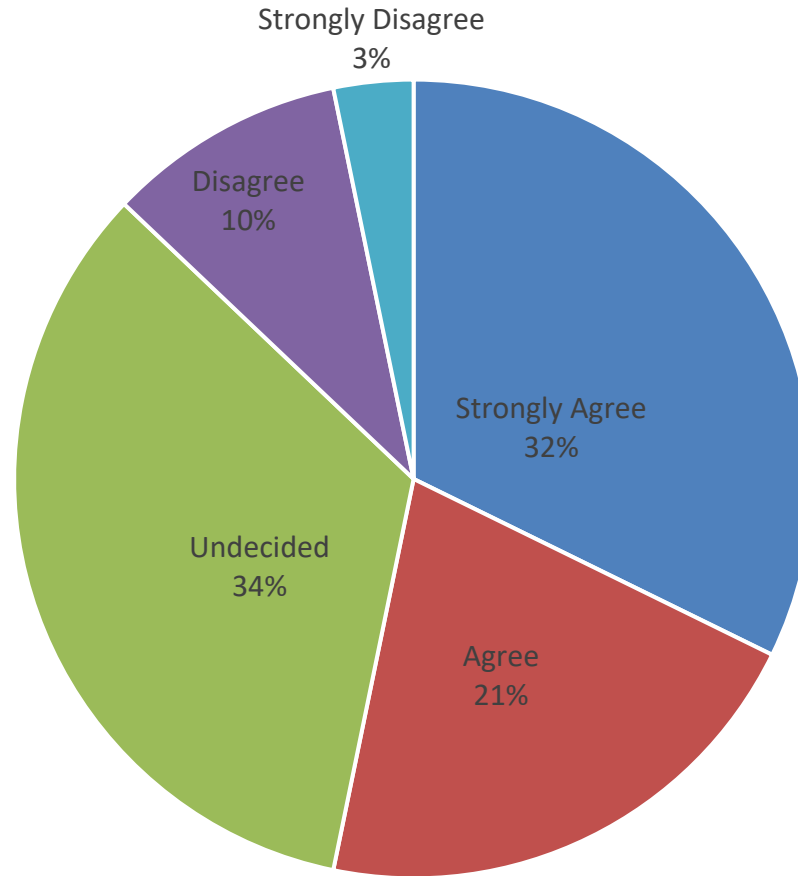
Q15: After listening to the presentation, I would take specific undergraduate coursework to learn more about school psychology, such as an Introduction to School Psychology class.
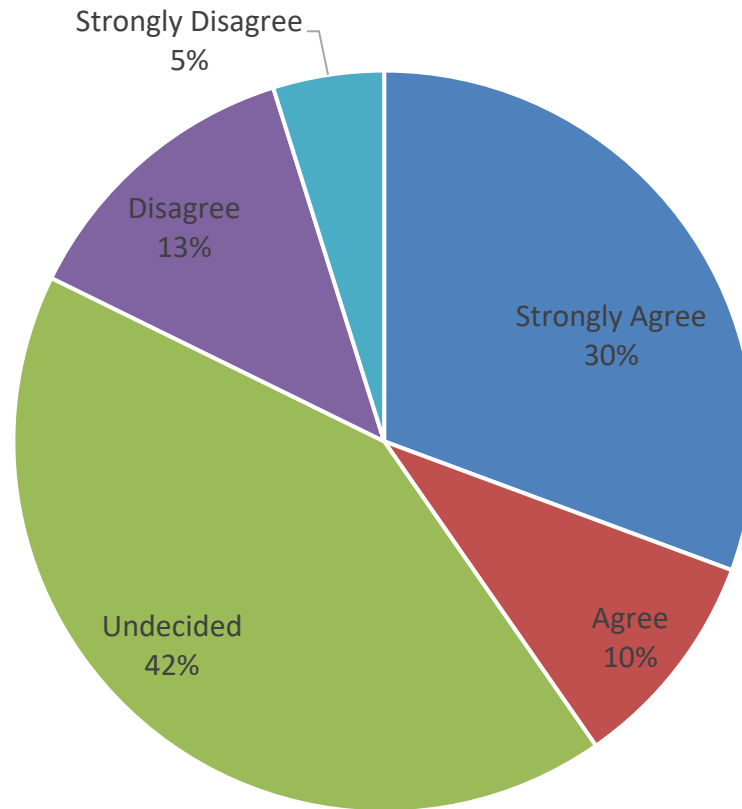
Q17: After listening to the presentation, how interested are you in applying to a graduate program in School Psychology after graduation?

Not at all
21%

Completely
23%

Very much
11%

Somewhat
21%

A little bit
24%
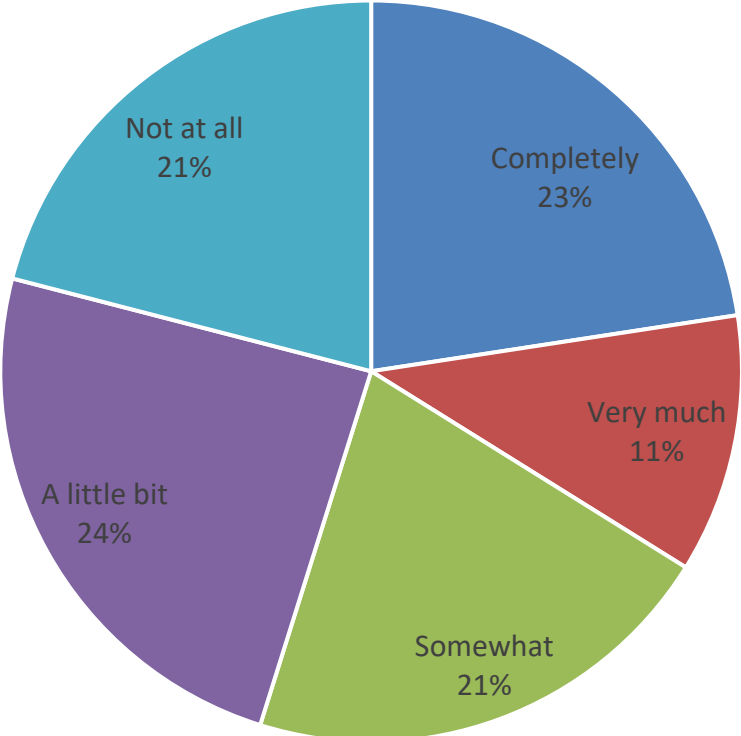
STEP 2: Immerse undergrads in school psychology through experiential learning

In the Fall of 2023, **49** UHV undergraduates were enrolled in Introduction to School Psychology course.

In Spring 2024, there will be an undergraduate internship for UHV students in Katy ISD.

Applications for the grant cohort are open and are due February 15, 2024.

What Can You Do?

Reach out to local community colleges or universities to create partnerships

Consider talking to undergraduate courses about school psychology to create awareness

Consider teaching adjunct courses at the undergraduate level to help students learn from school psychologists

Create opportunities for undergraduate shadowing and internships in your districts

QUESTIONS?

Dr. Elise Hendricker
hendrickere@uhv.edu

Dr. Melanie Lemanski
lemanskim@uhv.edu

Tanya Weaver, M.S., S.S.P
MHSP Grant Coordinator
SchoolPsychGrant@uhv.edu

University
of Houston
Clear Lake

Empowering Horizons:
Training School Based Mental Health Graduate
Students to Support Paraprofessionals' Delivery of
a Tier II Culturally Responsive and Modular
School-Based Mental Health Treatment

Gill Strait, Ph.D., LP, LSSP, NCSP
Associate Professor
School Psychology, SSP Program Director
Health Service Psychology, PsyD

Emily Horton, Ph.D., LPC, RPT
Assistant Professor
Clinical Mental Health Counseling
University of Houston-Clear Lake

Galena Park ISD
GP
EXCELLENCE IN ALL, FOR ALL, BY ALL

>2 million

(SAMHSA, 2019; Kataoka et al., 2002; Hoagwood & Johsnon, 2003; Olfson et al., 2015)

Barriers to Access

- ***Shortage of Professional Mental Health Providers***
  - High turn over-rates
  - General public has limited exposure to field
  - Graduate school costs
- ***Lack of Efficient, Feasible, and Culturally Equitable and Responsive Evidence-Based Interventions and Measures***
  - Under-resourced communities
    - Rates of unmet need greatest amongst minoritized communities

(Algeria, Vallas, & Pumariega, 2010; Hodgkinson, Godoy, Beers, & Lewin, 2017)

Empowering Horizon's Goals

Table 1: Overview of Project Goals	
Goal 1	Increase at-risk middle school students' access to a culturally responsive Tier II school-based modular mental health treatment by training and supervising School Psychology, School Counseling, and Clinical Mental Health graduate students to implement and support paraprofessionals' implementation of group instrumental mentoring.
Goal 2	Increase low-income and/or underrepresented student enrollment in School Psychology, School Counseling, and Clinical Mental Health graduate programs by a) providing paraprofessionals with support and positive experiences delivering evidence-based tier II culturally responsive school-based mental health treatments, and b) providing 1st and 2nd year graduate students with financial support.
Goal 3	Increase the number of School Psychology, School Counseling, and Clinical Mental Health graduates' students who complete practicums, internships, and/or early post-graduate careers in high-need LEA by providing 1st and 2nd year students with positive and supportive experiences implementing and supervising implementation of school-based mental health treatments within high-need middle schools.
Goal 4	Continuously adapt and improve training, supervision, and treatment elements by using mixed methods to evaluate and understand a) stakeholders, b) affect utility, c) knowledge, d) skills, e) recommendations for cultural adaptations, and f) results of the program on building capacity and to improve school-based mental health outcomes.

Goals of the Grant

Task Shifting

- Redistribution of tasks to people with fewer qualifications or less extensive training
  - The highly qualified supervise (i.e., school psychologists)
- 40 years of research supports the diffusion of psychological intervention tasks

(WHO, 2011; Durlak, 1979; Montgomery et al., 2010; Hattie, Sharpley, & Rogers, 1984; Strait et al., 2020)

Task Shifting Candidates

- Paraprofessionals
  - No graduate training or license
  - Paid less than professionals
  - 12 school-based paras to 1 school psychologist (Strait et al., 2020)
  - School-Based and Local Community
    - Teacher Aids
    - Undergraduates
    - Other Local Volunteers (e.g., youth mentors)

Added Benefit-Exposure to the field to increase enrollment

Task Diffusion through Brief Instrumental School-Based Mentoring (BISBM)

Train and supervise mentors in EBPs

Guide youth to set goals

Teach skills to achieve value-based goals
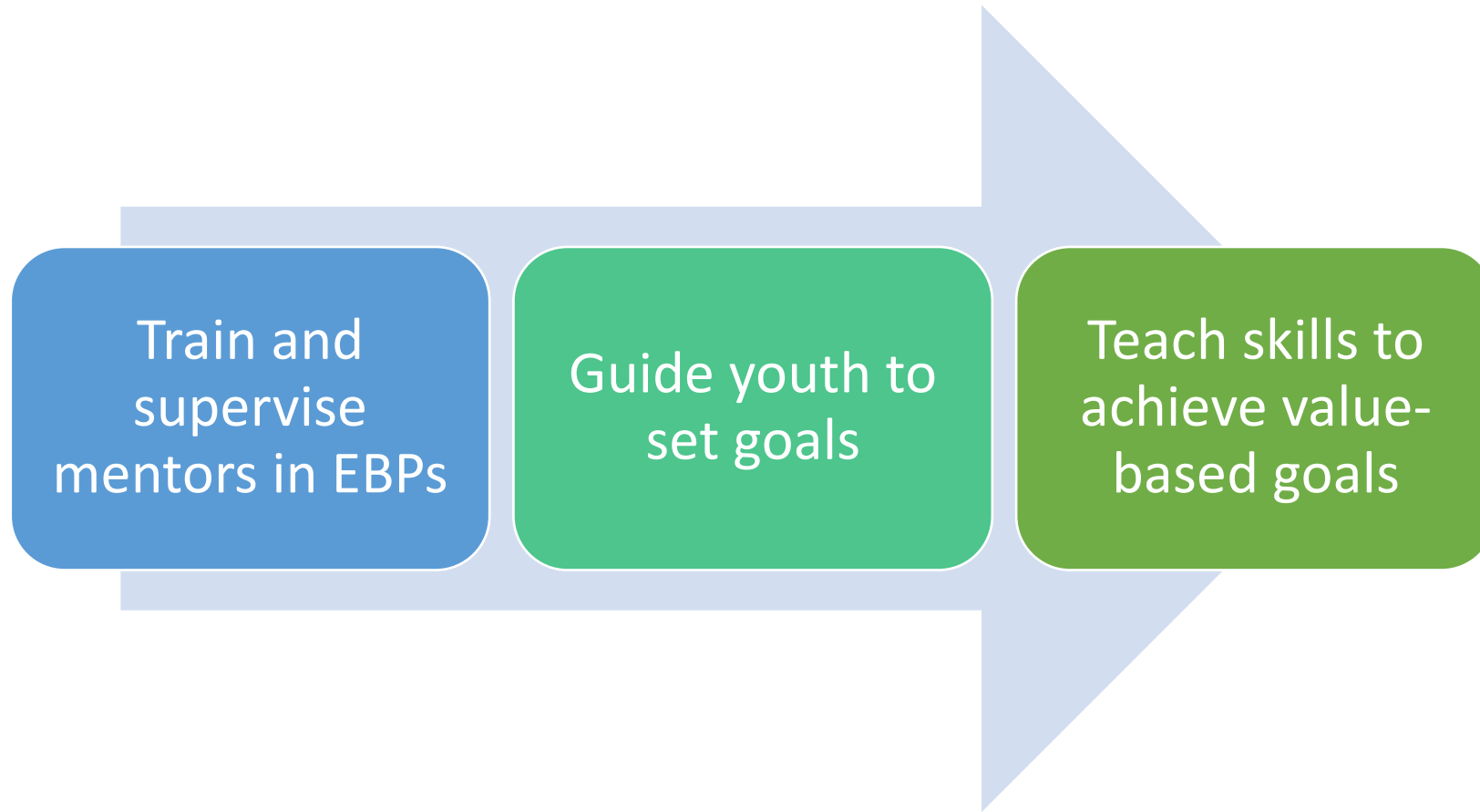
BISBM Theory of Change

- Kirkpatrick's (2006) 4 Level Training Evaluation Model
- Motivational Interviewing (Miller & Rollnick, 2013; Strait et al., 2012; Strait et al., 2019)
- Modular Evidence-Based Kernels and Practices (Embyry & Biglan, 2008)
- Cultural Responsiveness and Adaptation (Peterson et al., 2016)
  - Current Processes
    - Develops treatment goals based on student values
    - Flexible approaches (instructional and non-instructional)
    - Formative evaluation
    - Collecting stakeholders' feedback and refining

Current Curriculum

- Session 1: Value Card Sort (MI)
  - Discussion of group norms: Compassion, Acceptance, Partner, Engage, and Safe (CAPES)

- Session 2 to 4
  - Organization, Goal Setting, and Module Selection

- Sessions 5 to 7
  - Modules

- Session 8:
  - Module and Celebrate Successes.

Example of Current Modules

Module 1: Learning your A. B. C.'s

Module 2: Expository Reading

Module 3: Changing your G.P.A.

Module 4: Motivation

Module 5: Planning for the Future

Module 6: Feedback

Module 7: Relaxation
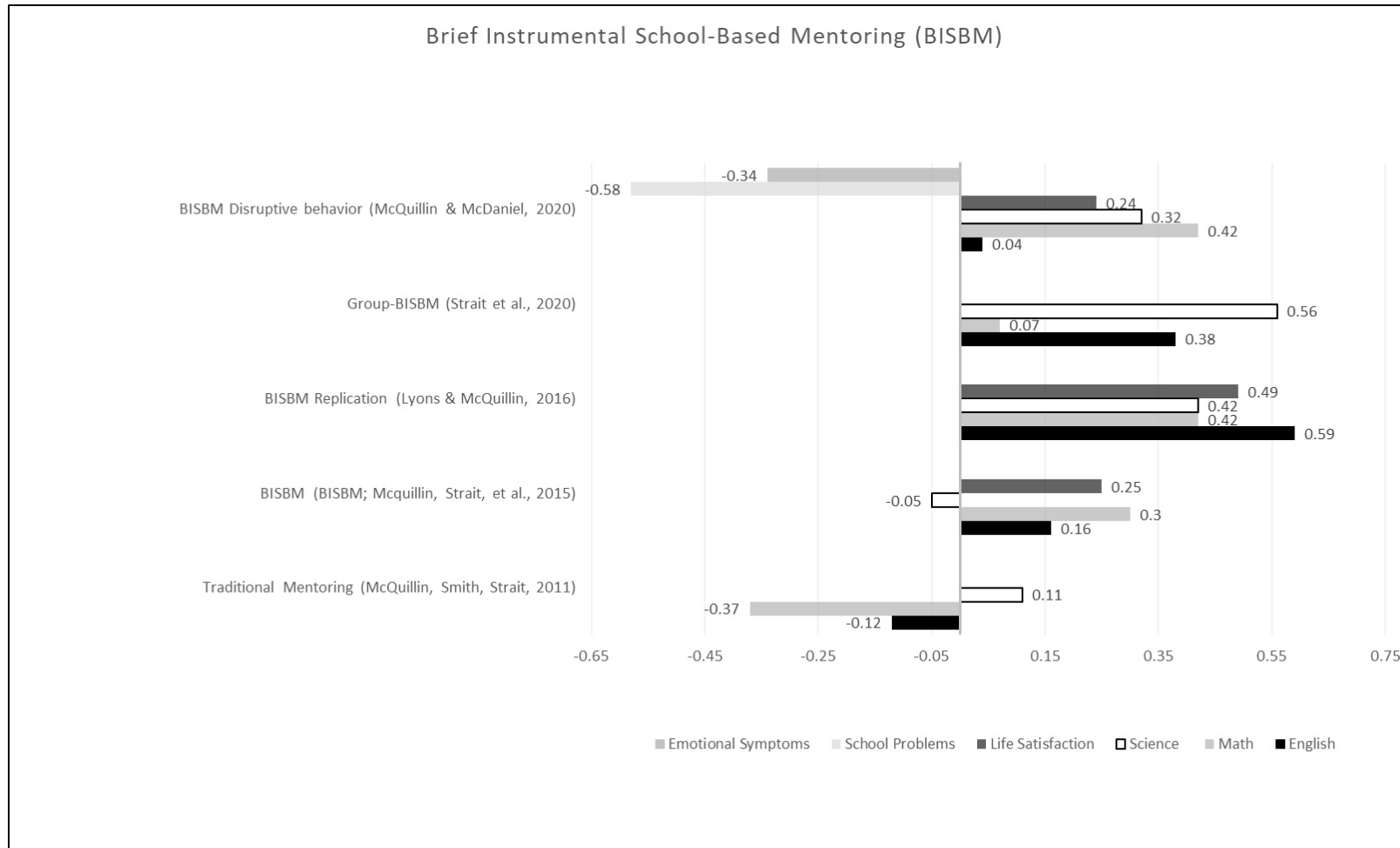
Module 8: Tech and Self

Module 9: Study Skills

Module 10: Coping with Stress

Module 11: Conflict Resolution

Module 12: Time management

Evolution of BISBM:
Developmental to Instrumental

Brief Instrumental School-Based Mentoring (BISBM)

The Basic Plan

- Paraprofessionals
  - Stipend to learn and implement Group-BISBM
    - Undergraduates
    - School-Based
  - Currently
    - 3 School-Based
    - Recruiting Undergraduates

- 1st Year School Psychology and Counseling Students
  - Stipend to learn and implement Group-BISBM
  - Currently:
    - 5 School Psychology Students
    - 4 Counseling Students

- 2nd Year School Psychology and Counseling Students
  - Stipend to supervise 1st years and Para's Implementation
  - Starts next year

- Faculty provide training, direct, and umbrella supervision

- School Liaison

The Context

Table 2: Galena Park ISD Student Demographics	Count	Percentage
Economically Disadvantaged	18,883	88%
At-Risk*	15,886	74%
Bilingual	16,836	79%
Special Education Program Participants	2,392	11.2%
Section 504 Plans	787	3.7%
Hispanic/LatinX	17,342	80.9%
Black/African American	3,218	15%
White	583	2.7%
Two or more races	131	0.6%
Asian	116	0.5%
American Indian or Native Alaskan	34	0.2%
Native Hawaiian or Other Pacific Islander	7	0.1%

The Students

- Students in grades 6-8
    - Parent or teacher referred
    - Considered at-risk based on Texas definition
    - Are under consideration for special education eligibility
    - Have grade point averages below a 3.0, **or**
    - Have two or more behavioral violations (e.g., office referrals, detention, suspension) in the current or previous semester.

Year	Number of Schools	Students to Serve	Students Served
1	1	80	52
2	2	160	-
3	2	160	-
4	2	160	-
5	2	160	-
Total	**-**	**720**	**-**

Big Idea

Direct Service Only
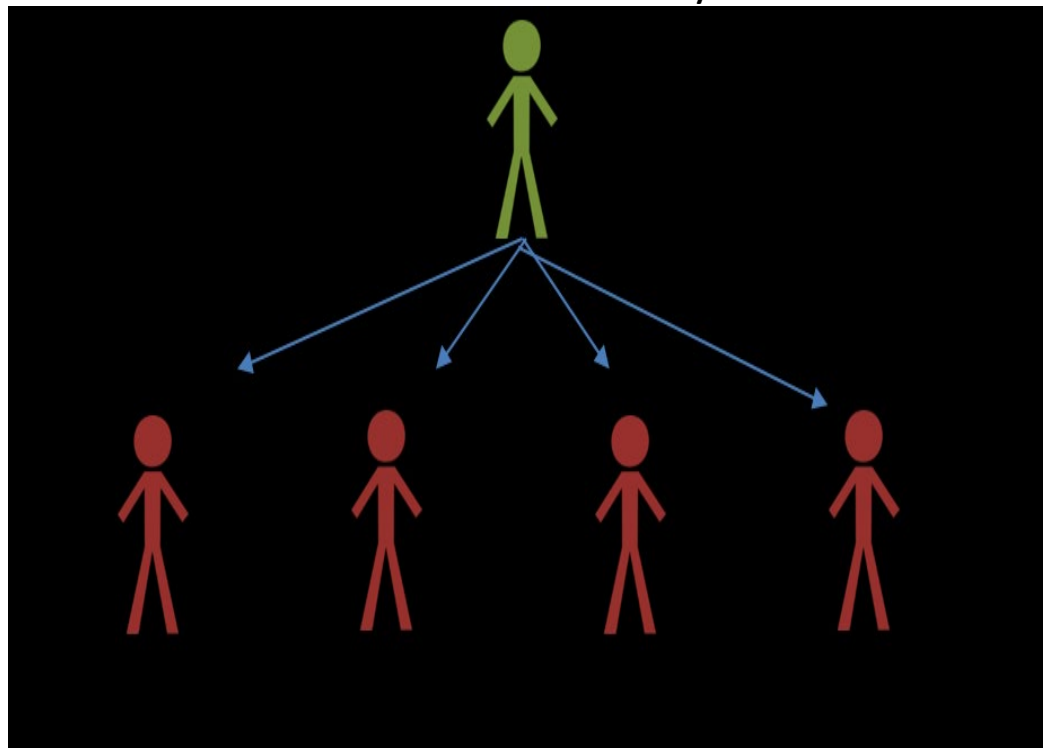
Task Diffusion
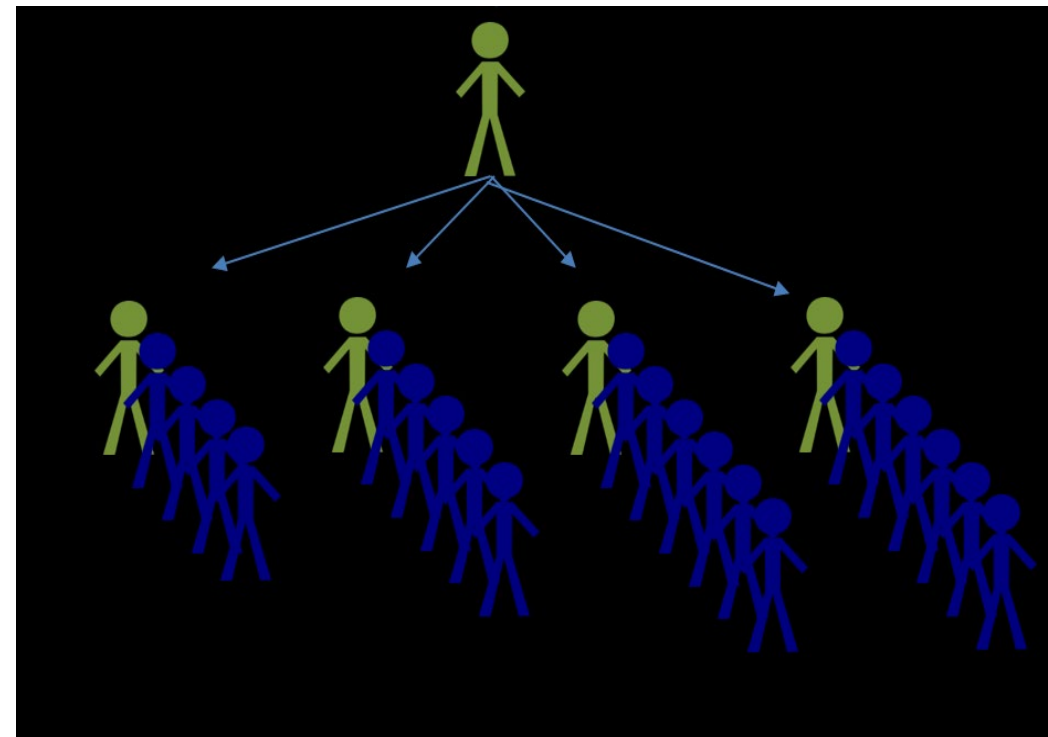
Questions?

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Training in Comprehensive, Culturally Affirming
Services in School Psychology

TRACCS

- **https://sites.edb.utexas.edu/traccs/**
- UT Austin MA/SSP Program
  - PI: Dr. Sarah Kate Bearman; Co-PIs:Dr. Jessica O'Bleness and Dr. Mark Eddy
- Del Valle ISD
  - 98.8% meet Title 1 designation
  - 84.7% Hispanic/Latine
  - 50% of DVISD student parents were born outside the US
  - 44.3% of students are classified as emerging bilingual

Components of the Training Program

- Bi-weekly seminars
- Mental Health Professional Training Development Workshops
- Connections with TASP
- Practicum and Internship at Del Valle ISD
- Additional summer course covering assessment with emerging bilingual and English learners
- Resources to build resilience and prevent burnout

Bi-Weekly Seminars

- Opportunities to build connections with vertical team
- Reviewing relevant articles and engaging in discussions
- Invited guest speakers (this semester)
  - Dr. Janine Jones discussing culturally responsive mental health interviews
  - Dr. Monica Romero discussing mental health assessment with emerging bilingual students
  - Dr. Wendy Reinke and Dr. Keith Herman discussing rural mental health

Mental Health Professional Training Development Workshops

- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  - Fall 2023
- Brief Intervention for School Clinicians (BRISC)
  - Spring 2024
- New trainings each semester!

Connections with TASP/NASP

- Trainee mentorship
- TASP Summer Institute (trainees and supervisors)
- Promoting the workshops through TASP for members
- TASP or NASP convention

Resources to Build Resilience and Prevent Burnout

- Resiliency training provided by the Center for Resiliency at Dell Children's Medical Center
- Access to monthly sessions with resiliency consultant
- TASP mentor

Additional Support for Trainees

- Stipends
- Tuition remission
- Health insurance
- Travel funds for TASP summer institute and TASP/NASP convention
- Laptop/iPad
- Stipend for TRACCS related books/manuals

Questions?

Jessica O'Bleness

jessica.obleness@austin.utexas.edu

Mariah Camper (GRA)

mcamper@utexas.edu

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Project BEAMS (Behavioral, Emotional, and Mental Support for schools)

Abstract

The University of Texas at San Antonio (UTSA; a Hispanic-Serving Institution) is collaborating with Southwest Independent School District (SWISD) to implement Project BEAMS (Behavioral, Emotional, and Mental Support for schools), an innovative school-based mental health partnership intended to increase the number and diversity of school psychologists and to expand the mental health programming at SWISD. The project goals will be met by establishing intensive assistantships in which school psychology graduate students will implement a two-year, multi-tiered system of supports model of mental health and social-emotional programming at five high-need SWISD schools serving a total of 4,723 students. Project BEAMS school psychology students will implement a variety of evidence-based activities via the partnership to address student needs (e.g., differential reinforcement, positive response, parent conference and training, positive reinforcement, behavior education programs, counseling, self-management, and modeling). Project BEAMS school psychology students will also implement larger-scale social-emotional learning curricula, mental health cognitive skills programs, and positive personal and cultural identity development programming. The effectiveness and inclusivity of the project activities will be enhanced via the Project BEAMS Mental Health Institute, a professional learning community – consisting of school psychology graduate students, SWISD staff, and service providers from a local mental health agency – which focuses on inclusive and culturally responsive mental health services. Over the duration of the project, 25 school psychology graduate students will complete the intensive assistantship, and each will be employed at high-need LEAs (including a significant proportion at SWISD).

UTSA.

PARTNERS

1 – UTSA – School Psychology
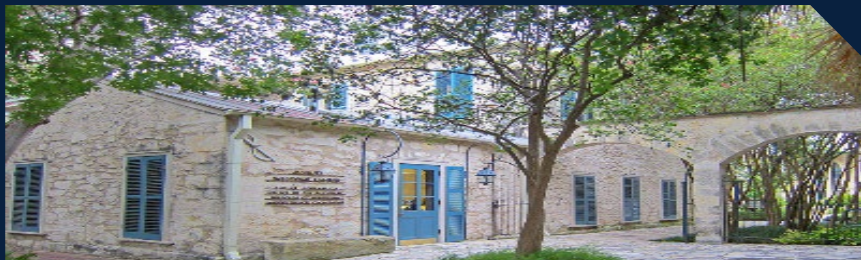
2 – Southwest Independent School District
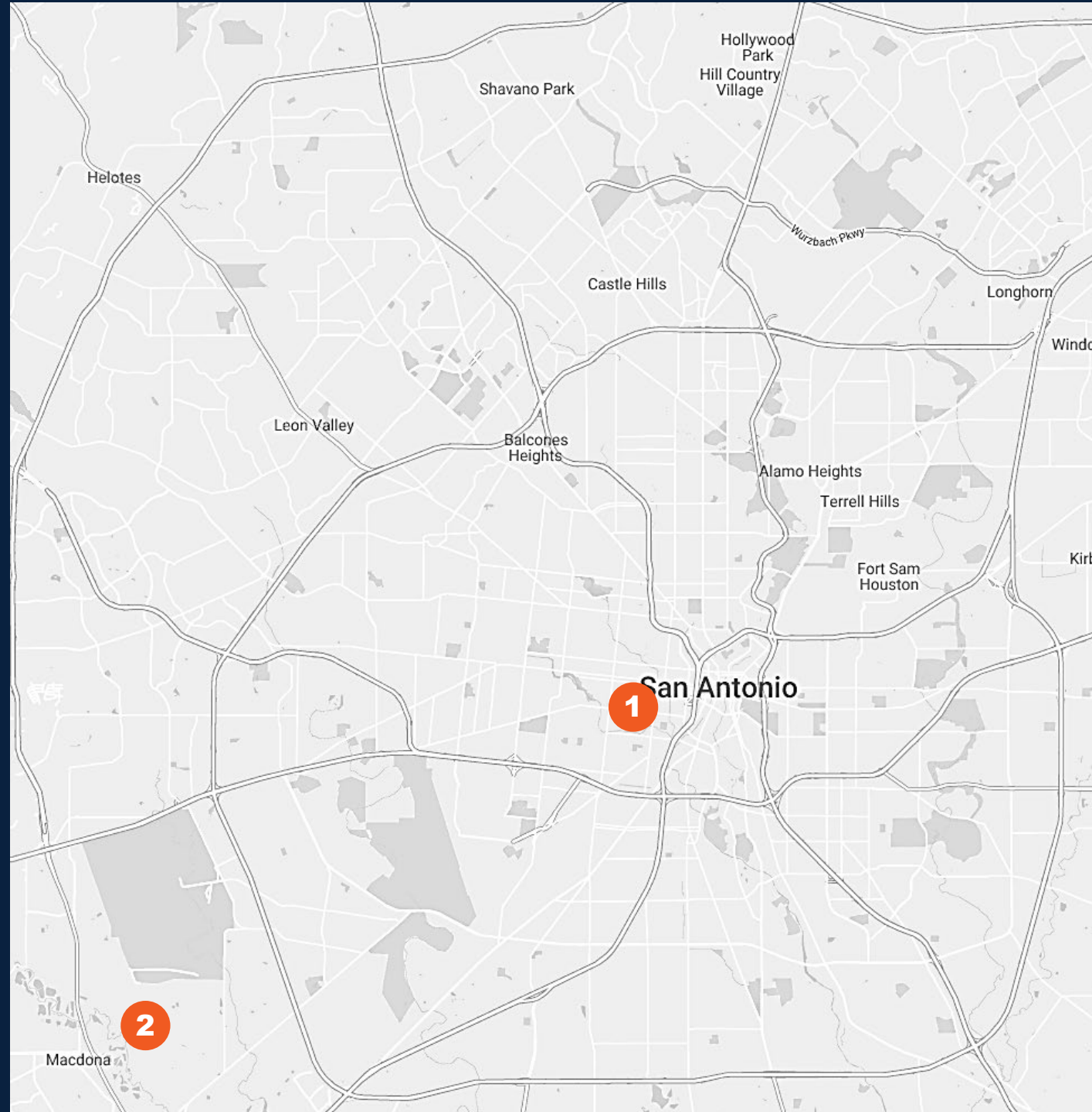
Purpose

INCREASE THE NUMBER AND DIVERSITY OF SCHOOL PSYCHOLOGISTS AND EXPAND MENTAL HEALTH PROGRAMMING AT HIGH-NEED SCHOOLS

▸▸ Collaboration between UTSA and Southwest Independent School District (SWISD)

▸▸ Goals will be met by establishing intensive assistantships in which school psychology graduate students will implement a two-year, multi-tiered system of supports model of mental health and social-emotional programming at high-need SWISD schools

▸▸ Goals will be met through implementation of the Project BEAMS Mental Health Institute, a professional learning community consisting of school psychology graduate students, SWISD staff, and service providers from a local mental health agency (Communities in Schools – San Antonio)

UTSA

GA Requirement and Financial Support

PARTICIPATION IN PROJECT BEAMS REQUIRES A COMMITMENT TO A 19-HOUR/WEEK GA POSITION FOR TWO YEARS

➤➤ Funding

    ➤➤ GA position is funded at $20 per hour (year-round), AND

    ➤➤ Up to $14,000 towards tuition and fees, per year for up to two years

    ➤➤ Note: Financial support may not fully cover all tuition/fees, but it covers the vast majority

    ➤➤ Tuition/fees support will not increase over the course of the support period

    ➤➤ Annual funding (January to December period) is contingent on grant renewal

UTSA.

Grant Obligations

COMMITMENT TO 2-YEAR GA POSITION (INCLUDING LOGS DEMONSTRATING WORK)

▸▸ Remain in good academic standing in the school psychology program

▸▸ Maintain full-time enrollment in the school psychology program

▸▸ Commitment to work at SWISD or other designated high-need district for a school psychology internship position in the year after completing the Project BEAMS GA requirements (i.e., **internship year**)

▸▸ Commitment to work at SWISD or other designated high-need district as a first-year school psychologist in the year after completing the school psychology internship (i.e., **first year after graduation**)

UTSA

GA Activities

⏩ Assist in implementing a variety of evidence-based activities via the SWISD partnership to address student needs

⏩ e.g., differential reinforcement, positive response, parent conference and training, positive reinforcement, behavior education programs, counseling, self-management, and modeling

⏩ Assist in implementing larger scale social-emotional learning curricula, mental health cognitive skills programs, and positive personal and cultural identity development programming

⏩ Assist in special education processes

⏩ e.g., evaluation, psychological reports, ARD/IEP meetings, IEP development, related services

GA Activities

▸▸ **Weekly Supervision**

   ▸▸ Participate in weekly supervision with faculty advisors and fellow Project BEAMS students

   ▸▸ NOTE: supervision counts towards GA hours

▸▸ **Monthly Trainings**

   ▸▸ Participate in monthly trainings and other professional development (e.g., self-paced online modules)

   ▸▸ NOTE: monthly trainings and professional development activities count towards GA hours

EVALUATION

Program Outcomes:

1. Reduce shortage of school psychologists in San Antonio and South Texas: All UTSA school psychology graduate students participating in Project BEAMS will be employed at high-need LEAs immediately following completion of the project assistantships (this will include 25 students for the duration of the grant).
2. Increase the number of diverse school-based mental health service specialist providers (i.e., school psychologists).
3. Increase access to services that are culturally responsive.
4. Expand the mental health service programming and impact at high-need schools.
5. Enhance school psychology students' competencies (e.g., knowledge of mental health approaches, collaboration with other mental health professionals, building partnerships with families, fidelity in implementing interventions, knowledge of culturally responsive interventions).

Questions?

Principal Investigator

Victor Villarreal, victor.villarreal@utsa.edu

Co-Principal Investigators

Felicia Castro-Villarreal, felicia.castrovillarreal@utsa.edu

John Davis, john.davis2@utsa.edu

Alan Meca, alan.meca@utsa.edu

Jeremy Sullivan, jeremy.sullivan@utsa.edu

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Mental Health Service Professionals

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TASP Presentation
November 3, 2023
Kristin O'Donnell, PhD., LSSP & Marlo Mitchell-Gonzalez, MS, LSSP
Our Lady of the Lake University

MHSP Grant Initiatives

- MHSP Collaboration between the University of Incarnate Word and Our Lady of the Lake University: Promoting Mental Health Services in School Based Settings

- MHSP: Collaboration between Our Lady of the Lake University and San Antonio Independent School District: Con Cariño Grant

Promoting Mental Health Services in School-Based Settings

- Collaborative effort between the OLLU School Psychology program and the UIW Occupational Therapy Program

- Designed to increase mental health service provision in schools and create a trauma informed schools curriculum

- Allows for funding for practicum and internship for students in both programs & provides some incentive pay and training for supervisors in school districts

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Goals of the MHSP: Promoting Mental Health Services in School-Based Settings Grant

1

2

3

4

5

Goal 1 – To increase the mental health capacities of South San and Southside ISD's by placing students from the OLLU School Psychology program and the UIW Occupational Therapy Doctorate program in school districts to increase the number of available mental health providers.

Goal 2 – Expands the capacity of South San and Southside ISD's to meet student mental health needs by working with the Community Resilience Initiative and a panel of experts to design high-quality, evidence-based trainings & certifications for school district educators to become Certified Trauma Educators.

Goal 3 – Expands the mental health capacities of South San and Southside ISD's to meet their students' needs by providing multi-tiered systems of support. This includes providing professional development training and mentorship for educators, group sessions for students, and individual therapy.

Goal 4 – Expands the mental health capacities of South San and Southside ISD's by increasing the number of school based mental health service providers who are from diverse backgrounds or the communities being served.

Goal 5 – Expands the mental health service capacities of South San and Southside ISD by providing Certified Trauma Informed Specialist Trainer courses to educators in both school districts, as well as staff and faculty from the OLLU School of Psychology Program and the UIW Occupational Therapy Doctorate Program.

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Con Cariño:
School Mental Health with Heart Grant

- Collaboration between OLLU School Psychology program and SAISD

- Designed to empower students, parents, and the community to increase student achievement, attendance, and improve self-esteem

- Practicum students receive a monthly stipend; licensure exam fee and study materials paid for based on commitment to SAISD for two years following graduation

- Considered for full-time employment after graduation and licensure

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Con Cariño:
School Mental Health with Heart Grant

- With supervision, School Psychology graduate practicum students will function as a mental health professional centering around the social- emotional and community factors that affect a student's overall success in assigned campus.

- With supervision, the practicum student's goal is to empower students, parents, and the community to increase student achievement, attendance and improve self-esteem.

Con Cariño:
School Mental Health with Heart Grant Activities

Facilitate	Facilitate individual, group and family counseling sessions, including response to school wide crisis events
Provide	Provide evidence-based interventions to develop social emotional skills and increase academic success
Provide	Provide case management, consultation, collaboration, community referrals and program development
Assess	Assess psychological needs and provide psychoeducation for students referred for social emotional support and mental health services
Learn	Learn of and advocate based on federal laws to include, but not limited to FERPA, HIPPA, SPED, Title 1, McKinney-Vento, etc.
Consult	Consult with campus administrators, teachers, and staff, regarding students' needs.
Participate in	Participate in campus attendance committee, MTSS and other student support committees at the campus.
Conduct	Conduct home visits and/or visits to community agencies, if permissible by the intern's university

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Addressing the School Psychology Shortage Through University & School Based Partnerships

Dr. Nancy P. Razo, LSSP

Professor of Practice, School Psychology Program Coordinator

Dr. Suzanne Maniss

Professor, Counseling

Dr. Noe Ramos, LSSP

Associate Professor, School Psychology

U.S. Department of Education

Project MHS ACCESS: Accessing Mental Health Services

Funding Amount: $5.7 Million   Timeline: 1/1/23 – 12/31/27

Project MHS ACCESS 2: Accessing Mental Health Services

Funding Amount: $5.6 Million   Timeline: 4/1/23 – 3/31/28

Project MHS DGP: A Mental Health Initiative Demonstration Grant Program for Non-traditional Schools in the Rio Grande Valley

Funding Amount: $5.8 Million   Timeline: 4/1/23 – 3/31/28

Mental Health Service Professionals Demonstration Grants

GOAL:

Expand the capacity of twelve (overall) high-need LEAs in partnership with UTRGV to train School-Based Mental Health Service Professionals (SBMHSP), with a focus on expanding the number of these professionals available to address the shortages of SBMHSP in high-need schools.

Who are the SBMHSP?

Interns from School Psychology, Counseling and Social Work

Recommended Ratios
for Mental Health Professionals

School Psychologists (LSSPs)
500:1

Counseling
250:1

Social Work
250:1
50:1 with special needs populations

School District FTEs and Ratios for Mental Health Professionals During the 2020-2021 School Year

	Total Students	LSSP	Ratio	School Counselor	Ratio	Social Worker	Ratio
State of Texas	5,479,179	2089.7	2622:1	13,864	395:1	1038.2	5278:1
Region One	439,044	117.01	3752:1	1278.9	343:1	153.54	42859:1

Mental Health Service Professionals Demonstration Grants

MHS ACCESS LEAs:
- Edcouch Elsa ISD
- Harlingen ISD
- McAllen ISD
- Mission CISD
- PSJA ISD
- Sharyland ISD

MHS ACCESS 2 LEAs:
- Laredo ISD
- Mercedes
- United ISD
- Valley View ISD

MHS DGP LEAs:
- IDEA Public Schools
- South Texas ISD

Mental Health Service Professionals Demonstration Grants

OBJECTIVES:

1. Increase the number of qualified SBMHSP. (50 per year total)
2. Increase the number of qualified SBMHSP in high-need LEAs who are from diverse backgrounds or from communities served by high need LEAs.
3. Provide evidence-based pedagogical practices to increase the number of mental health providers who provide inclusive practices in mental health services regarding race, ethnicity, culture, language, disability, and for students who identify as LGBTQIA+ in order to create safe environments for students.
4. Increase the number of qualified SBMHSP in high-need LEAs who are prepared to improve K-12 students' positive mental health.