

PSYCHOLOGICAL SERVICES

Primary Goal - To screen and place students requiring specialized services in an educational setting where they might have opportunity to achieve maximum benefit from the educational program

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
5.1	1643	\$723,010	\$440

Level K - 12

Student Achievement/Program Data

	2007-08	2006-07	2005-06
Counseling Services			
1. Number of students provided individual counseling	402	318	288
2. Number of students in counseling groups	927	918	844
3. Number of individual behavior programs established	211	216	206
4. Number of individual parent contacts	3436	3324	3319
Number of psychological evaluations completed	466	508	445
1. New cases	242	247	229
2. Revaluations	224	261	216
Number of referrals to outside agencies	190	98	99
Child abuse cases	48	26	36
In-services provided	11	7	17
Total numbers of students served (unduplicated)	1643	1566	1511

PSYCHOLOGICAL SERVICES (cont.)

HIGHLIGHTS

- Evaluations – Kept current with new referrals and re-evaluations while meeting difficult timelines and requirements to process re-evaluations throughout the school year. Staff highly trained in all aspects of assessment and measurement.
- Counseling- Highly trained staff counseled the district's most challenging students.
- Crisis Intervention – Responded to crises in each building, as well as to a suicide at the high school. Participated in the memorial service of a SHS student. Assisted with prevention programs to improve the mental health services delivered to all high school students. Attended the suicide prevention inservice presented by Samaritans.
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) – Conducted FBAs and provided positive behavioral support plans as per state mandates.
- Consultation – Regularly consulted with teachers, support staff, parents, and outside professionals regarding pre-referral interventions and special education programs for students with academic and behavioral needs.
- Response to Intervention (RtI) - Coordination with administration on the development of a more formal response to intervention system for the district. Psychologists provide objective assessment data to assist with progress monitoring and educational placement decisions.
- Program development - The psychologists work to develop district-wide policies/procedures to ensure consistency among buildings for such things as manifestation hearings, students at-risk for self-injurious behaviors, and testing.
- Team Members – Play a leadership role on various building and district level teams, including CST, PST, CSE, CPSE, crisis response teams, safety committee, school success teams, and PTA.
- ADHD screens – Conducted numerous screens and communicated with physicians, parents, and community providers.
- Prevention – Active members of the child study teams in each building. Conducted data-driven pre-referral interventions. Involvement in the WRAP lessons at the high school. Initiation of process to refine the district's suicide risk assessment protocol.
- Internship program – Very strong program that attracts students from across the country.
- Parent support – Provided parent consultation and support at all levels from pre-K through post high school. Presented at the annual meeting for parents of preschoolers.

PSYCHOLOGICAL SERVICES (cont.)

- Kindergarten screening – Played central role in organizing kindergarten screenings in each building that were very efficient and informative. Also coordinate two make-up screens (spring and summer) and make subsequent recommendations for student’s attendance at the summer pre-K and KIP programs.
- Professional development - Maintenance of National Certification and state licenses and certificates through participation in continued training activities. These trainings include: attendance at state and national conferences, presentations at Four Winds Psychiatric Hospital, professional conferences, professional study, and intern supervision. One department member presented research at the National Association of School Psychologists annual convention. Another department member served on several committees at the New York State Association of School Psychologists annual convention held in Albany. Frequent staff exchange and discussion of case studies and professional literature.
- Knowledge base - Each psychologist keeps current with new developments in the field, state mandates, and new approaches to treatment. Consultation with Dr. Passen enables them to keep current with advances in medication and psychiatric treatment for the district’s most challenging students, commitment to maintaining best practice approaches to all aspects of service delivery and responding to and discussing changes in state and federal regulations.
- Liaison with community services – Knowledge of mental health resources in the community helped families seek outside mental health services when needed. They have strong relationships with many reputable outside providers.
- Commitment of all of the psychologists to meet students’ needs in the least restrictive environment.
- In-service trainings - Provided inservices to staff on a variety of topics including team building, the FBA process, study skills, and the wellness program.
- Flexibility – The psychologists have made a positive and adaptive reallocation of department responsibilities following the transfer of the junior high psychologist to the high school. Adjustments were made to meet the district’s needs for psychological services.

OBJECTIVES

- Established a procedure for transferring records across levels and disposing of them after sufficient time has elapsed.

PSYCHOLOGICAL SERVICES (cont.)

- Consultation with Dr. Passen was maintained throughout the school year. Dr.

Passen was very helpful to the district and the psychology department this year.

- Intern program was continued. Orientation meeting was held in the fall. Intensive recruiting and interviewing of potential interns was completed. This department successfully recruited 10 out of 15 candidates interviewed.
- The department continued collaboration regarding Rtl. Several psychologists completed summer research work to explore district options. More work needs to be done to identify a more efficient way to collect data. Exploring software as a means to implementing the data collection process. Collaboration with the reading and special education departments is necessary.
- An additional psychologist was hired for the high school for the Model Transition Program and to support other department activities. Another part-time psychologist will be hired next year for the HS RISE program.