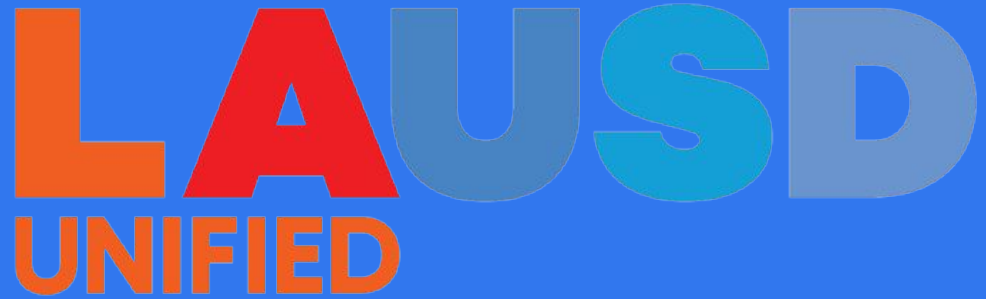


Division of
Instruction



City Of Nagoya Educational Forum Status of School Counseling in LAUSD

Dec. 21-23, 2023

Dr. Dickson Perey

Ms. Erika Lopez

Agenda



- Introduction and Background
- Inclusion Activity
- Overview of LAUSD and School Counseling Services
- Role of The School Counselor in LAUSD
- Multi-Tier Support Model Approach
- Case Sample: Collaboration between School Counselors and Mental Health Professionals
- Takeaways
- Questions and Answers



Introduction



- Dr. Dickson Perey Ed.D, MS, PPS
- Los Angeles Unified School District Central Office Counseling Coordinator
- Professional School Counselor in LAUSD since 1998



- Ms. Erika Lopez, MS, PPS
- Birmingham Community Charter High School College Counselor
- Professional College Counselor since 2013



Our Why and Journey Back to Nagoya, Japan



- Chaperoned the LANSCA Student Exchange program (Perey 2011, Lopez 2015)
- Volunteer Chairperson for the Student Exchange program (Perey 2011-2022, Lopez 2022- present)

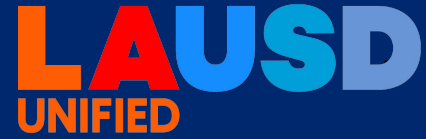


- School Counseling Beliefs:
 - Advocating for students/families
 - Power of human communication
 - Making an impact in our students lives
 - Influencing the future of our communities



Inclusion Activity: Pair-Share

Engagement Structure

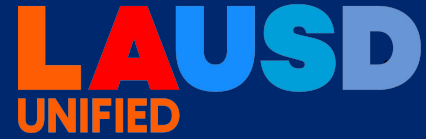


- Participants will find an elbow partner
- Prompt is provided
- Partner B shares first for 30 seconds
- Facilitator indicates participants should switch
- Partner A shares for 30 seconds
- Partners thank each other



Inclusion Activity: Pair-Share

Engagement Structure

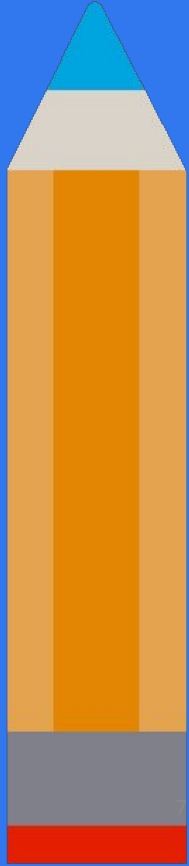


What is your “WHY”?

**What do you hope to walk
away with?**

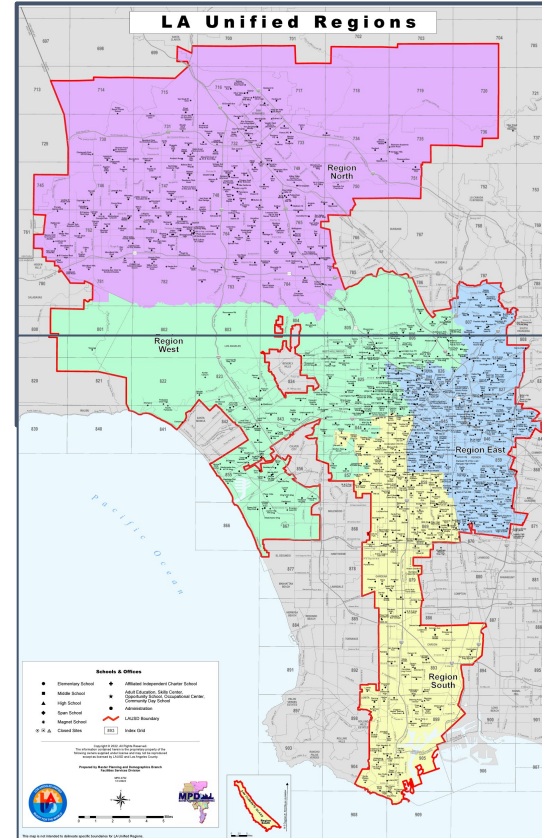


Overview of LAUSD School Counseling Services



LOS ANGELES UNIFIED BOUNDARIES

- **Second Largest District in the United States**
- **710 square miles**
- **25 cities**
- **4.8 million people live within these boundaries.**



Fingertip Facts

2023–24 Estimated Enrollment Projections



School Level	District Enrollment Projections
Elementary (ETK–6)	225,222
Secondary Middle (7–8)	55,894
High School (9–12)	116,507
Total	397,623

Source: Budget Services and Financial Planning Division as of July 2023

Fingertip Facts

2023–24 Demographics



School Level	District Enrollment Projections
Latino/Hispanic	73.8%
White	9.6%
African American/Black	7.1%
Asian	3.3%
Two or More	2.8%
Filipino	1.6%
Pacific Islander	1.6%
American Indian or Alaska Native	1.5%
Not Reports	0.1%

Source: Office of Data and Accountability as of September 2022

Fingertip Facts



100 Different Certificated Roles in LAUSD



Overview of School Counseling and Student Support Program Roles

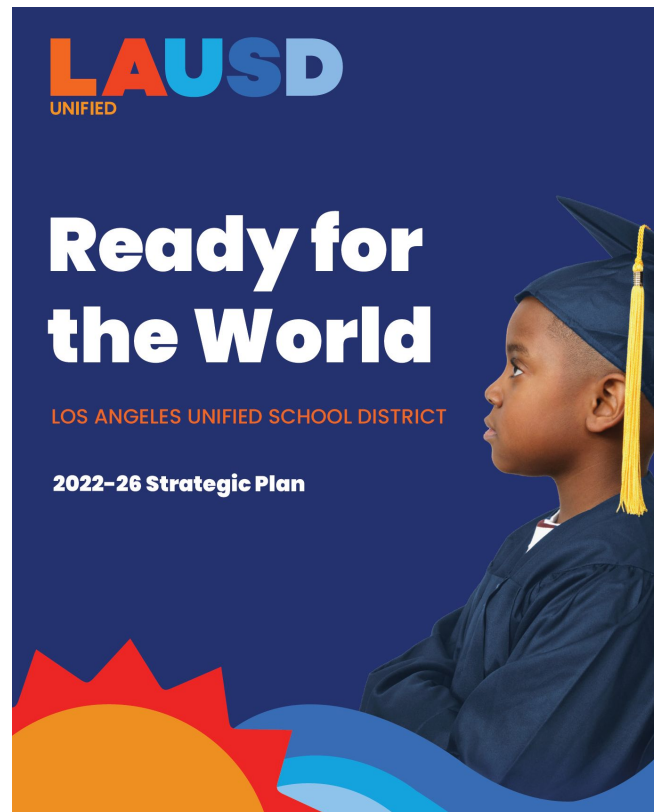
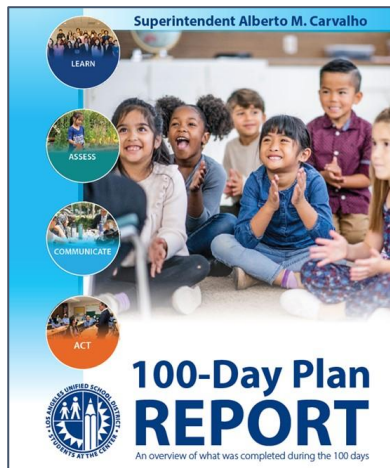


Secondary Counselor (Everyone is Assigned A Counselor)	Pupil Services and Attendance Counselor	Psychiatric Social Worker	School Psychologist	Assistant Principal, Secondary Counseling Services
Provides universal, targeted, and intensive counseling services to secondary students in academic, social-emotional, and college/career.	Provides individual and system-wide student attendance, engagement, achievement, and graduation.	Provides targeted, intensive intervention and mental health support to students with behavioral, social, and/or emotional problems	Provides psychological services; develops individual case studies of students to determine eligibility for special programs including Special Education services.	Provides leadership to the entire counseling program.
Focus: General Student Population			Focus: Specialized Population	Administration

Why Now?



Local Control and Accountability Plan

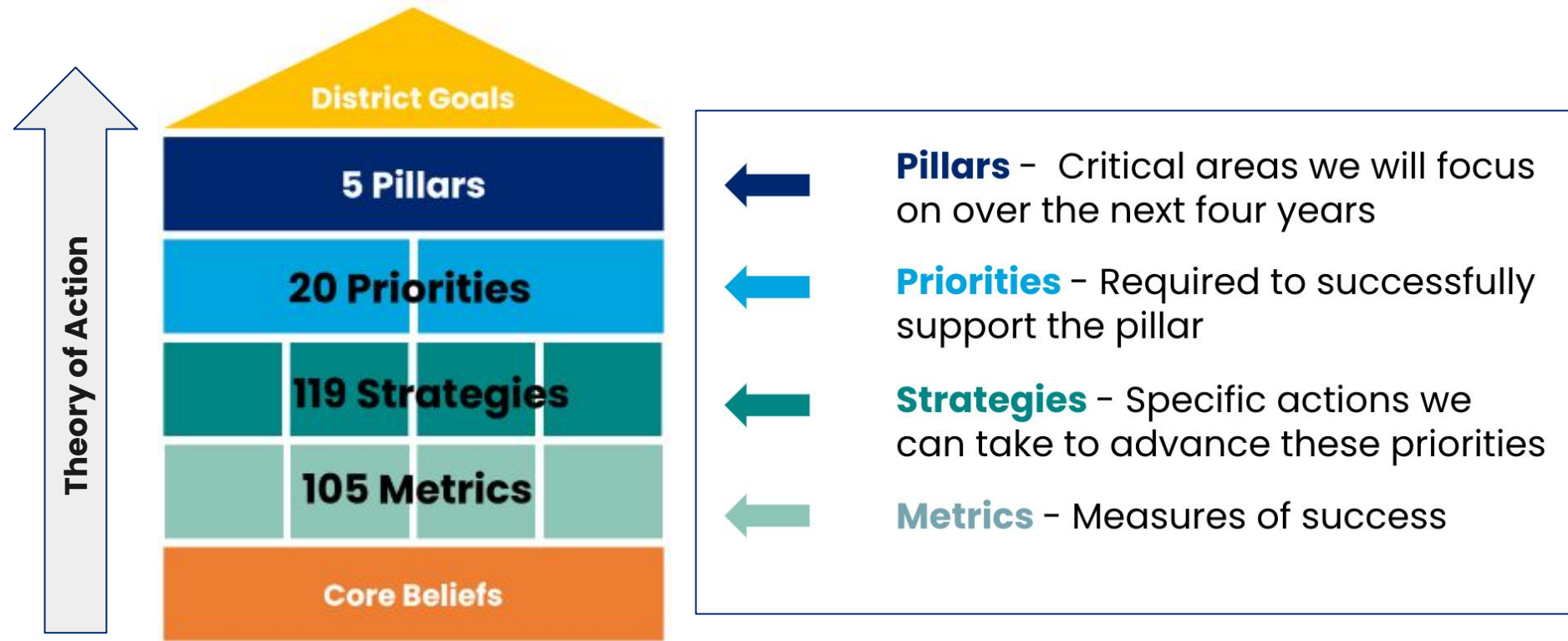


coherence



COHERENCE

Building Blocks of the Strategic Plan



Pillars & Priorities



Each Pillar contains several Priorities we believe are **core components required** to successfully support the Pillar

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

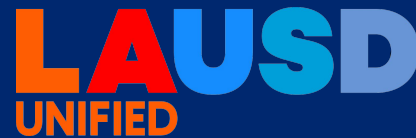
Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

Strategic Plan Measures of Success Specific to School Counseling



Graduation

Increase graduation rates to **93%** by 2026 (from 86.5% in 2021-22)

A-G Courses

Increase to **70%** the percentage of students in a graduating 9th to 12th grade cohort demonstrating college and career readiness with a "C" or better on A-G courses



100% IGP Completion

Ensure **100%** of middle school and high school students have a completed Individualized Graduation Plan (IGP)

FAFSA/CADAA

Increase the percentage of graduating seniors completing a FAFSA/CADAA application to **100%** (from 89% in 2022-2023)

Dual Enrollment

Increase opportunities for students to enroll in dual enrollment courses for all students. Increase the number of schools offering dual enrollment courses to **136** out of 185 high schools

Advanced Placement

Increase the percentage of students enrolled in Advanced Placement courses to **28%**

CSU & UC Applications

Increase the percentage of graduating seniors completing a college application to a UC or CSU to **70%** (from 46.3% in 2021-22)

Sample of One Data Source: School Experience Survey

- Annual Survey
- Feedback:
 - Teachers
 - Staff
 - Students
 - Parents
- Perception data:
 - Academic
 - School Climate
 - Social and Emotional Learning



<https://www.lausd.org/Page/8397>



American School Counselor Association:

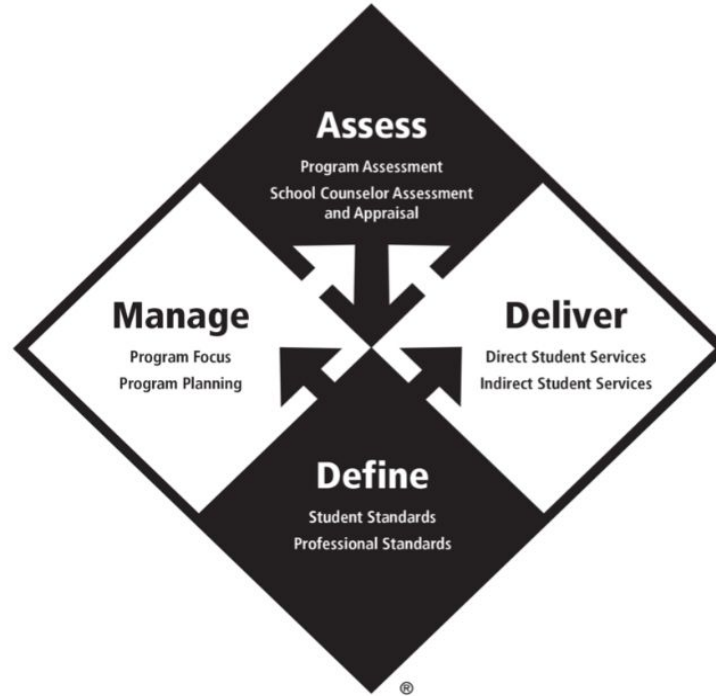
- To represent the school counseling profession and equip school counselors to create equitable opportunities and inclusive environments that enable all students to success



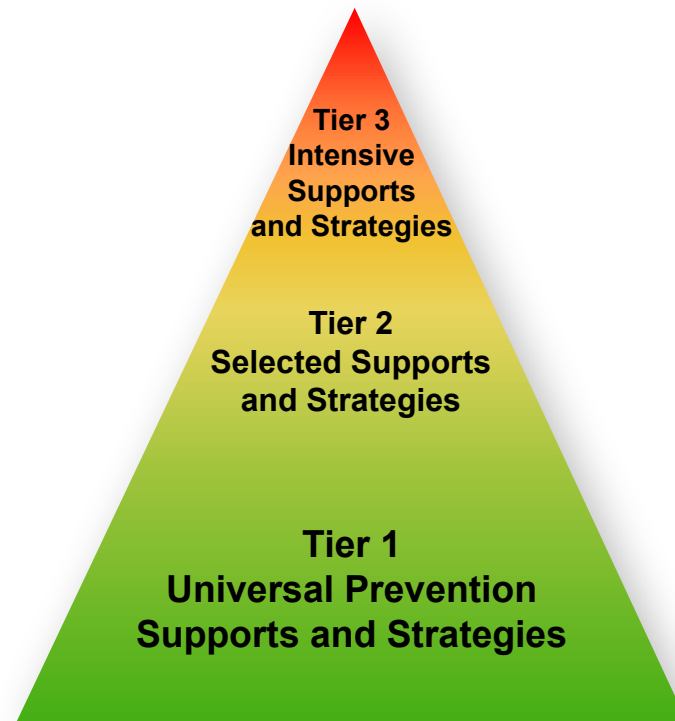
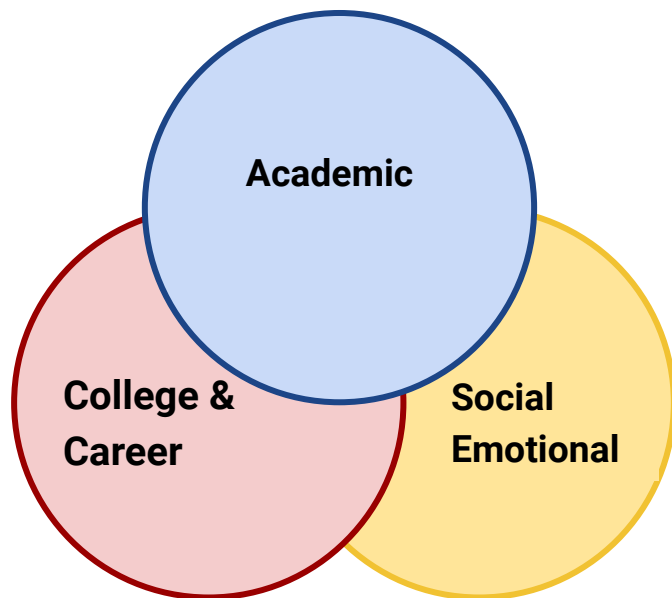
California Association of School Counselors:

- Provide Standards for School Counseling
- Provide Advocacy at State and National Platforms
- Provide Publications and Research in the field

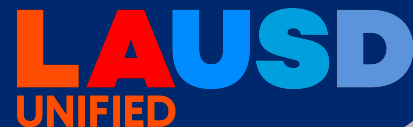
The ASCA National Model, 4th Edition



ASCA + MTSS



Our School Counseling Approach



Academic

Indicator 3A-1

Academic Planning towards promotion and graduation:

- Credit Recovery
- Tutoring
- Skill-based Interventions

Indicator 3A-4

Promote rigorous coursework aligned with grade-level expectations, standards, and college and career pathways.

Postsecondary

Indicator 3B-2

Provide personalized counseling for students. Guide and advise students about the various postsecondary criteria and options.

Indicator 3B-3

Inform students and parents about the steps to apply for postsecondary and work-based learning opportunities

- A-G
- FAFSA/CADAA
- Military
- AVID
- Dual Enrollment
- AP/IB

Indicator 3B-4

Provide lessons, workshops, and resources on all postsecondary options. Administer career inventories.

Social Emotional

Indicator 3C-1

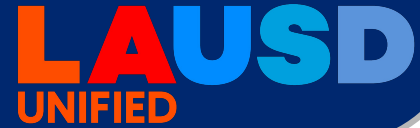
Develop and implement grade-level appropriate SEL lessons that foster emotional intelligence and well being

Indicator 3C-2

Provide self-management and relationship skills to help students understand the impact of their actions on others to promote their emotional growth..

School Counseling Services

Professional Development Topics (2022-23)



Academic

- School Counseling MTSS Implementation
- Systems for Monitoring Graduation Progress
- Accurate Student Programming
- Individual Graduation Planning Data Collection
- Policy Updates: Graduation Requirements, Transcripts, English Language Development
- Section 504 Safeguards

Postsecondary

- ASCA Model / Standards Implementation
- Career Technical Education Pathway Development
- Naviance Classroom Units
- Dual Enrollment Planning
- Monitoring System for Federal Financial Aid and College Applications

Social Emotional

- Crisis Intervention
- Psychological First Aid (PFA)
- Suicide Prevention, Intervention, and Postvention
- Conduct a Suicide Risk Assessment
- Bullying Prevention
- Building Community
- Substance Abuse Awareness
- Second Step Curriculum for Tier One and Two Support

CA Standards for the School Counseling Profession



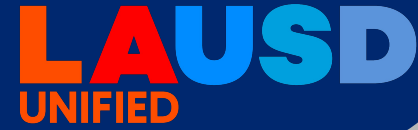
- Developed by **California Association of School Counselors**
- Published October 2023
- Aspirational in nature
- Aligned to AB 2508
 - Mental Health
 - MTSS
- Aligned to ASCA National Model
- Organized into Six Standards



1

STANDARD ONE

Building Counseling Capacity



Leadership

Indicator 1A-1

Example: Action Plans
with Measurable Student
Outcomes

Reflective & Ethical Practice

Indicator 1B-2

Example: Follow
Mandated Reporting
Protocols

Professional Development

Indicator 1C- 2

Example: Strategic
Professional Learning for
School Counselors

Culturally & Linguistically Responsive School Counseling

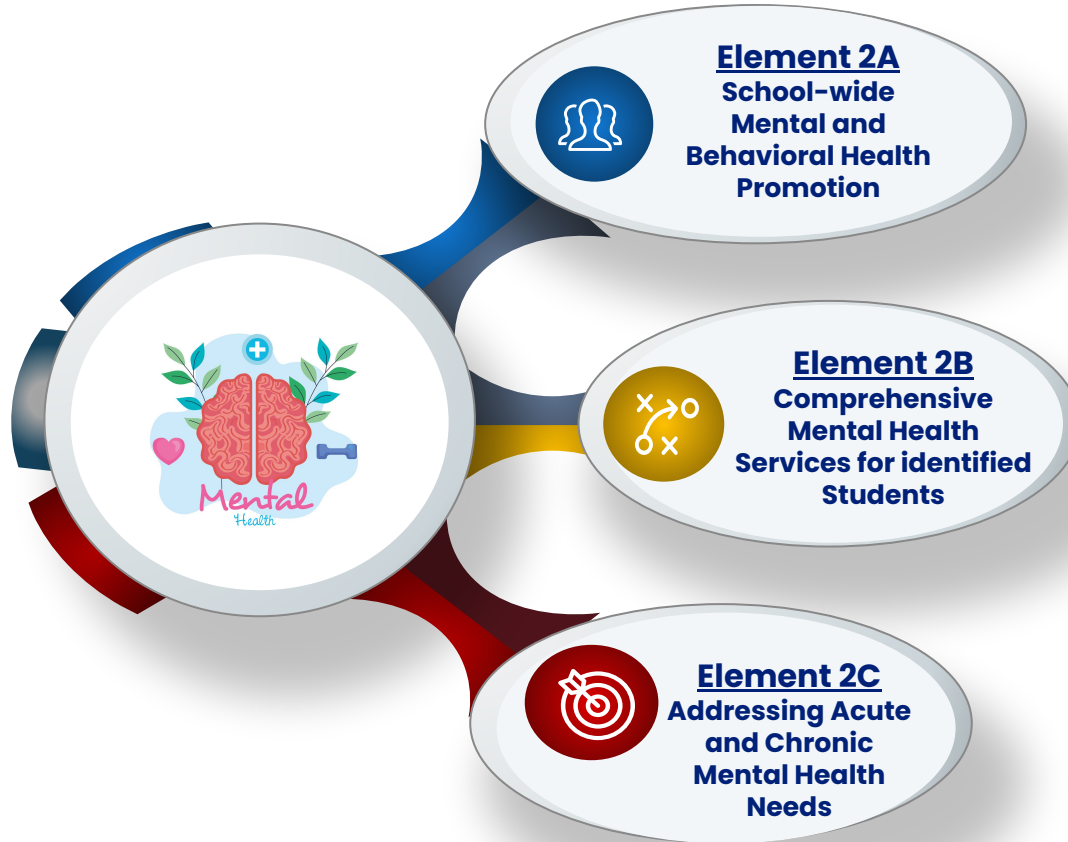
Indicator 1D-3

Example:
Change Practices: Focus
Groups and Surveys

2

STANDARD TWO

School Based Mental Health

LAUSD
UNIFIED

2

STANDARD TWO

School-Based Mental Health



Element 2A
**School-wide
Mental and
Behavioral Health
Promotion**

Indicator 2A - 1

Example: Classroom lesson on
“Making and Keeping Friends”

Element 2B
**Comprehensive
Mental Health
Services for
Identified Students**

Indicator 2B - 2

Example: Triage Support Services

Element 2C
**Addressing Acute
and Chronic
Mental Health
Needs**

Indicator 2C-1

Example: Care coordination
including identifying, referring,
monitoring, and evaluating progress

4

STANDARD FOUR

Multi-Tiered Systems of Support

MTSS**Indicator 4A-3****Tier Three Support**

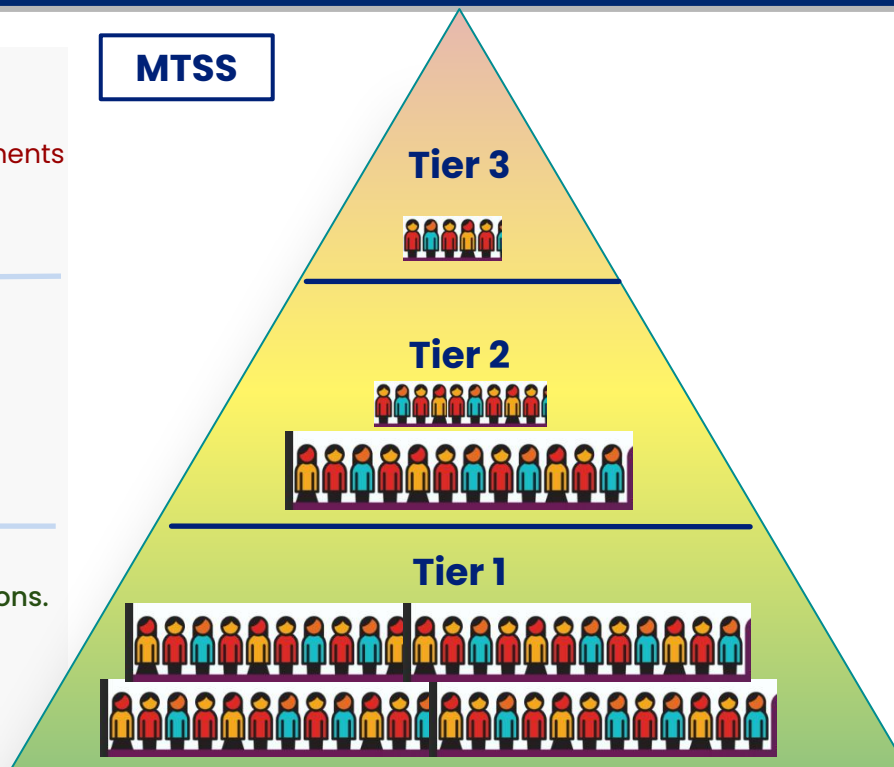
- Suicide risk and threat assessments
- Safety and reentry plans
- Behavior support plans
- Referrals

Indicator 4A-2**Tier Two Interventions**

- Small groups
- Individual counseling
- Consultation and collaboration

Indicator 4A-1**Tier One Universal Counseling interventions.**

- Universal Screening
- Classroom instruction
- Schoolwide programming
- Parent education



5

STANDARD FIVE

Indirect Services: Coordination, Collaboration, Consultation, & Supervision



A minimum of
80%
of a school
counselor's time
should be spent in
direct and indirect
student services.



No more than
20%
of a school
counselor's time
should be spent in
program planning
and school support
activities.



**Coordination &
Collaboration**

Indicator 5A-3

Example:

Committee Meetings –
Professional Learning
Community



Consultation

Indicator 5B-1

Example:

Consultation with Faculty and
Staff



Supervision

Indicator 5C-3

Example: Supervising /
Mentoring Emerging School
Counseling

6

STANDARD SIX

Safe, Supportive, Inclusive Environments



School Climate

Foster a positive school climate promoting inclusivity, empathy, and respectful interactions

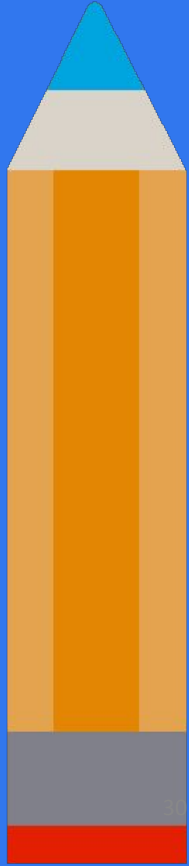
School Safety

Be accessible for reporting threats, intervene with students involved in unsafe behaviors and incorporate substance abuse prevention.

School Engagement

Foster academic, personal, and social engagement through strategies that promote involvement, collaboration, and a sense of belonging.

Role of the School Counselor



School Counselor Role



- Lead, advocate, and collaborate to promote equity and access for all students
 - Academic Support
 - College and Career Guidance
 - Social Emotional Needs
- Moving from only scheduling students to providing whole child support that prepares students for post-secondary success
- Serves as a liaison between families, teachers, school staff, colleges, and community agencies



School Counselors Daily Responsibilities

- Implement program activities
- Advocate for the high academic achievement and social development of all students
- Produce school wide prevention and intervention strategies and counseling services
- Provide consultation, training and staff development to teachers and parents



– CASC Best Practices 2019

School Counselor Requirements

State of
California
Requirements

4 Year Bachelor's Degree

Pupil Personnel Services (PPS) Credential (1 - 2 Years)

- Authorized: State Education Board
- Approved college/university PPS program
- Practicum and field work hours in various educational settings

Majority Obtain

Masters Degree in School Counseling

- College and career readiness, restorative justice, and trauma-informed practice theory

State of
California
Requirements

CA Pupil Personnel Services (PPS) Credential
(1 - 2 Years)

- Minimum of **100** hours of practica must be completed prior to field experience
- Minimum of **800** clock hours in **2 of 3 school levels**
- Fieldwork requirements include at least **100** hours of experience in Social/Emotional, College/Career and Academic Domains

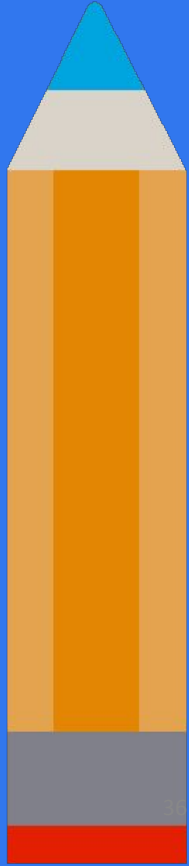
School Site Application



- Helping students with academic planning and goal setting
- Teaching school counseling in the classroom based on student needs
- Provide short-term counseling and referrals for long-term support
- Initiate parent conferences
- Lead wellness activities and motivation campaigns
- Team Meetings: Reviewing Performance and Survey Data
- Advocate for equity and access, achievement, and opportunities for all students

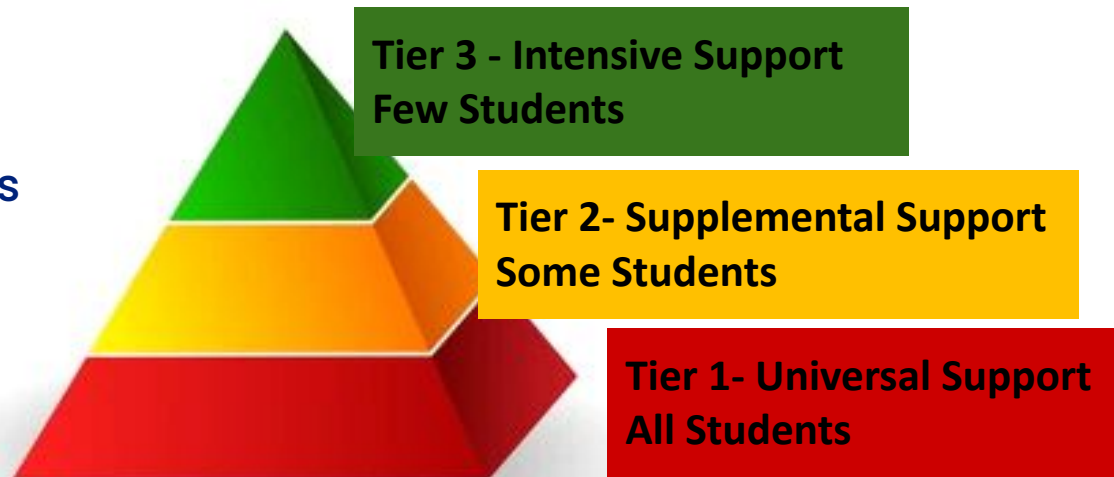


Multi-Tier Student Support Model



Multi- Tier System of Support

- A framework designed to address the academic, behavioral, social-emotional, and mental health development of students within a fully integrated system of support.
- Framework uses data to guide instruction and identify students who require support for increasingly intensive interventions based on need.



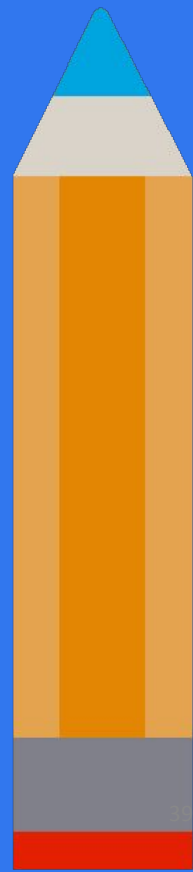
Examples of Tiered Counseling Services



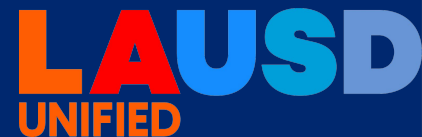
Universal Support Tier 1	Supplemental Support Tier 2	Intensive Support Tier 3
• 9th Grade Orientation • College and Career Events and Workshops • Be Kind Campaigns • College Workshops • Peace Makers Programs • Cultural Awareness Programs • Classroom Lessons on School Counseling • Individual Graduation Planning	• Short-Term Counseling • Short Term Monitoring Efforts • Small Group Counseling & Instruction • Peer/Adult Mentoring Programs	• 1:1 Counseling • Emergency and Crisis Response • Referral to Resources • Consultation and Collaboration with School Stakeholders

Case Study

*Collaboration between School Counselors
and Mental Health Professionals*



Sample High School Counseling Team



Team Member	Role
School Counselor #1	School Counselor: A – Gonzalez
School Counselor #2	School Counselor: Gov – N
School Counselor #3	School Counselor: O–Z
College Counselor #1	College Counselor
Psychiatric Social Worker #1	Psychiatric Social Worker (PSW)
PSA #1	Pupil Service & Attendance
A–G Counselor (Specialized Counselor)	A–G Counselor / PSA Attendance Counselor Part–Time Assignment: M / W
Coordinator #1	Intervention Coordinator Part–Time Assignment
School Psychologist #1	Part–Time Assignment
Administrator	Assistant Principal – Secondary Counseling Service (APSCS)

Division of
Instruction
School
Counseling

Student Health and
Human Services
Psychiatric Social
Workers

Division of
Special
Education
School
Psychologist

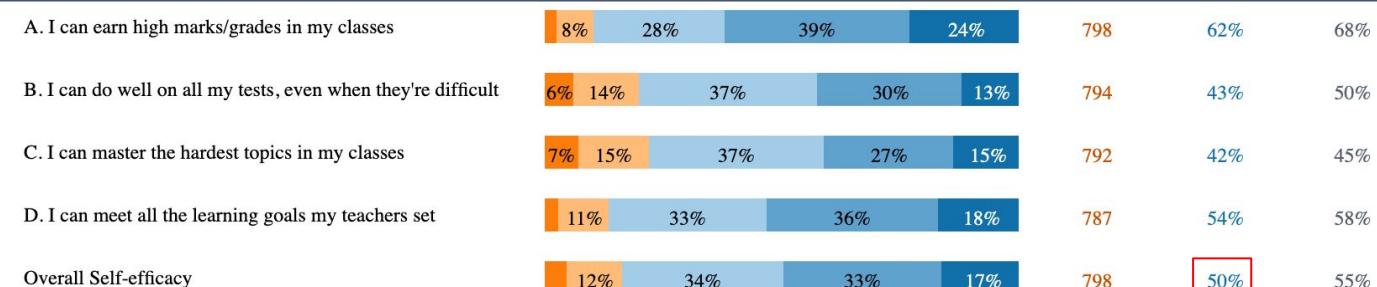
Sample Team Data Analysis

Self Efficacy

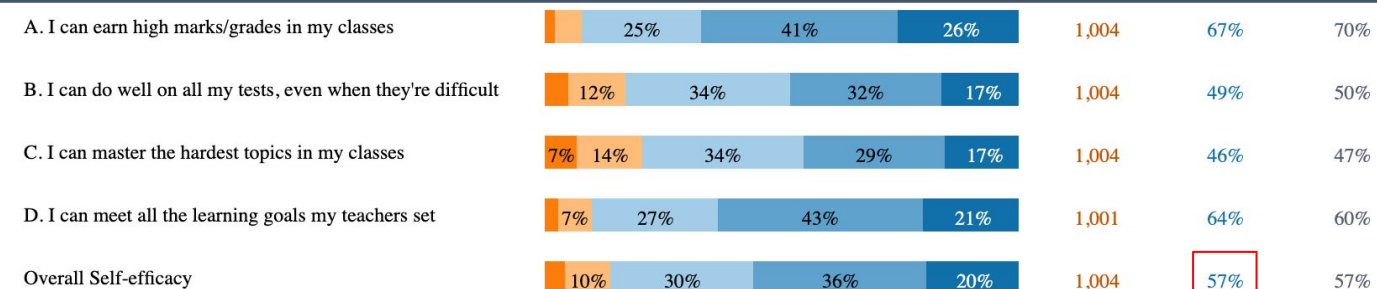
2021-22
76% Participation
Rate



2020-21
81% Participation
Rate

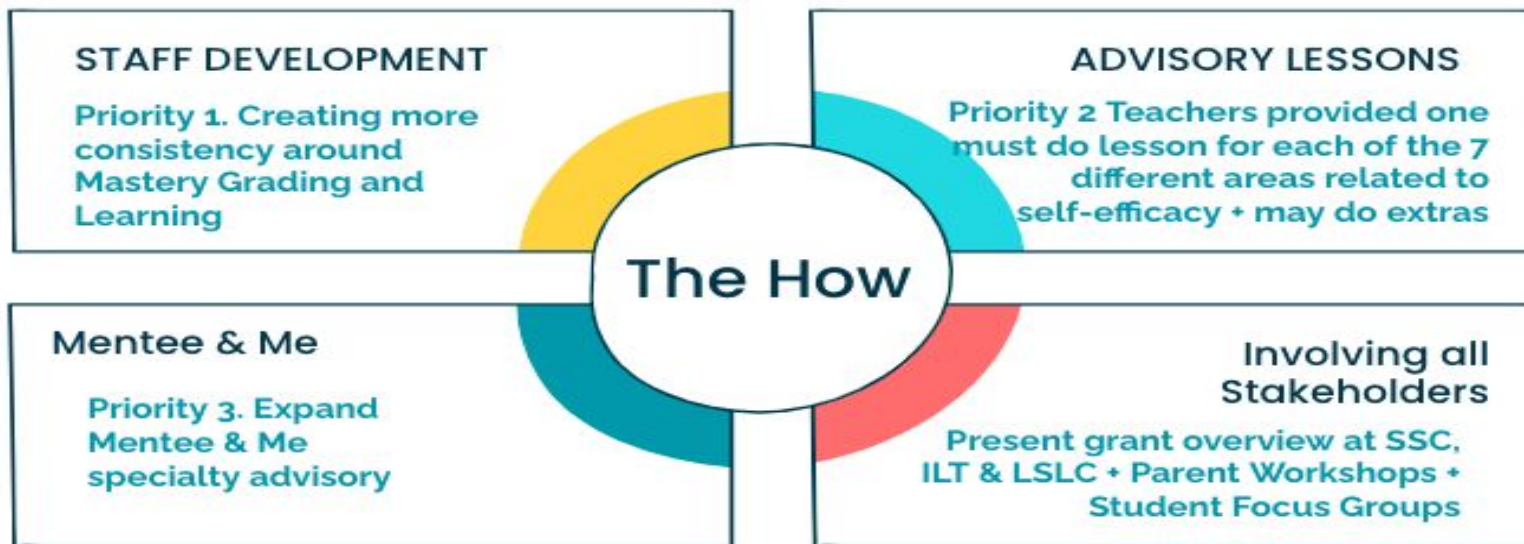


2019-20
99% Participation
Rate



Tier 1: School-Based Socio-Emotional Learning Goals

By June 2023, students overall self-efficacy score will increase from 52% to 60% (on the SES)



Planning with ASCA Mindsets and Behavior Standards

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Self-Management Skills

B-SMS 6. Ability to identify and overcome barriers

Sample High School – Tier 1 Support



SAMPLE ADVISORY ASSIGNMENTS – FALL 2023

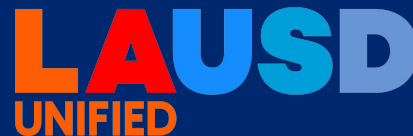
9 TH GRADE TEAM (2025: 196)	10 TH GRADE TEAM (2024: 259)	11 TH GRADE TEAM (2023: 241)	12 TH GRADE TEAM	MIXED SPECIALITY	No Assignment
Teacher 1 (IBD9 / PRE - TOK) RM: B6	Teacher 8 (IB 10 / 10 TH) RM: A8	Teacher 16 (IB 11 / 11 TH) RM: MC	Teacher 24 (IB 12 / 12 TH) RM: A2	Teacher 31 (ACA DECA) RM: A10	#1 / #2 (COORDINATORS)
Teacher 2 (M&M – 9 TH GRADE) RM: B14	Teacher 9 (M&M10 – MENTEES) RM: B17	Teacher 17 (M&M11 – Mentees) RM: B16	Teacher 25 (M&M12 – Mentors) RM: B1	Teacher 32 (DEBATE) RM: B11	#3 – 5 (COUNSELING)
Teacher 3 RM: A9	Teacher 10 RM: A4	Teacher 18 (Class Advisor + M&M11 – Mentors) RM: B3	Teacher 26 RM: A13	Teacher 33 (YEARBOOK) RM: B12	#6 – 7 CTE
Teacher 4 RM: B5	Teacher 11 RM: A1	Teacher 19 RM: CC	Teacher 27 RM: B10	Teacher 34 (LEADERSHIP) RM: B15	#8 (INTERVENTION)
Teacher 5 RM: B4	Teacher 12 (CLASS ADVISOR) RM: A16	Teacher 20 RM: B18	Teacher 28 RM: A3	Teacher 35 (ART PRODUCTION) RM: B9	#9 Coach / Testing Coordinator
Teacher 6 RM: A0	Teacher 13 RM: B13	Teacher 21 RM: A11	Teacher 29 RM: B6	Teacher 36 (NEWS) RM: A14	#10 Library
Teacher 7 RM: A15	Teacher 14 RM: A5	Teacher 22 RM: A7	Teacher 30 RM: B2		

COLOR CODE:	BLUE = TARGETED INTERVENTION	GREEN = IB	PURPLE = SCHOOL SERVICE	CO-CURRICULAR ACTIVITIES = GRAY
-------------	------------------------------	------------	-------------------------	---------------------------------

Support for ALL Students

- Planned Activities
- Targeted Services
- Community Building
- Collaboration
- Aligned with Counseling Standards

Sample High School – Tier 1 Support



Naviance Tools for the Classroom

Scope and Sequence Review

	Grade 9	Grade 10	Grade 11	Grade 12
Fall	• Create an Academic and Personal Goal • Complete a College Search	• Complete StrengthsExplorer • Create and academic & personal goal • Begin Building a Resume	• Build a resume • Complete Do What You Are Assessment • Create a Post-Secondary Goal	• Complete a SuperMatch™ College Search • Add at least two colleges to your Application List
Spring	• Complete Career Cluster Finder • Explore the Roadtrip Nation Interview Archive	• SuperMatch™ College Search • Add a college to your Prospective List • Complete the Careers and Education Reflection	• Complete a SuperMatch™ College Search • Add a college to your Prospective List	• Complete the Senior Exit Survey

Support for ALL Students

- Planned Activities
- Targeted Services
- Community Building
- Collaboration
- Aligned with Counseling Standards

Tier 2: Growth Mindset Groups

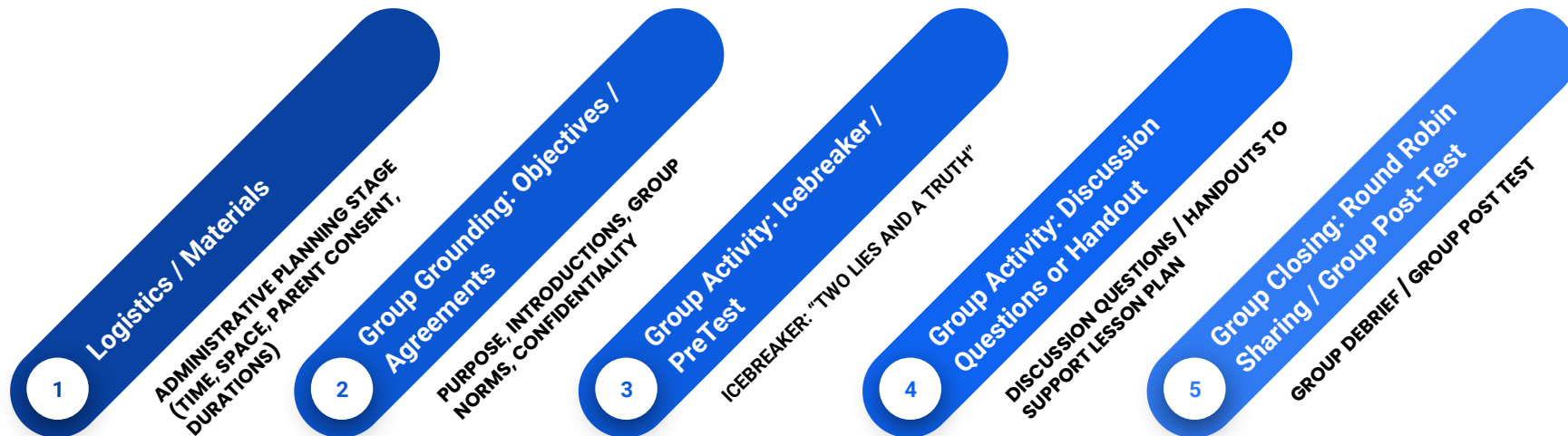
ASCA Student Standards Targeted		Student Learning Objectives
Identify one student standards relevant to this targeted group and goal:		For each of the selected student standards, write or select two learning objective:
M&B#	Mindsets & Behavior Statement	Student Learning Objectives
B-SMS6	Ability to identify and overcome barriers.	Students will be able to define: • Growth Mindset • Fixed Mindset

Tier 2: Small Group / Individualized Conferences



Sample Group Sequence		Sample Group Sequence	
Session 1	Self-Efficacy and Growth Mindset: What's That?	Session 5	Gratitude Journal
Session 2	Transforming Negative Self-Talk	Session 6	Achievements Collage
Session 3	Identifying Perfectionism	Session 7	"I Am" Activity
Session 4	Test Anxiety	Session 8	Certificate of Recognition

Tier 2: Small Group Session Planning



Tier 2: Sample Group Agreement and Handout

Sample Group Agreement

1. Be here on time.
2. What's said in group stays in group.
3. Only one person speaks at a time.
4. Show courtesy and respect for all members and facilitator.
5. When using examples that involve other people, do not use their names.
6. Participate in every group meeting.
7. Treat others as you would want to be treated.
8. Accept that group members who repeatedly violate ground rules may be asked to take a break from group.



THE ROAD TO SUCCESS



GOAL: _____



Tier 2 Interventions: Collaborative Service

- 
- Provide daily school wide campus supervision to ensure student safety, engage with students and promote positive school climate

- 
- Supported parents who walked-in requesting to speak to someone by providing psycho-education on mental health issues: teen depression, abuse, trauma, grief/loss

- 
- Offered mental health consultations to teachers, staff, counselors, assistant principals and principal

- 
- Case collaborated with community mental health agencies such as: Didi Hirsch Mental Health Services, Asian Pacific Counseling & Treatment Centers, Children's Bureau, Star View Community Services, Uplift Family Services, Roybal Wellness clinic, Centered Counseling and DCFS

Tier 2 Interventions: Collaborative Service

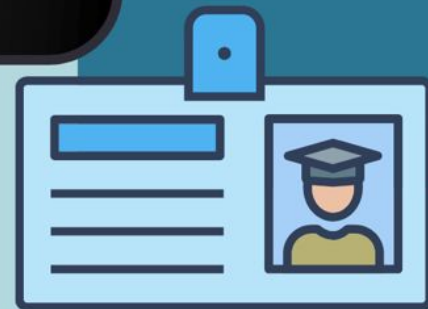
CALIFORNIA EDUCATION CODE 215

What is it?

CA Education Code 215 requires the adoption of suicide prevention, intervention, and follow-up plans for students by local California school districts.

What does this require?

- A suicide prevention policy
- The policy must address vulnerable populations
- Training for staff on warning signs, risk factors, prevention, intervention, referral process, and postvention



Tier 2 Interventions: Collaborative Service

PROTECTIVE FACTORS

- Self esteem and sense of purpose or meaning in life
- Problem solving and coping skills
- Family and community connectedness
- Availability of physical and mental health care

Suicide Prevention Resource Center, SPRC



Tier 2 Interventions: Collaborative Service Psychoeducational Handouts



Los Angeles Unified School District
Division of School Operations
Student Health and Human Services
School Mental Health

lausd.org/shhs | lausd.org/smh



Suicide Prevention Awareness for Parents/Caregivers

Suicide is an increasingly serious issue facing teens today that takes an enormous toll on families, friends, classmates, co-workers, and communities. Suicide prevention is the collective effort of all - students and adults - with the aim of empowering youth know the signs and come forward to a trusted adult. Together, if we say something, we can prevent someone from ending their own life.

Warning Signs

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered "cries for help" or "invitations to intervene." These warning signs signal the need to inquire directly about whether the individual has thoughts of suicide. If so, then suicide prevention strategies will be required.

- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

Risk Factors

While the path that leads to suicidal behavior is long and complex and there is no "profile" that predicts suicidal behavior with certainty, there are certain risk factors associated with increased suicide risk. In isolation, these factors are not signs of suicidal thinking. However, when present they signal the need to be vigilant for the warning signs of suicide.



- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness, or substance/alcohol abuse
- History of suicide in the family or of a close friend
- History of mental illness in the family

Understanding Suicide: Myths & Facts

To understand why people die by suicide and why so many others attempt to take their own lives, it is important to know some of the facts about suicide.

Myth: Suicide can't be prevented. If someone is set on taking their own life, there is nothing that can be done to stop them.

Fact: Suicide is preventable. The vast majority of people contemplating suicide don't really want to die. They are seeking an end to intense mental or physical pain. Most have a mental illness. Interventions can save lives.

Myth: Asking someone if they are thinking about suicide will put the idea in their head and cause them to act on it.

Fact: When someone you know is in crisis or depressed, asking them if they are thinking about suicide can actually help. By giving a person an opportunity to open up and share their troubles, you can help alleviate their pain and find solutions.

Myth: Someone making suicidal threats won't really do it, they are just looking for attention.

Fact: Those who talk about suicide or express thoughts about wanting to die, are at risk for suicide and need your attention. Most people who die by suicide give some indication or warning. Take all threats of suicide seriously. Even if you think they are just "crying out for help" – it is in fact a cry for help – so help.

Myth: It is easy for parents/caregivers to tell when their child is showing signs of suicidal behavior.

Fact: Unfortunately, research shows that this is not the case in a surprisingly large percentage of families. This illustrates the importance for parents/caregivers to be attentive to warning signs and risk factors; to ask direct questions; and be open to conversation.



Los Angeles Unified School District
Student Health and Human Services
School Mental Health

Self-Injury Awareness for Staff

What should I do if a student is engaging in self-injurious behavior?

- Know & recognize the signs
- Act immediately & ensure student is supervised
- Say something - notify the Suicide Threat Prevention Liaison (STPL)/Crisis Team Member about the student of concern

Signs & Symptoms of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns
- Frequent inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs, or abdomen)
- Unwillingness to participate in activities that require less body coverage (e.g., swimming, physical education class)
- Secretive behaviors, spending unusual amounts of time in restroom or isolated areas
- Bruises on the neck, headaches, red eyes
- Signs of sadness, fluctuating emotions, social isolation, impulsivity, and disconnectedness
- Possession of sharp objects (e.g., razor blades, shards of glass, thumbtacks, scissors, knives)
- Evidence of self-injury in drawings, journals, pictures, texts, and social networking sites
- Statements of helplessness, hopelessness, or worthlessness

Here's What You Can Do

LISTEN

- Listen without judgment.
- Be aware of verbal and non-verbal communication.

PROTECT

- Take action immediately.
- Do not leave the student alone. Student should be supervised/monitored at all times by a staff member, not a peer.

CONNECT

- Connect student with an administrator, crisis team member, or the STPL at your school site.
- Contact staff/resources listed below, as needed.
- Contact the appropriate child protective services agency when there is reasonable suspicion of abuse.
- During non-school hours/days, ensure the parent/caregiver and administrator have been informed of safety concerns.

MODEL

- Remain calm.
- Be aware of your thoughts, feelings, and reactions as you listen without judgment.
- Establish a safe environment to talk about suicide and self-injury and/or connect them with an administrator, crisis team member, or the STPL at your school site.

TEACH

- Teach students how to ask for help and identify adults they can trust at home and at school.
- Teach healthy ways to cope with stress, including deep breathing, writing/drawing, exercise, or talking.

School Contact Information

School: _____
STPL: _____
Phone/Extension: _____
Crisis Team Member: _____
Phone/Extension: _____

988 Suicide and Crisis Lifeline (24/7)

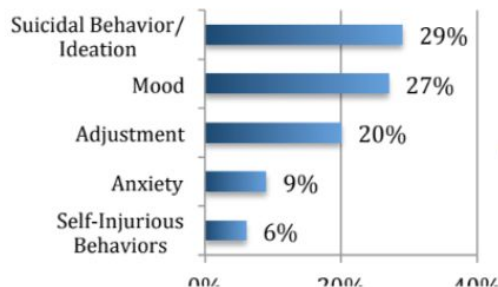
For individuals experiencing mental health-related distress or are worried about a loved one who may be in crisis, call 988 or 800.273.8255, text 988, or visit <https://988lifeline.org/>.

LAUSD Student and Family Wellness Hotline
(213) 241-3840 | Monday-Friday | 8am-4:30pm

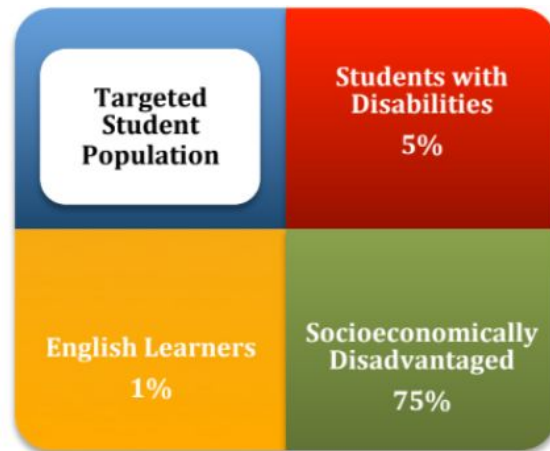
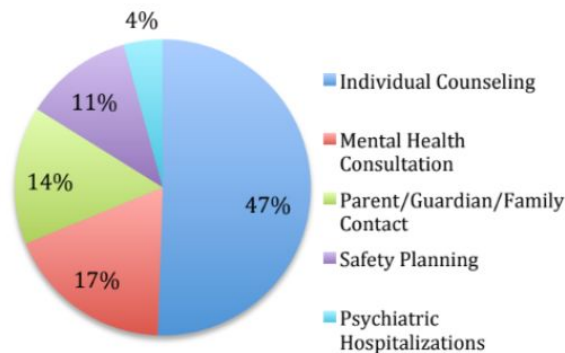
Tier 3: Psychiatric Social Worker Efforts

Multi-Tiered System of Support

Top 5 Issue Types



Top 5 Service Types
(% of PSW Time)



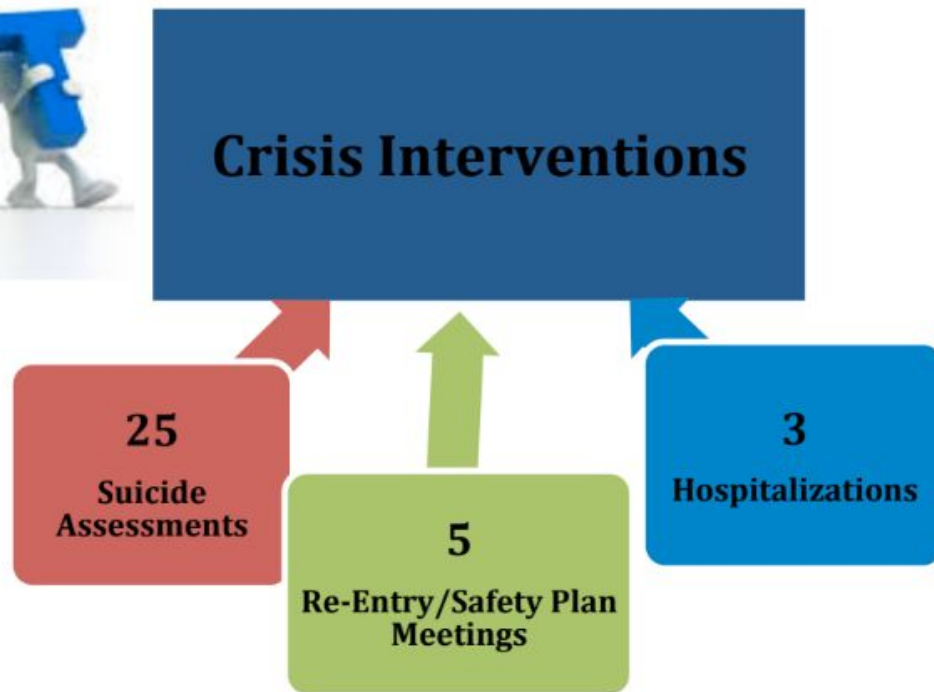
Targeted Tier-3 Interventions

Sample Mid-Year Report

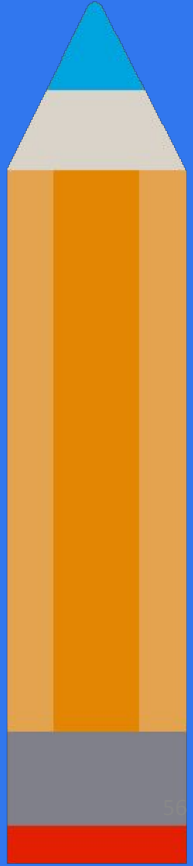


Crisis Response/Support for various kinds of situations:

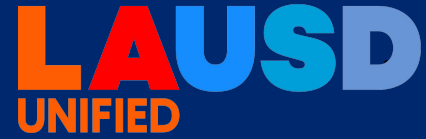
- Community Violence
- Family Violence
- Trauma Exposure
- Grief/Loss
- Suicide and Self-Injurious Behaviors Prevention/Intervention
- Safety Planning



Takeaways

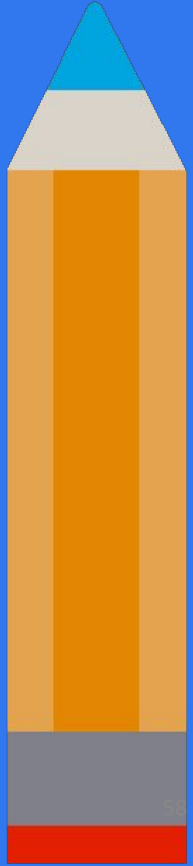


Reflections on Educating and Safeguarding Students Through School Counseling Initiatives



- School Counseling and Mental Health Services Are for All
- Consider Culturally Sensitive Multifactor Approach in Addressing Counseling Services
- Reduce Mental Health Stigma
- Distribute Responsibility for Safeguarding Students and Adults
- Focus on Psycho-Education for the School Community for Tier 2 and Tier 3 Concerns

Resources



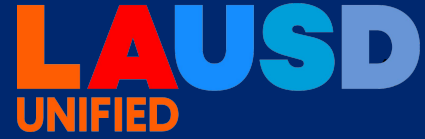
School Counseling Resources

- [California Teacher Commission Standards – Pupil Personnel Services Credentials](#)
- [ASCA Executive Summary – 4th](#)
- [CASC Best Practice, Sept 2019](#)
- [ASCA: The Role of the School Counselor](#)
- [ASCA Mindset and Behaviors Standards](#)

RESOURCES



LAUSD Social Emotional Learning Lessons and Resources



- Advisory Lessons from the Office of Human Relations, Diversity, & Equity
 - Stories of Excellence
 - Anti-bullying
- Community Building
- Personal Development
- Anti-bullying lessons from the Office of Student Civil Rights
- Multi-tiered Integrated Strategies and Resources
- Social Emotional Learning Unit
- Second Step

RESOURCES



- LAUSD Student Health and Human Service – School Mental Health
 - Vulnerable Student Populations
 - Suicide Prevention Awareness
 - Parents
 - Staff
 - Crisis Team Member
 - Self-Injury Awareness
 - Parents
 - Staff
 - Crisis Team Member

RESOURCES



ありがとう
Questions?

