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| **INTERNET RESOURCES FOR SCHOOL PSYCHOLOGISTS***updated 8/17/2020* |
| **SUICIDE RISK ASSESSMENT** |
| **Suicide Risk/Evaluation**These Internet links do not include an example of the ASQ interview [Ask Suicide-Screening Questions], but includes information about the ASQ suicide screening. | **Website with information about the ASQ:**  <https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/index.shtml>**ASQ Screening instrument**: <https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/asq-tool/screening-tool_155867.pdf>**2-page description of ASQ; Includes 6 steps to follow during the risk-assessment interview.** <https://www.nimh.nih.gov/research/research-conducted-at-nimh/asq-toolkit-materials/outpatient/pdfs/bssa_155415.pdf> |
| **Suicide Prevention Resources (SPRC)**includes a ton of resources for adolescent suicide prevention. | * + - * National 24/7 hotline: 1-800-273-TALK (8255)
* [American Foundation for Suicide Prevention](https://afsp.org/)
* [American Association of Suicidology: Directory of Support Groups](https://suicidology.org/resources/support-groups/)
* [Society for the Prevention of Teen Suicide](http://www.sptsusa.org/)
* Suicide Prevention Resource Center (SPRC):

<https://www.sprc.org/populations/adolescents> |
| **Scenario: Talking with Youth Suspected of Suicidal Ideation**Skip the first part and start at 1:53 into the video. (11 minutes 51 seconds) | <https://www.youtube.com/watch?v=wNF1FIKHKEU>Note: in the schools, we are not required to have the parent’s consent to conduct a suicide-risk assessment. We also do not need to explain confidentiality during an acute risk assessment or in an emergency situation----this is unusual and some would disagree with how this might be done. However, in an acute risk assessment, we do not need the parent’s prior consent and we do not need to talk about confidentiality when we are doing crisis response. |
| **Suicide Screening Scenarios** This link includes 3 suicide-screening scenarios with adolescent youth---Includes 2 examples of close-ended questions and then a third scenario where the counselor asks open-ended questions---and opens the opportunities for the student to respond. (5 minutes) | <https://www.youtube.com/watch?v=1QBJuPyLcPs> |
| **Video clip of adolescents talking about suicide**. This is a great video to use in a parent or teacher training. This video stresses the importance of asking about suicide and offering your support to listen and validate feelings. (3 minutes 47 seconds) | <https://www.youtube.com/watch?v=3BByqa7bhto&feature=youtu.be> |
| **Suicide assessment role-play**male counselor with adult female, but shows how the counselor interacts with client. Assesses ideation, intent, and plan. NOTE: this video has popup advertisements for Democrats---very irritating! (14 ½ minutes) | <https://www.youtube.com/watch?v=0XEKrRJeB5I> |
| **COUNSELING SKILLS**  |
| **Setting up Your Office for Counseling Children** (5 minutes 39 seconds) | <https://www.youtube.com/watch?v=zRdfjO-Bv_A> |
| **Video of INEFFECTIVE INTERVIEWING**--- Example of when the counselor starts out OK in building rapport, but ends up being **judgmental** when asking questions about high-risk behaviors---asking for details, but done in such a way that stigmatizes and railroads client----at about 5 minutes into the interview, watch how the counselor switches in attitude and probing, labeling behavior, becoming directive in what the teen **SHOULD** be doing---so it is judgmental and very counselor-directed.(12 ½ minutes) | <https://www.youtube.com/watch?v=Ocp_1PtZupg> |
| **Motivational interview** with **high risk for using/abusing alcohol** (initial interview)---this is a school counselor, but very much in line with how a school psychologist might conduct an initial interview Produced by University of Florida Institute for Child Health Policy & Cherokee Nation(19 ½ minutes)  | <https://www.youtube.com/watch?v=_TwVa4utpII> |
| **TED talk on Trauma & Play Therapy**Holding Hard Stories by therapist Paris Goodyear-Brown(18 minutes) | <https://www.youtube.com/watch?v=SbeS5iezIDA> |
| Quick Tips About **Approaches To Counseling Adolescents**(3 ½ minutes) | <https://www.youtube.com/watch?v=kFS6KAu6EQA> |
| **Video Clip: Helpful Thoughts: CBT** Activity-demonstrates how thoughts feelings and behaviors are connected; demonstrates with a child(6 minutes 35 seconds) | <https://www.youtube.com/watch?v=VNHPxkT0wIg> |
| **Counseling Video**Three-step emotional change trick:(a) honor the feeling, (b) do something different or think a different thought, and (c) spread the good mood.(6 minutes 43 seconds) | <https://www.youtube.com/watch?v=ITWhMYANC5c> |
| **List of Counseling and Psychotherapy Demonstration Videos** ---these role plays are with adults, but many of the skills are relevant when working with adolescents | <http://drjosephhammer.com/resources/list-of-counseling-and-psychotherapy-demonstration-videos/> |
| **LISTENING SKILLS** |
| **Starting a Counseling Session with a Child**Tips offered by a counselor(2 minutes 44 seconds) | <https://www.youtube.com/watch?v=D-HiOmzCgBc> |
| **The Rabbit Listened** (children’s story read on youtube) (5 minutes 20 seconds) | <https://www.youtube.com/watch?v=1dF27It5dq8> |
| **TED Talk: 10 Ways to Have a Better Conversation**(11 minutes 44 seconds) | <https://www.youtube.com/watch?v=R1vskiVDwl4> |
| **COUNSELING YOUTH IMPACTED BY TRAUMA** |
| **The Truama Sensitive School -**--great info for whole school (1 hour training) | <https://www.youtube.com/watch?v=7Q5TTO96OVg> |
| **Puppet Therapy with Traumatized Children**(2 minutes 11 seconds) | <https://www.pinterest.com/pin/537898749240766565/> |
| **Trauma-Focused CBT** (based on Cohen, Mannarino, & Deblinger)Information about Trauma-focused CBT, but also includes a **role play** with an adolescent (13 minutes 22 seconds) | <https://www.youtube.com/watch?v=JTcjMPoxUTM> |
| **Role Play: CBT for PTSD****Dissociation---**Example of how **grounding techniques** can be used in therapy(13 minutes 10 seconds) | <https://www.youtube.com/watch?v=RybY4zIecQ4> |
| **ABUSE**  |
| **Abuse Signs/Evaluation****NCTSN “Caring for Kids: What Parents Need to Know about Sexual Abuse**14-page report (58 Page PDF file) | <http://www.ncsby.org/sites/default/files/Caring%20for%20Kids%20-%20What%20Parents%20need%20to%20know%20about%20Sexual%20Abuse%20--%20NCTSN.pdf> |
| **A Child Abuse Reporting Framework for Early Career School Counselors** (2019) | <https://files.eric.ed.gov/fulltext/EJ1232217.pdf> |
| Free training **Prevent Child Abuse Utah (PCAU)** prevention programs educate children to recognize abuse, engage children to learn safety strategies and empower children to report abuse. PCAU in-school programs are FREE, age appropriate and typically taught in the classroom with visual aids, videos and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse and how to report abuse. | <https://pcautah.org/programs/school-based.php> |
| **IEP STEPS AND PROCESSES** |
| (a) **Parents as Partners in the IEP Process: A Parent Resource Book (2019)**(b) **Utah Special Education Rules (Utah State Board of Education**  *last updated October 2016*(c) **The IEP Process Flowchart** (1-page PDF file) | <https://utahparentcenter.org/wp-content/uploads/2019/07/Parents-as-Partners-Parent-Handbook-Final-07.2019.pdf><https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507><https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/IEP-Process-Flowchart_0.pdf> |
| **SCHEDULING A WORK DAY IN THE SCHOOLS** |
| **50+ Scheduling Tips for School Based Therapists** | <https://www.yourtherapysource.com/blog1/2017/08/22/scheduling-tips-school-based-therapists/> |
| **Free Scheduling Software** | <https://www.smallbizgenius.net/free-appointment-scheduling-software/#gref> |
| **The Calming Corner School Psychologist’s Blog: School Psychologist Organization for the New Year!** | <https://www.thecalmcorner.com/2018/12/school-psychologist-organization-for-the-new-year.html> |
| **COLLABORATING WITH TEACHERS/ADMINISTRATORS** |
| (a) **Definition of Collaboration** (2 minutes 46 seconds)(b) **Building Relationships Between Parents and Teachers**: TED talk (11 minutes)(c) **Teacher and parent relationships - a crucial ingredient** TED talk (9 minutes 20 seconds)(d) **Teacher Collaboration: Spreading Best Practices School-Wide** (3 minutes 25 seconds)(e) **Jeffrey and Michael parent teacher conference** (*Everybody Loves Raymond*) (4 minutes 17 seconds)(f) **Parent Teacher Conference: Carol Burnett - The Family: "Teacher's Dilemma"** (14 minutes 44 seconds)  | <https://www.youtube.com/watch?v=Po40I4c94R0><https://www.youtube.com/watch?v=kin2OdchKMQ><https://www.youtube.com/watch?v=FxJIsZsYKQQ><https://www.youtube.com/watch?v=85HUMHBXJf4><https://www.youtube.com/watch?v=y9srPFbpQ2w><https://www.youtube.com/watch?v=j0E35xIFolc> |
| **HOW TO HELP PROMOTE POSITIVE SCHOOL CLIMATE, ETC.** |
| (a)  **5 Ways to Foster a Positive School Climate** (Dewitt, 2016)(b) **National Center on Safe Supportive Learning Environments: School Climate Improvement** (definition and resources) | <https://blogs.edweek.org/edweek/finding_common_ground/2016/06/5_ways_to_foster_a_positive_school_climate.html><https://safesupportivelearning.ed.gov/school-climate-improvement> |
| **TEACHING SELF-REGULATION SKILLS** |
| **5 Fun GAMES to Teach Self-Regulation** (Self-Control) | Early Childhood Development: Teaching kids to have self-regulation (7 minutes 53 seconds) | <https://www.youtube.com/watch?v=H_O1brYwdSY> |
| **Video Clip:** Cookie Monster practices **self-regulation** by Life Kit Parenting, NPR(5 minutes 6 seconds) | <https://www.youtube.com/watch?v=j0YDE8_jsHk> |
| **Video of a story book: Social Sprouts Story Time** (14 minutes 42 seconds) | <https://www.youtube.com/watch?v=UTTCYeyxG_I>NOTE: The story starts 1 minute 11 seconds into the video. |
| **Short Social Skills and Social Stories** (Autism) | <https://www.youtube.com/playlist?list=PLdMG7sCpdy4dulj5geSyzIcy8ZSNKQP9N> |