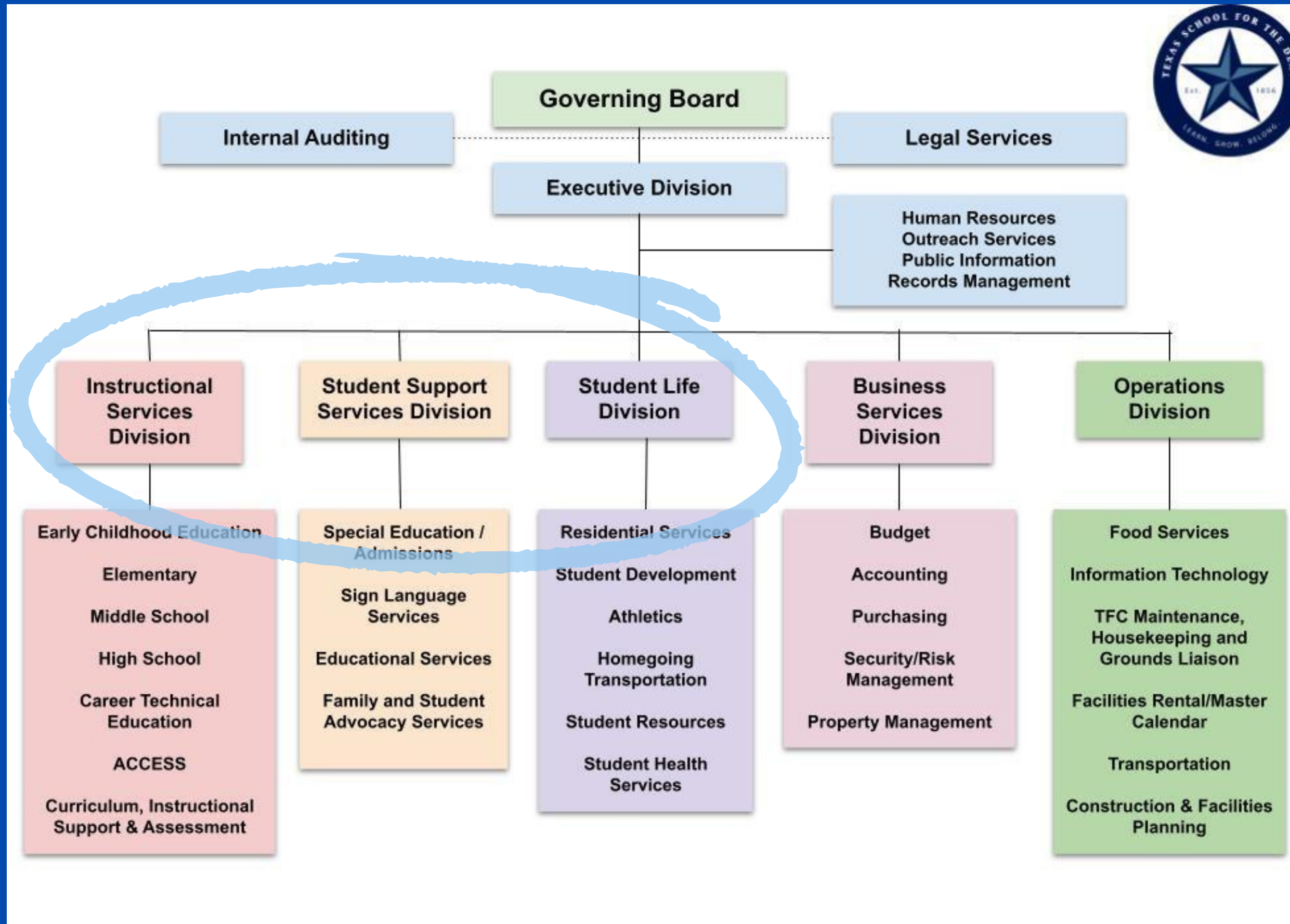


Texas School for the Deaf



Presented by
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TSD Organizational Structure



Staff Profile

Total Number of Employees: 581

Deaf Employees: 391

Student Profile

Current Enrollment: 503

Day: 281

Residential: 222

Female: 249

Male: 254

African American: 73

Asian: 33

Caucasian: 203

Hispanic: 184

Native American: 7

108 Hometowns

Abilene: 1				Laredo: 4		
Alton: 2				Leander: 2		
Alvin: 1		Dale: 2	Galena Park: 1	Lockhart: 2	Quemado: 1	
Austin: 160	Caddo Mills: 1	Dallas: 5	Georgetown: 3	Lubbock: 5	Red Rock: 2	
Bastrop: 4	Castroville: 1	Deer Park: 1	Granbury: 1	Lufkin: 1	Richmond: 1	
Bay City: 1	Cedar Creek: 3	Del Rio: 1	Haltom City: 1	Magnolia: 1	Robinson: 1	
Baytown: 1	Cedar Hill: 1	Del Valle: 2	Harker Heights: 1	Manchaca: 14	Rockwall: 1	Waco: 7
Belton: 1	Cedar Park: 4	Denton: 2	Harlingen: 1	Manor: 3	Round Rock: 13	Wallis: 1
Big Spring: 3	Colorado City: 1	DeSoto: 2	Haslet: 2	Mansfield: 1	San Antonio: 11	Wallisville: 1
Bloomington: 1	Conroe: 2	Driftwood: 1	Houston: 38	Maxwell: 5	San Marcos: 4	West Lake Hills: 1
Brownfield: 1	Converse: 1	Dripping Springs: 3	Humble: 2	Midland: 3	Schertz: 1	White Settlement: 1
Bryan: 1	Copperas Cove: 1	Eagle Pass: 2	Hutto: 3	Montgomery: 1	Seguin: 2	Whiteboro: 3
Buda: 36	Corpus Christi: 2	Edinburg: 2	Jarrell: 1	New Braunfels: 7	Spicewood: 1	Willis: 1
Burnet: 1	Crockett: 1	El Paso: 2	Johnson City: 1	Nolanville: 1	Spring: 1	Wimberley: 2
	Crystal City: 1	Elmendorf: 1	Jonestown: 1	Paris: 1	Terrell: 1	Zapata: 1
	Cypress: 3	Ennis: 1	Justin: 1	Pawnee: 1	Tyler: 1	
		Forney: 2	Katy: 2	Pearland: 1	Victoria: 1	
		Fort Worth: 5	Killeen: 7	Pflugerville: 13	Vidor: 1	
		Freeport: 1	Kyle: 28	Plantersville: 1	Von Ormy: 1	
				Ponder: 1		
				Princeton: 1		

Special Education Eligibilities

Primary:

Deaf/Hard of Hearing: 392

Autism: 28

Deaf-Blind: 11

Emotional Disturbance: 7

Intellectual Disability: 27

Learning Disability: 5

Other Health Impairment: 11

Speech Impairment: 8

NCEC: 3

(504 = 9 students)

Challenges Our Students Face at TSD

The following list presents several critical areas of concern:

1. Growing Mental Health Needs and Services
2. Speech and Language Development Delays
3. Cultural and Language Acquisition for Deaf and Hard of Hearing Individuals
4. Continuum of Supportive Services for Day and Residential Settings.

Current Services and Supports at TSD

The district has a team of:
9 school counselors,
2 social workers,
2 LSSPs/Educational Diagnosticians,
along with service providers such as SLPs, OT/PT, and CTVI.

Furthermore, the health center and psychiatric clinic are available on-site for students in need.

As of the 2022-2023 school year, the School-Based Mental Health and Wellness Coordinator position was added.

TSD Procedures

Self-harm/Suicide Screenings:

In the event of self-harm being reported, a School Counselor will undertake the screening process. During residential hours, Student Resource Specialists (similar to SEL Coaches) and Residential Supervisors are equipped to conduct screenings. Mental health deputies will be notified immediately if a student is at risk.

Intake Team/Social Work Referrals:

Any indication of suspected abuse, neglect, or exploitation will prompt the completion of an intake form. The assigned Social Worker will review the report and proceed with an investigation if appropriate.

TSD / Student Support Services Goals

1. Establish a clear definition and continuum of on-site mental health services and supports.
2. Develop strong collaborative working relationships with off-site agencies and organizations.
3. Review and update policies and procedures concerning mental health.
4. Clarify and finalize tiered services to cater to clients' various needs.
5. Establish an on-site mental health clinic or services.

What Access Looks Like -- Individual, Organizational, Community, Service

Communication: direct with American Sign Language

Best Practice: with American Sign Language interpreter and Certified Deaf Interpreter (CDI) as appropriate

Wait Time: being able to provide and address needs immediately

Multilayered Qualifications: mental health training + awareness of Deaf/Deaf Culture

Key Stakeholders Involvement: who requests the interpreters, who coordinates and manages accessibility needs

Ideal Collaboration Would Look Like:

Establishing Strong Relationships between School-Based Practitioners
and Community Agencies/Providers

Our network includes many resources, from school-based practitioners
to community agencies and providers.

The ideal collaboration would be to have identified liaisons who can
effectively communicate and provide support to ensure a productive
working relationship between schools and agencies/individuals.

Special Considerations:

Deaf and Plus: Deaf with additional/unique needs

ADA Rights and application in your workplaces

How to find and identify qualified interpreters

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