



# Integrating Mental Health Supports Across the Tiers

## Session 1

Presenters

October 10, 2023

[mimtsstac.org](http://mimtsstac.org)



# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Mindful Moments





# Poll 1

What describes you as a participant:

1. I am a teacher
2. I am an administrator
3. I am a mental health provider from the school or district
4. I am a school mental health provider from an agency
5. Other

# Acknowledgments

The content for this training day was developed based on the work of:

- The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
- The National Center for School Mental Health
- Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS: Volume 2: An Implementation Guide
- Midwest PBIS Network

# Purpose

This two-part series assists schools in orienting and integrating Mental Health (MH) providers into a single system of delivery to make a more significant impact on the Social, Emotional, and Behavioral (SEB) well-being of learners across a Multi-Tiered System of Support (MTSS).

## Intended Series Outcomes

- Understand the concepts involved in integrating mental health providers in the school's PBIS or SEL systems.
- Develop systems that will provide teachers with strategies to reinforce the students' social, emotional, and behavioral needs.
- Provide explicit intervention and support for mental health providers and school staff to work collaboratively



# Agenda

- 1.0 Developing the “Compelling Why” to integrate mental health providers in the schools
- 2.0. Exploring Team Membership and Structures
- 3.0 Building a Shared Understanding
- 4.0 Wrap up and Preview for Session Two

# 1.0 “Compelling Why” for Mental Health Integration

# Integration of PBIS and Mental Health Video





# Activity 1.1

60 Second Quick Write:

- Why is the integration of Mental Health Supports important in your district or school?

Please write down one to two keywords

# Why Mental Health? Why in Schools?

- Students are struggling with an increasing number of mental health issues
- Rates of anxiety, depression, and even suicide are going up among adolescents, regardless of their race, ethnicity, or family income
- Thirty-five percent of 14- to 18-year-olds have a mental health crisis each year, which includes self-injury, suicide ideation, or attempted suicide

EAB Report, “Are Districts the Nation’s Adolescent Mental Health Care Providers?”, District Leadership Forum (February 2020)

## Why Mental Health? Why in Schools? (Ed Week)

- CDC Study Study Youth Risk Behavior Survey, Fall 2021
- In 2021, 42% of high school students experienced persistent feeling of sadness or hopelessness
  - 57 % of the females and 29% of the males of the total sample experienced persistent feeling of sadness or hopelessness
- 13.5% increase from 2019 and 50% increase from 2011
- 22% of students seriously considered suicide from fall of 2020,
  - 18% made a plan
  - 10% attempted suicide

Education Week Bethesda Vol./ 42, Issue 23, 2023

# Why Mental Health? Why in Schools? (EAB study)

- Only half of students with a treatable mental illness received clinical care possibly due to both stigma and a lack of access to care in many parts of the country
- With a chronic shortage of community providers across the country, responding to this crisis will fall largely to schools and districts
- U.S. schools are the “de facto mental health system for many children and adolescents,” according to a 2020 study published in the prestigious journal JAMA Pediatrics

[EAB Report, “Are Districts the Nation’s Adolescent Mental Health Care Providers?”, District Leadership Forum \(February 2020\)](#)

# Positive Outcomes of Integration

Mental Health Services can be provided at the school. Research shows students attend more sessions and complete treatment at a higher rate when delivered in school (EdWeek 2/2020) and can lead to:

- Improved Social, Emotional and Behavioral health
- Improved School Climate
- Reduction in response time to identify and provide mental health services
- Student and Family Satisfaction
- Student Achievement

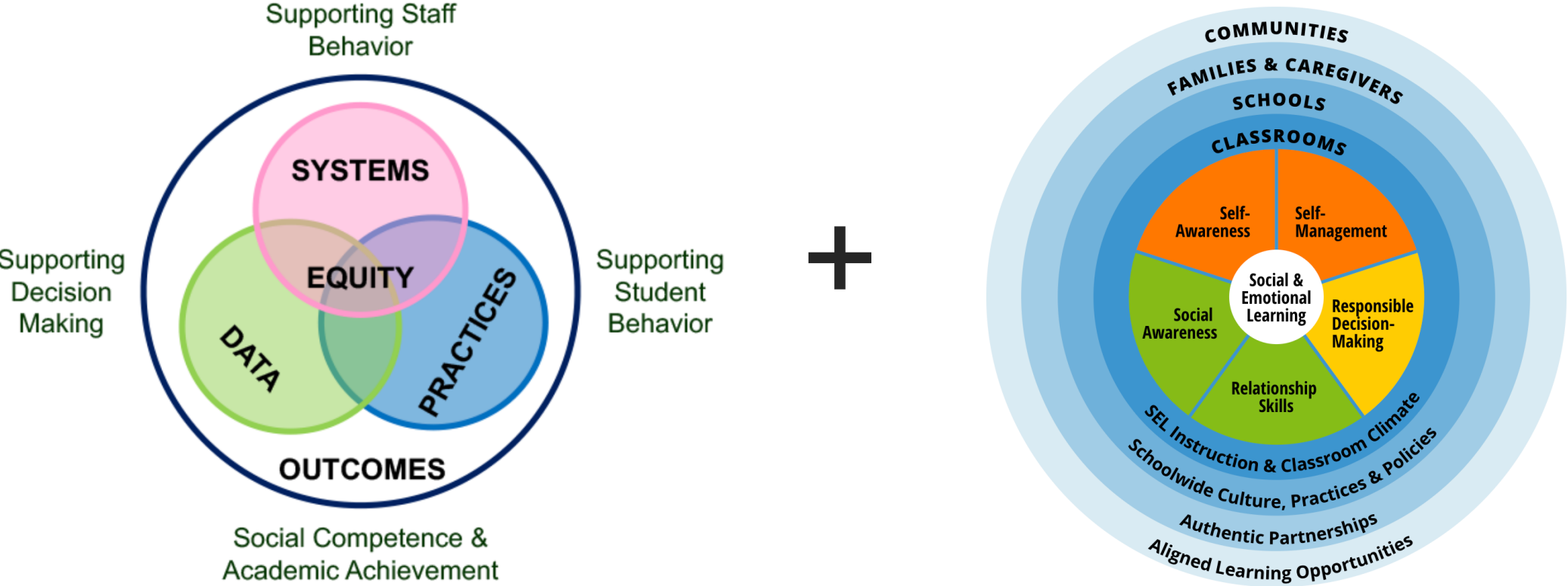
[Schools are the main source of student mental health care. Are they ready?](#)



# Common Language for PBIS, SEL and Mental Health

- Importance of using language that all collaborators recognize and understand.
- Let's look at
  - PBIS
  - SEL
  - SEB
  - Mental Health

# SEB Supports: Leveraging the PBIS and SEL Framework



(National Center on PBIS; CASEL)

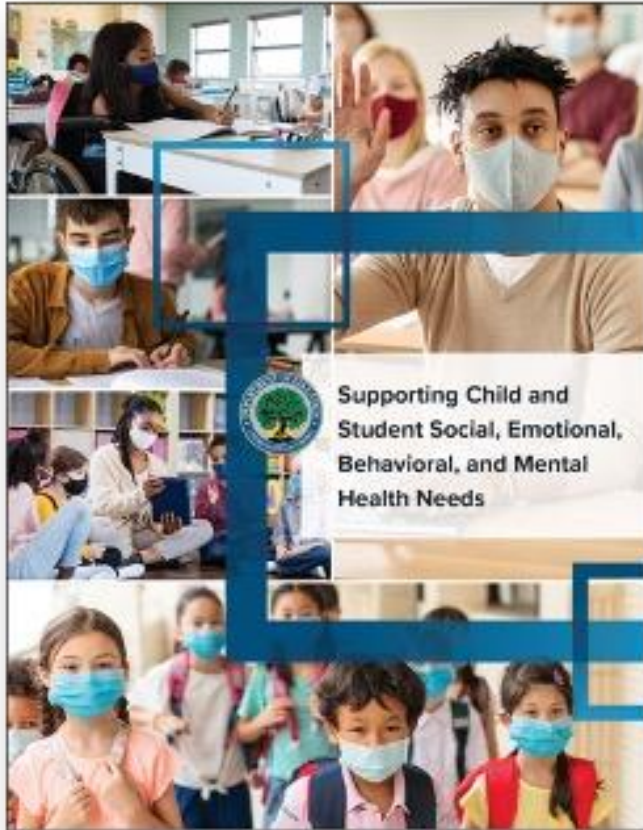
# Social, Emotional, Behavioral (SEB) Supports

Promote well-being and mental health:

- Social - how we interact
- Emotional - how we feel
- Behavioral - how we act
- **Moving beyond our previous ways of thinking about “classroom management”**

(U.S. Dept. of Ed., 2021)

# U.S. DOE Recommendation on SEBMH



- Prioritize wellness for each and every child, student, educator, and provider
- Enhance mental health literacy and reduce stigma and other barriers to access
- Implement a continuum of evidence-based prevention practices
- Establish an **integrated framework of educational, social emotional, and behavioral- health support** for all
- Leverage policy and funding
- Enhance workplace capacity
- Use data for decision making to promote equitable implementation and outcomes

October 19, 2021. U.S. Department of Education, Office of Special Education and Rehabilitative Services. *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Washington, DC, 2021

# Risk and Protective Factors of Mental Health

## I. BEST PRACTICES IN UNIVERSAL SOCIAL, EMOTIONAL, AND BEHAVIORAL SCREENING: AN IMPLEMENTATION GUIDE

MENTAL HEALTH							
SEB PROBLEMS				SEB WELL-BEING AND COMPETENCIES			
INTERNALIZING		EXTERNALIZING		LIFE SATISFACTION		STRONG SOCIAL RELATIONSHIPS	
Trauma, Environmental stressors	Thinking errors, Withdrawal, Negative affect	Unsafe settings, Inconsistent routines, Low expectations	Rule violations, Substance use	Basic needs are met; Opportunities matched to values and interests	Gratitude, Empathy, Persistence, Optimism, Strengths use	Healthy interactions (high support, minimal bullying); Inclusive settings	Social and emotional skills
RISK FACTORS				PROMOTIVE AND PROTECTIVE FACTORS			

*Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo & Romer, 2016.*

Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J. W., Sudlo, S., Wheeler, D., (2020). Best Practices in Social, Emotional, and Behavioral Screening: An Implementation Guide. Version 2.0. Retrieved from [smhcollaborative.org/universalscreening](http://smhcollaborative.org/universalscreening)



## Activity 1.2

- What are your initial thoughts on your “compelling why” for school based mental health.
- In your small group, discuss any shifts in thinking about mental health as it pertains to your school community.
- Share what is similar and what is different in your thinking.
- Add to the JamBoard

## 2.0 Team Membership and Structures

# Mental Health Providers

- Address all Social, Emotional, Behavioral, and Mental Health programs and initiatives through one integrated team
- Develop and monitor all interventions provided to students
- Efficiently meets the needs of all students by implementing a continuum of supports through an integrated system

(Eber, Barrett, Perales, Jeffrey-Pearsall, Pohlman, Putnam, Spiett, & Weist; 2019; Chapter 5)



# A Paradigm Shift

## Traditional Approach

- Reactive focus
- Dichotomous service delivery
- “Outsourcing” mental health services

## New Approach

- Proactive focus (emphasis on prevention)
- Team representation from MH providers, family, and youth
- Multi-tiered service delivery
- “In-house” mental health services

## Benefits of Integration/Coordination

- Development of a Single System of Delivery
- Mental Health (MH) providers are active members of the SLT
- Resource Mapping helps identify what resources are available, how they are being used, and if they are effective
- Use both community and school data for decision-making
- Ensure that marginalized students are not being over or under-represented in Tier 3 intervention

# Addressing Limitations and Inequitable Learning Conditions

- Not enough staff and resources, especially with students of color, who are more likely to attend a school with a school resource officer but not a school counselor than white students (U.S. Department of Education, 2016).
- Schools serving mostly students of color are more likely to be taught by out-of-field and novice teachers (Bromberg, 2016; U.S. Department of Education, 2016)
- Students of color are more likely to attend schools where more than 50% of teachers were absent for more than 10 days (U.S. Department of Education, 2016)

# Core Features of PBIS and ISF Enhancements

1. SWPBIS Implementation
2. Teaming
3. School-wide Data-Based Decision Making
4. Intervention Selection, Implementation, and Progress
5. System and Practitioner Coaching Supports
6. Cross Training and Planning

## What are the ways to expand existing systems?

- Early access through use of a comprehensive and equitable approach to screening, which includes uncovering strengths, story & internalizing and externalizing needs
- Rigorous progress monitoring for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing coaching at both the systems & practices level for both school and community-employed professionals (e.g., continuously examining the “health” of the system and the strengths and needs of the helpers)

## What are the ways to expand existing systems? (cont.)

- Effective teams include youth, family, and community mental health providers (expand opportunity and access for members who historically have been excluded)
- Data-based decision-making that includes school data beyond ODRs and community data
- Formal processes for the selection and implementation of evidenced-based practices (EBP) across tiers and with team decision-making and customized to fit the culture/context/strengths/needs of the community

[www.pbis.org](http://www.pbis.org); <https://smartcenter.uw.edu>



## Activity 2.1

In your small group

- Identify limitations of PBIS/SEB and inequities related to your school/work.
- What benefits of mental health integration can help address these limitations?

Identify a recorder and a reporter. Be prepared to share with the large group.

## Teaming at the Systems Level

- Uses data to determine the need for Professional Development and coaching at each level
- Ensures data-based selection of EBP matched to students' needs
- Evaluates the number of students responding to group or individual intervention
- Addresses barriers to implementation



# System Work Across the Tiers

- Tier 1 Coordinates and monitors supports for all
- Tier 2 Provides systems to ensure quick access to requests for assistance
- Tier 3 Coordinates and monitors student responses at this level for intervention effectiveness

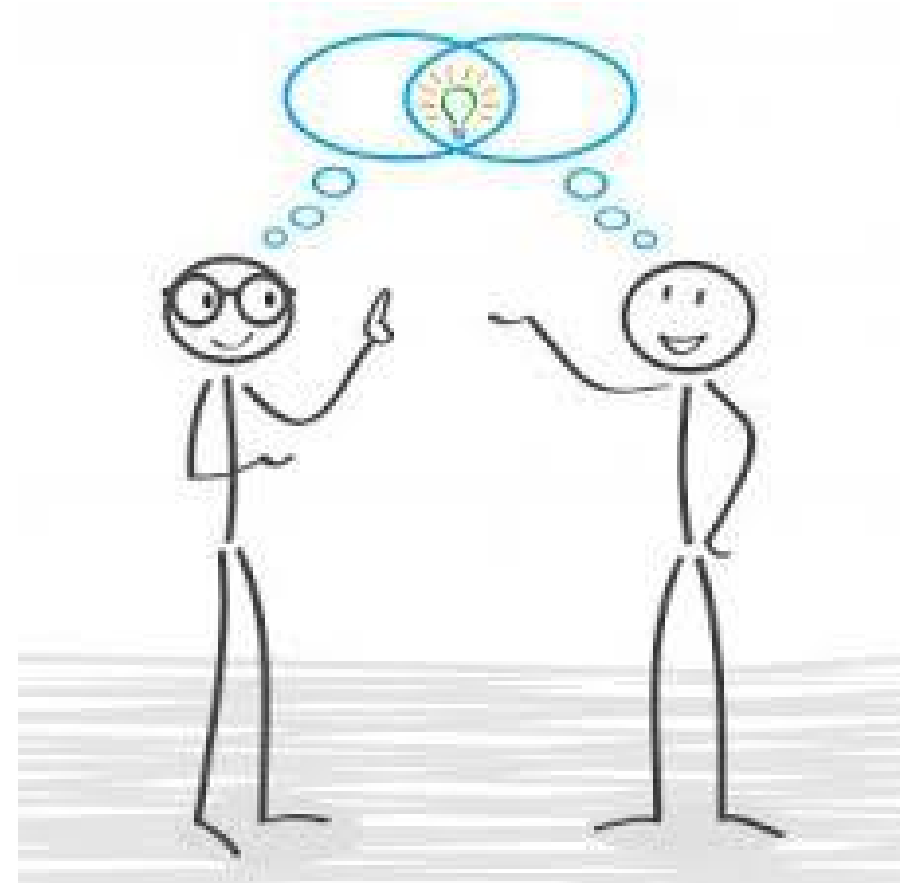
# Cross Training and Planning

- Both school-based and community-based clinicians receive appropriate professional development and training that includes the following:
  - Ensuring all collaborators understand the core features across tiers and how to access all levels of support
  - Selection and delivery of the interventions across all three tiers
  - Universal screening, as well as screening across the tiers
  - Using Data from school and community to identify student's need and make decisions

## 3.0 Building Shared Understanding

# Common Ground

- What do you want your Mental Health provider to know about your PBIS or SEB Supports?
- What does your Mental Health provider want school personnel to know about their services?



## Information for Mental Health Providers

- Overview of the PBIS or SEB Supports at your school
- Audit of current interventions from both school and community providers
- Data-based decision-making for selecting and implementing interventions
- Evaluation of the effectiveness and implementation efforts of the interventions
- Benefit of mental health providers support and interventions

## Information for School Personnel

- MH Providers are included in services beyond the traditional need for “crisis” situations
- Mental health is for all
- There may be limitations to when and how services can be provided to students
- Confidentiality of services

# Mission and Memorandum of Understanding

Supports the conversation and the written process:

- Developed between the district and the mental health organization or other community groups
- Defines the purpose of the team
- Establishes goals for the work based on shared priorities
- Creates a shared vision that can be communicated with stakeholders, including teachers, students, and families
- A formal contract or working agreement

# Introductory PBIS Resources

- Slide Deck for Mental Health Providers
- Center on PBIS
  - Getting Started
  - What is Tier 1 Support?
  - What is Tier 2 Support?
  - What is Tier 3 Support
- MiMTSS YouTube
  - The Big Ideas of PBIS





## Activity 3.1

- In the Chat, identify if you have oriented your mental health provider to the PBIS/SEL system in your building.
- If you are a mental health provider, were you oriented to the PBIS/SEL system in the building that you support? Add to the Chat, if you had an orientation.

# 4.0 Wrap Up and Next Steps



## Activity 4.1

### Closing Review (True or False):

- Treating students' mental health is only done at a community agency
- Mental Health providers only need to address behaviors needing Tier 2 and Tier 3 levels of support
- Integrating mental health providers in the school should only be done if the school has students with more intensive behaviors (Tier 3)



# Next Steps

Identify resources and next steps that you plan to complete before Session 2.

- Communicate with your mental health provider (share the video Introduction to ISF from the Center on PBIS linked in this PPT and the orientation materials)
- Invite them to the next session
  - Session 2: Preview Interventions across the Tiers

## Preview of Session 2

- Provide explicit intervention and support for mental health providers and school staff to work collaboratively

We will talk about:

- Integration Practices
- The impact of Integration in SEB Supports

# References

Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J.W., Suldo, S., & Wheeler, D. (2020). *Best Practices in Universal Screening for Social, Emotional, and Behavioral Outcomes: An Implementation Guide*.

Suldo, S.M., Thalji-Raitano, A., Kiefer, S.M., & Ferron, J.M. (2016). Conceptualizing high school students' mental health through a dual-factor model. *School Psychology Review*, 45(4), 434-457.

Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS: Volume 2: An Implementation Guide

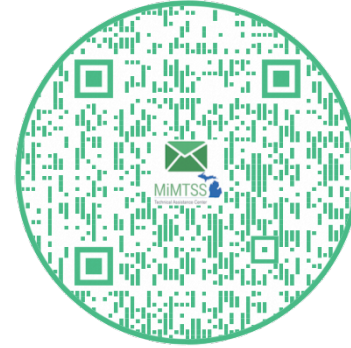
<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

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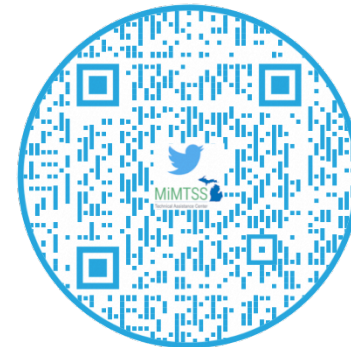
## Listserv

- [tinyurl.com/MiMTSSListserv](http://tinyurl.com/MiMTSSListserv)
- TA Offerings, updates



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- Videos & Playlists



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