SCHOOL-BASED MENTAL HEALTH SUPPORTS ACROSS TIERS 1, 2, & 3

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OBJECTIVES

Learn how mental health supports fit within MTSS.

Be introduced to ways schools can serve students with mild-moderate mental health needs through Tier 2 interventions.
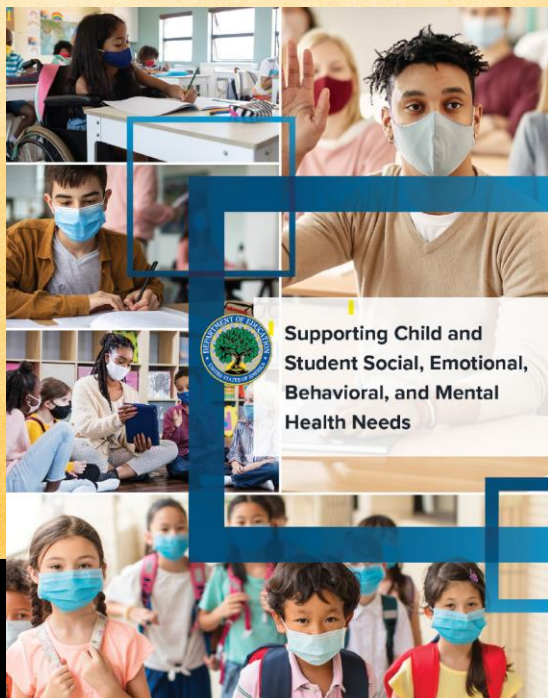
Learn considerations for Tier 3 interventions when students show continued needs beyond Tier 2 supports.

KEY RESOURCES

- Multi-tiered approach
- Data sharing
- Professional development

Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

CENTER ON PBIS Positive Behavioral Interventions & Supports

SCHOOL MENTAL HEALTH INTEGRATION: Lessons Learned from Implementation of the Interconnected Systems Framework Across Two Local Education Agencies

DAMA W. ABSHIER, ERIN SCHERDER, TAYLOR DAVIS, KELLY PERALES, JONI SPLETT, AND MARK D. WEIST

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University of Missouri

DEFINING MENTAL HEALTH

What is mental health?

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.[1] Mental health is important at every stage of life, from childhood and adolescence through adulthood.

CDC, 2023

Increasing Need

At least 1 in 5 youth experienced substantial challenges with mental health; estimated 80% go with needs being unmet (cited in US dept of Ed) *prior to pandemic

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SCHOOL EMPHASIS

Youth mental health IS Social, emotional, and behavioral functioning

Many major mental health problems can be prevented and effectively treated

Early intervention is powerful!

POWER OF SCHOOL MENTAL HEALTH
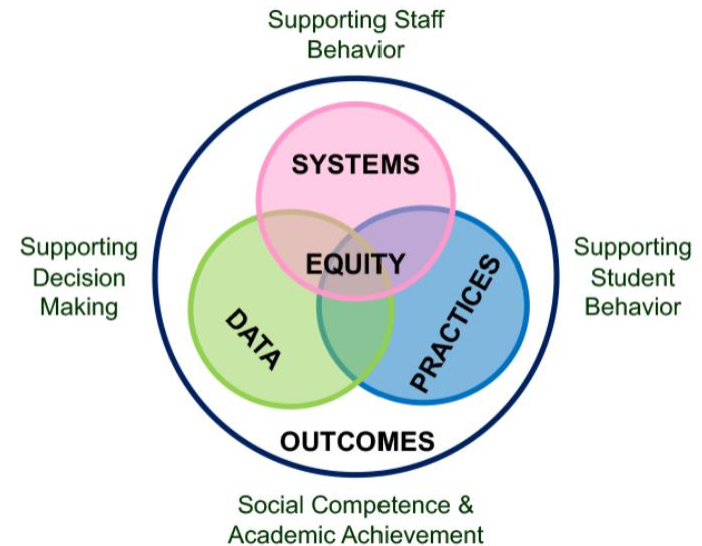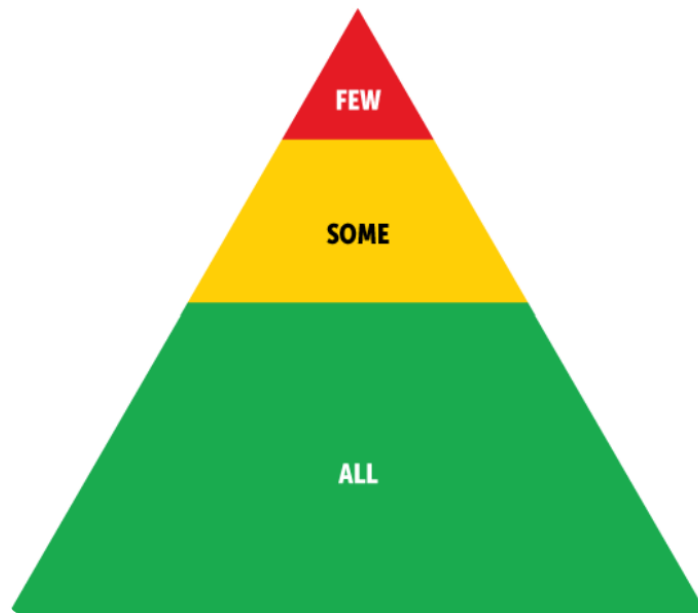
Early intervention

Natural environment

Broader reach

Higher likelihood of completing treatment (when compared to community mental health settings)

Engagement in services for marginalized populations

MENTAL HEALTH ALIGNMENT WITH PBIS-SAME FRAMEWORK

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IMPORTANCE OF PROBLEM SOLVING TEAMS

Problem Solving Team/Tier 2-3 Teams

Systematic

Reviews student strengths and challenges

Identifies evidence-based interventions

Monitors progress

Data-based decision making, intensifying interventions as needed

Reduces siloed efforts/interventions

Opportunity for sharing data

Facilitates conversation among key school personnel

TIER 1

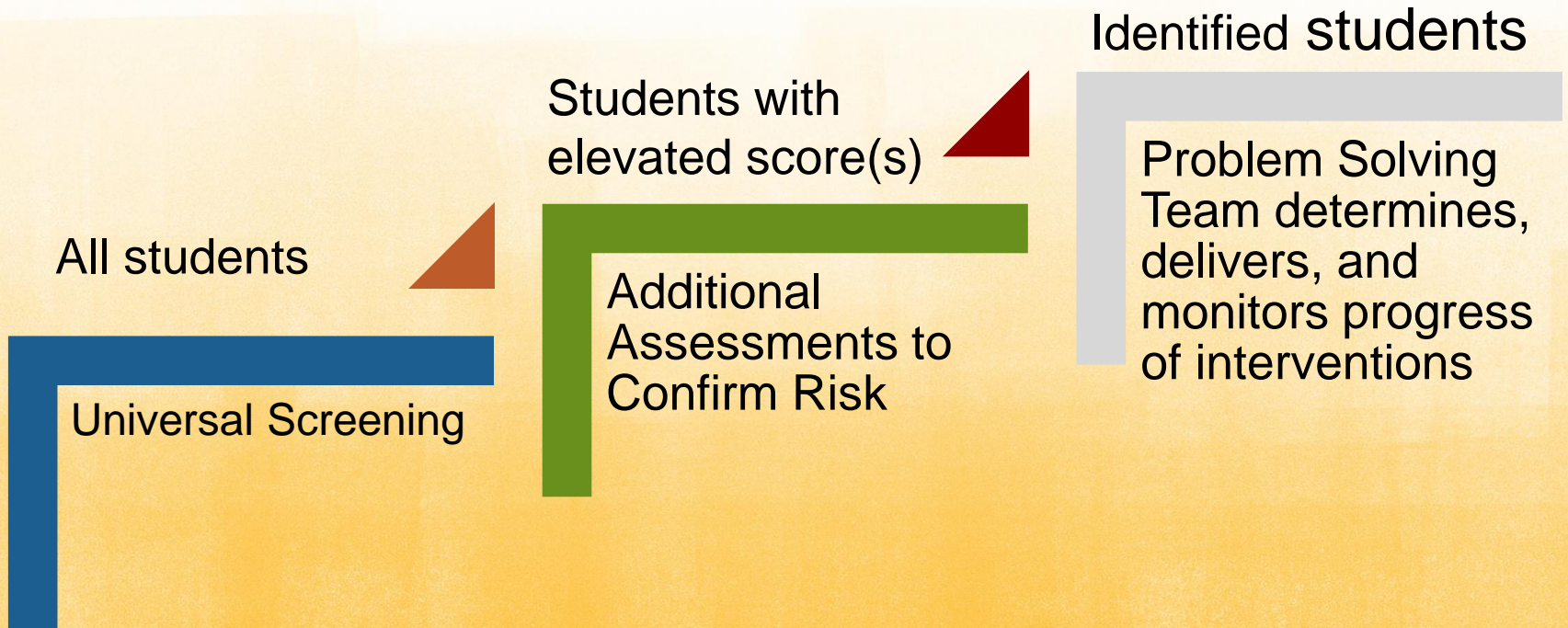- Universal screening data
- Universal effective classroom practices
- Universal social, emotional, learning

Universal: Tier 1
All

EARLY IDENTIFICATION FRAMEWORK

Identified students

Students with elevated score(s)

All students

Universal Screening

Additional Assessments to Confirm Risk
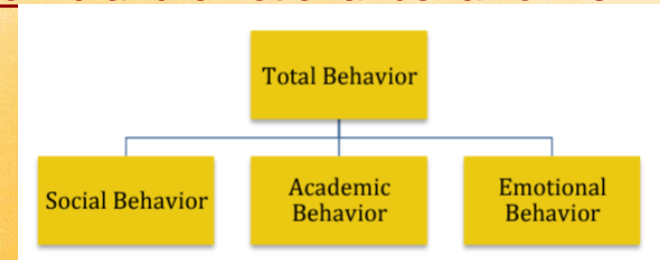
Problem Solving Team determines, delivers, and monitors progress of interventions

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TIER 1-UNIVERSAL SCREENING EX

- FACE School-Based Services : Early Identification System 'teacher and student checklist'

Attention & Academic Competence	Social Skills & Peer Relations	Internalizing Behavior

| Self-Regulating Externalizing Behavior	General Risk Indicator

- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

https://education.missouri.edu/ebi/2014/03/03/social-academic-and-emotional-behavior-risk-screener-saebrs/
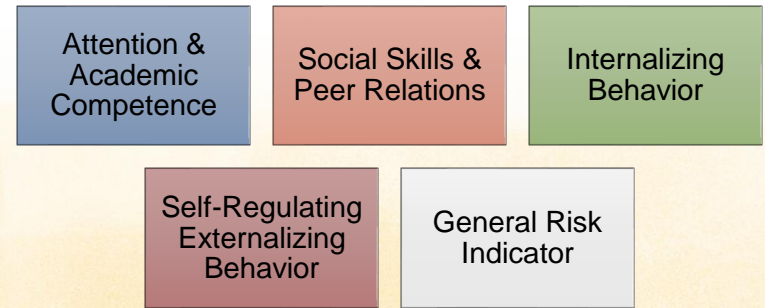
Total Behavior

- Social Behavior
- Academic Behavior
- Emotional Behavior

- Student Risk Screening Scale-Internalizing and Externalizing

https://www.ci3t.org/screening

Internalizing	Externalizing
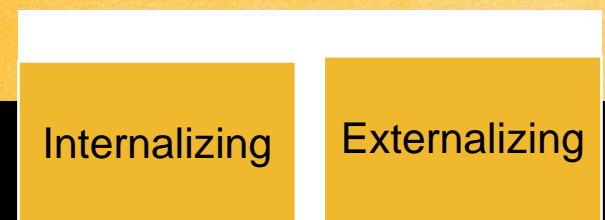
OVERVIEW OF SCREENING DATA

- Screening is not diagnostic, not evaluative

- One source of data

- School and grade level data (percentage green, yellow, red)

- Individual data: Z-scores based on building-level comparisons
  - shows risk factors and launches conversation new supports needed or supports already in place

Report Colors

Green (0%-14% of school population) indicates that this particular area is not a problem for this youth, grade level, or school.

Yellow (15%-19% of school population) indicates that this area may be something to give attention.

Red (20%+ of school population) indicates that this area is a concern in which attention may be warranted.

Report Percentages

The percentages associated with school level and grade level risk are based on a public health model. When 20% or more youth are identified as having this risk indicator, it is effective to intervene with larger groups of students, rather than trying to support each student one at a time. This helps to use scarce resources more efficiently.

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TIER 1-UNIVERSAL SOCIAL, EMOTIONAL LEARNING
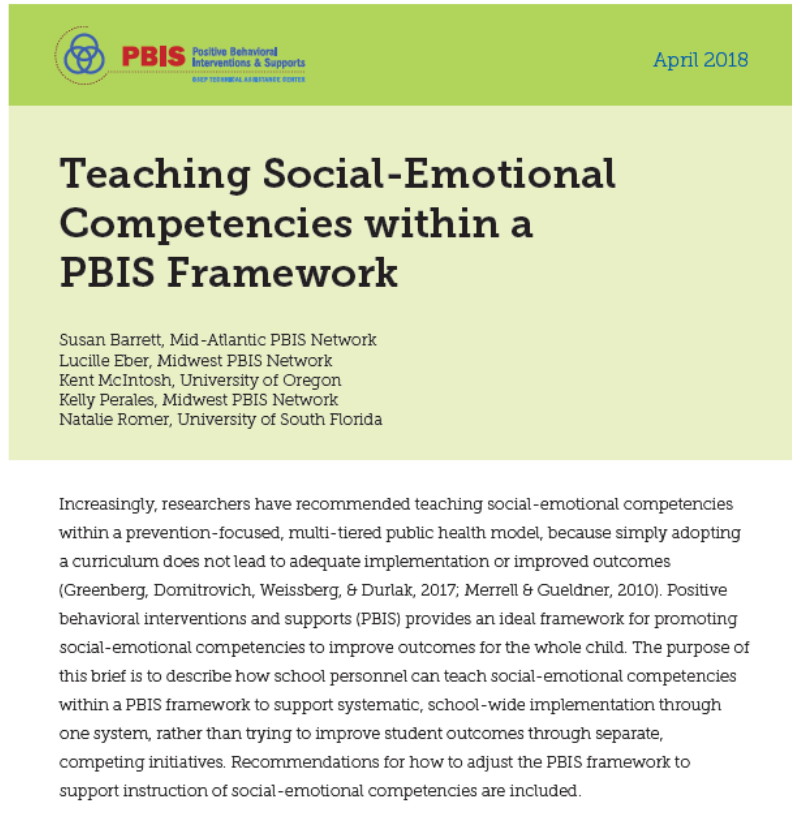
- Key implementers:
  - Classroom teachers
  - School counselor

- ALL students get the intervention

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TIER 1-SEL CONSIDERATIONS

Teams	Data	Integration	PD
Use existing PBIS teams to lead SEL efforts via PBIS	Use data (such as screening and building PBIS data) to identify target skills to teach	Incorporate SEL skills in your PBIS teaching matrix • Encourages integration of SEL into classroom instruction by classroom teachers	*Provide professional development and support so teachers have skills and confidence to teach SEL

POWER OF CLASSROOMS

- Classroom/school environments and teacher relationships are incredibly powerful, preventative, and protective!

TIER 1-EFFECTIVE CLASSROOMS

Clear behavioral expectations

Behavior specific praise (4 to 1 ratio)

Predictable routines

Active supervision

Opportunities to respond (>3 per min)

Concise error correction

Positive relationships between teachers and students

Classroom layout

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TIER 1-ROLE OF TRUSTED ADULT

Build positive relationships with students!

Protective factor for student mental health

Positive Greetings at the Door

- https://www.classroomcheckup.org/greeting-students-at-the-door/

Journals to Build Relationships

- https://www.classroomcheckup.org/using-journals-to-build-relationships/

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TIER 1-PRACTICAL EXAMPLE

K-5 building

Universal SEL district requirement K-8

☑ Classroom teachers: Weekly Second Step lessons

☑ Instructional mentor coach/support Second Step

☑ Pacing guide Sept-March

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TIER 1-PRACTICAL EXAMPLE CTN

- Winter Universal Screening Data
  - Concerns for Emotion Regulation building-wide
  - Student self-report gr 3-5:

School Level - Self-regulation	
I get mad easily	38.00%
I have a hard time controlling my temper	26.00%
I get crabby and irritated easily	29.00%

  - Teacher report K-5:

School Level - Self-Regulating and Externalizing Behavior	
Argues with adults	26.00%
Blames others	26.00%
Breaks rules	28.00%
Breaks things on purpose	8.00%
Bullies others	9.00%
Difficulty controlling temper	20.0%
Does not think before acting	24.00%
Does not work well with others	24.00%
Excludes others	12.00%
Has trouble calming down	24.00%
Is bossy	17.00%
Is defiant	23.00%
Is easily irritated	23.00%
Is physically aggressive	12.00%
Is verbally aggressive	13.00%
Lies	19.00%
Spreads rumors about other students	16.00%
Takes property of others	10.0%

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TIER 1-PRACTICAL EXAMPLE CTN

Due to high percentage of students with Emotion Regulation Concerns →Tier 1

Universal Zones of Regulation instruction

Delivered by classroom teacher across grade levels

Materials and consultation support provided by:
- School counselor
- FACE School-Based Services

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TIER 2

- For students who fail to respond to Tier 1

- Identified through multiple data sources, including systematic screening

Tier 2 interventions include increased
- Data collection & progress monitoring
- Feedback & reinforcement
- Adult interaction
- Skill or strategy instruction

- Designed to reduce risk for developing serious emotional or behavioral disorder and associated outcomes

Tier 1 does not go away when Tier 2 is implemented

Targeted: Tier 2
Some

Universal: Tier 1

All

TIER 2 KEY PERSONNEL

Team:

- Can overlap with Tier 1 or RtI teams
- Should include administration, teachers, & service providers
- Responsible for screening, matching, monitoring, and adapting interventions

Implementers:

- Should include a variety of adults who are well-trained in Tier 2 interventions
  - Teachers, counselors, social workers, school psychologists

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EARLY IDENTIFICATION FRAMEWORK

All students

Universal Screening

Students with elevated score(s)

Additional Assessments to Confirm Risk

Identified students

Problem Solving Team determines, delivers, and monitors progress of interventions
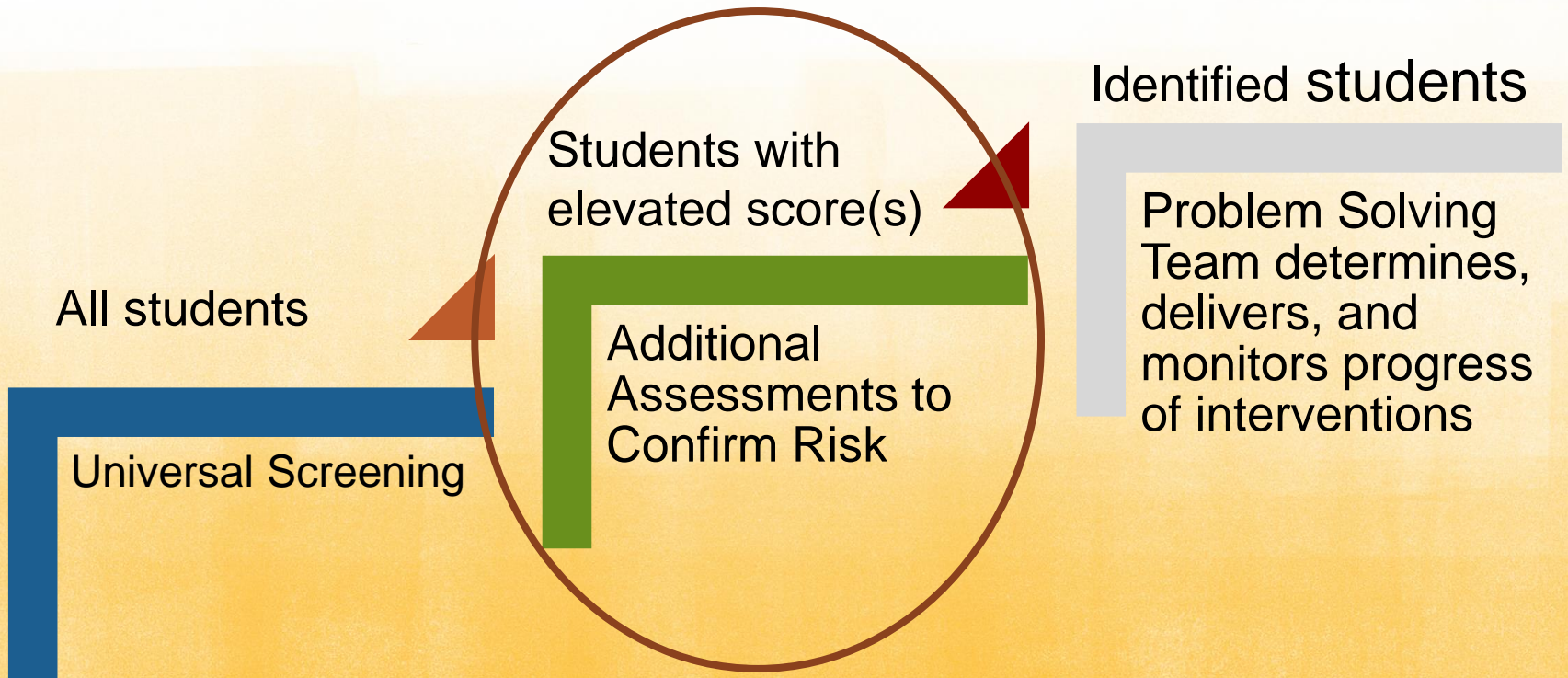
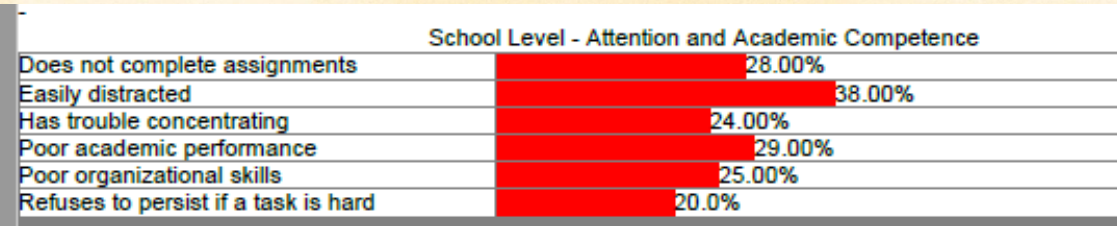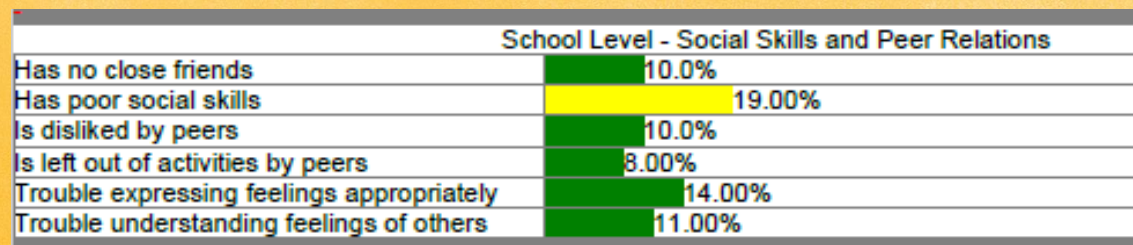# TIER 2 EXAMPLE: SOCIAL SKILLS

Middle School (6-8th grades)

Universal Second Step implementation by "advisory" teachers

Universal screening data (teacher and student) indicated high percentage of concerns for Attention and Academic Competence → classwide lessons on organization and planner management

School Level - Attention and Academic Competence	
Does not complete assignments	28.00%
Easily distracted	38.00%
Has trouble concentrating	24.00%
Poor academic performance	29.00%
Poor organizational skills	25.00%
Refuses to persist if a task is hard	20.0%

Teacher reported concerns social skills; yellow on screening data

School Level - Social Skills and Peer Relations	
Has no close friends	10.0%
Has poor social skills	19.00%
Is disliked by peers	10.0%
Is left out of activities by peers	8.00%
Trouble expressing feelings appropriately	14.00%
Trouble understanding feelings of others	11.00%

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TIER 2 EXAMPLE SOCIAL SKILLS CTN

- Selected students for Tier 2 social skills group using individual screening data

StudentLast	StudentFirst	ZAttentio	ZSocial	ZInternalize	Zexternaliz	Peer Relations	Internalizin	Externalizin	Self-	Mean To	School	Bullied by	School
		2.01	3.71	1.68	4.67	4.35	1.76	3.33	1.74	0.74	2.24	2.73	0.73
		2.01	3.71	2.76	3.46	2.37	2.11	3.33	0.86	0.74	1.30	3.58	1.41
		2.01	3.71	2.76	2.25	2.37	3.36	1.81	1.30	0.74	-0.10	3.58	0.06
		2.01	3.71	0.59	4.07	2.37	1.05	0.67	1.30	-0.63	-0.10	2.73	-1.29
		2.01	3.71	3.85	2.86	2.37	0.69	1.43	2.62	3.48	2.24	1.04	2.08
		1.55	3.71	2.76	2.55	0.89	1.05	1.43	0.86	2.11	1.30	1.04	0.73
		2.01	3.71	2.76	2.86	0.89	-0.38	-0.09	-0.89	-0.63	-0.57	0.19	1.41
		2.01	3.71	2.76	3.46	0.40	-0.38	-0.47	0.43	0.06	-1.04	0.19	1.41
		1.09	3.71	-0.49	1.34	0.40	-0.20	1.43	0.43	1.43	-0.10	1.04	-1.29
		2.01	3.71	2.76	3.16	-0.10	0.51	1.43	3.06	-0.63	0.36	-0.65	0.06
		-0.30	3.01	-0.49	1.34	1.88	0.69	-0.09	1.74	0.74	-1.04	1.04	0.06
		1.55	3.01	-0.49	2.86	0.89	-0.91	2.95	2.18	1.43	-0.57	-0.65	0.06
		2.01	3.01	0.59	4.37	0.89	-0.38	1.81	0.86	1.43	0.83	0.19	0.73
		0.63	3.01	3.85	1.04	0.89	0.34	-0.47	-0.89	-0.63	-0.57	1.04	0.06
		2.01	3.01	1.68	0.44	0.40	-1.09	0.29	-0.89	1.43	0.83	-0.65	2.08
		0.63	3.01	-0.49	3.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		2.01	3.01	1.68	3.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.63	3.01	2.76	1.34	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		2.01	3.01	0.59	-0.47	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		2.01	3.01	0.59	2.25	-0.10	0.16	2.57	-0.45	2.79	-0.10	1.04	2.76
		1.55	3.01	3.85	0.44	-0.59	0.69	0.29	2.62	0.74	0.36	1.04	1.41
		2.01	3.01	2.76	4.67	-1.09	-0.73	3.33	0.43	5.53	-0.10	2.73	-1.29
		2.01	2.31	0.59	2.55	2.37	2.11	2.95	1.74	0.06	0.36	0.19	0.73
		0.63	2.31	3.85	-0.47	2.37	3.00	0.67	-0.89	0.74	2.24	1.04	-0.62
		2.01	2.31	3.85	0.13	2.37	2.82	0.67	1.74	0.74	-0.10	1.04	2.08
		1.09	2.31	-0.49	1.65	1.88	3.18	0.29	3.06	2.11	0.83	3.58	0.73

- Obtained info from school counselors re: students and teacher nominations
- Met with students to get their goals/input
- Pre-assessment re: Social Skills (teacher and student)

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TIER 2 SOCIAL SKILLS EX

FACE School-Based Services Staff

- Weekly small group lessons teaching social skills
 - Teach, Model, Practice
- PEERS and Social Decision Making

Pre/Post assessment

ELIZABETH A. LAUGESON

Social Decision Making/Social Problem Solving for Middle School Students

Skills and Activities for Academic, Social, and Emotional Success

Maurice J. Elias
Linda Bruene Butler

GRADES 6-8

The **PEERS**® Curriculum for School-Based Professionals

Social Skills Training for Adolescents with Autism Spectrum Disorder

TIER 2 EXAMPLE: SELF-REGULATION

The ability to set goals, monitor performance toward achieving goals, and evaluate whether you are making goal progress

Essential components for behavioral and emotion regulation interventions

Student Voice

Self-evaluation

Self-monitoring

Goal-setting

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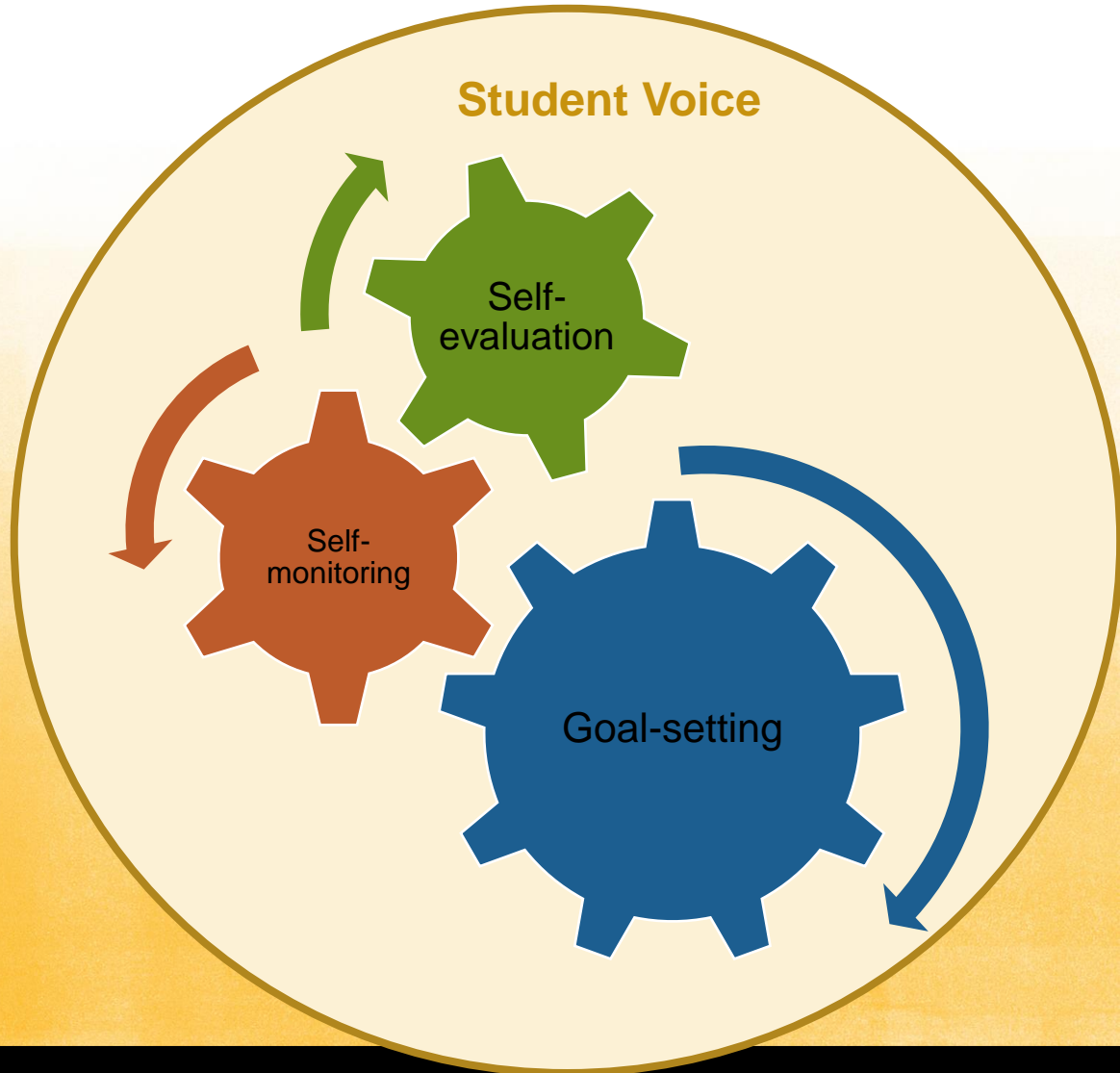
TIER 2 STRATEGY EXAMPLES

- Check In Check Out
  - Incorporate SEL skills into CICO as appropriate
  - Resilience Education Program (CICO with Cognitive Behavioral Intervention)
  - https://smhcollaborative.org/rep-materials/

- Check and Connect
  - http://checkandconnect.org/model/default.html

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TIER 2 EXAMPLE: INTERNALIZING

Middle school (6-8th)

Schoolwide concerns re: attendance

Universal screening data indicated concerns re: internalizing on self-report

⚠ **Internalizing Behavior**

	6. I feel left out by others	
⚠	7. I DO NOT like myself	
	8. In the past month I felt sad	
	9. In the past month I felt fearful	
	10. In the past month I felt lonely	
	11. In the past month I felt worried	
	12. In the past month I felt like I did not matter	
	13. In the past month I felt hopeless	
⚠	37. I have a hard time asking for help	

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SELECTED STUDENTS FOR TIER 2: INTERNALIZING

- Based off student self-report, attendance, consideration of contagion risk when selecting students for group

Teacher-Student Comparison Report		
	Internalizing Behavior	
Student Name	Teacher	Student
	-0.37	2.14
	3.27	2.32
	0.84	2.32
	-0.37	2.32
	-0.37	2.32
	-0.37	2.5
	-0.37	2.5
	0.84	2.5
	-0.37	2.5
	3.27	2.68
	-0.37	3.23
	-0.37	3.59
	-0.37	3.59
	3.27	3.77
	2.06	3.77
	-0.37	3.95
	0.84	3.95
	2.06	1.42
	-0.37	1.42
	3.27	1.42
	-0.37	1.42
	2.06	1.6
	4.48	1.6
	-0.37	1.6
	-0.37	1.6

TIER 2: INTERNALIZING GROUP

School counselor led with support of FACE staff

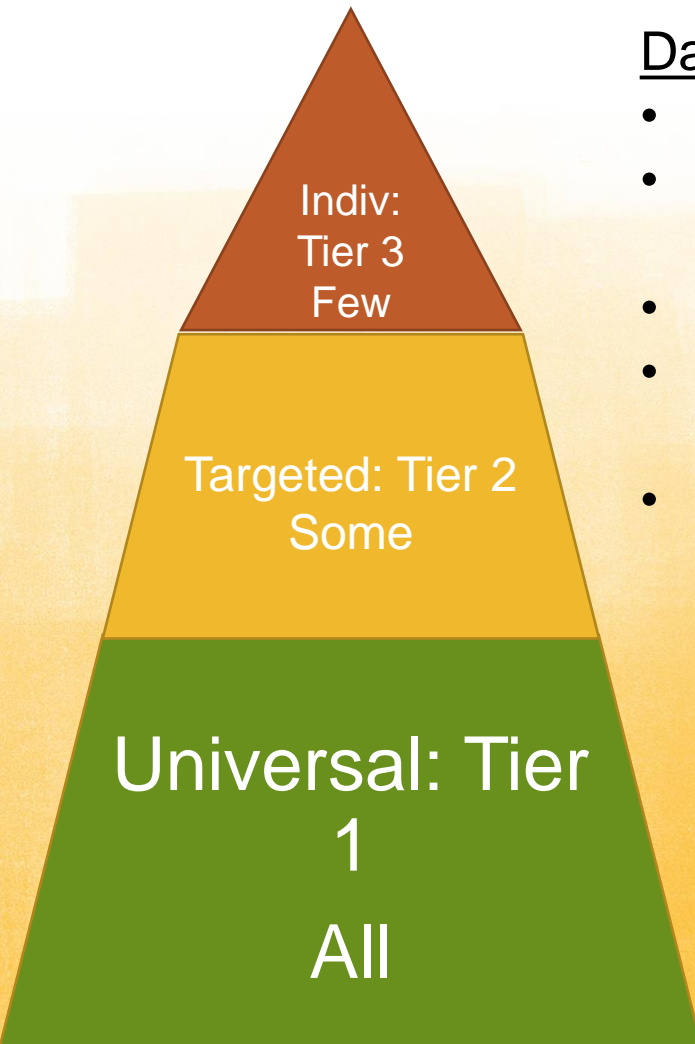School counselor had training in the intervention (Show Me First)

1:1 meeting with each group member prior to intervention

Pre-Assessment & Post-Assessment (parent, teacher, student)

Weekly group sessions

Weekly Mood Monitoring

TIER 3: INDIVIDUALIZED INTERVENTIONS

Indiv:
Tier 3
Few

Targeted: Tier 2
Some

Universal: Tier 1

All

Data Considerations to determine need:
- Severity on the universal screening
- Pre/post or progress monitoring data showing Tier 1 and Tier 2 interventions not effective
- Student needs are better addressed through 1:1
- PBIS data decision rules

- Key Implementers: *Varies on intervention type
  - Counselor or school-based mental health
  - Tier 3 behavior staff (function-based knowledge) and PBIS Tier 3 leadership team
  - Wraparound facilitator
  - Special educators (as appropriate)
  - Community mental health

TIER 3: INDIVIDUALIZED

Function-based Behavior Support Plans	Self-monitoring Plan	Token Economy or other Reward System
Behavior Contract	Daily Behavior Report Card	1:1 Social Skills instruction, Social Stories
Peer Mediated Instruction and Intervention	1:1 Cognitive Behavior Therapy	Systematic Exposure

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TIER 3 EXAMPLE

Elementary School (k-5); Student 4th grader

Universal SEL: Second Step (had received all years of elementary)

Special education services

CICO

Universal Screening, ODR, teacher, and admin report all high concerns for social concern and externalizing

Student self report high for bullying behavior

TIER 3 EXAMPLE CTN.

Due to bullying behavior and peer concerns, Problem Solving team determined not appropriate for social skills group.

Individualized Plan:

- Continue with Universal Second Steps
- Continue with small group behavior/executive functioning in SPED
- Continue with CICO
- ADD individual intervention (Anti-Bullying Curriculum) taught by mental health professional
- ADD Weekly Progress Monitoring (Top Problems Assessment)

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TIER 3 CONSIDERATIONS

Many Tier 2 curriculum and interventions can be adapted to intensify for Tier 3

Consider increased dosage of content learned in Tier 2 with individualized follow-up sessions

- Ex: Student receiving Strong Teens in small group and also meeting 1:1 to review content and apply more directly to individual behaviors and goals

Collaboration and communication is key!

- *Even when student needs require outside referral for mental health services*
  - Ex: Student returning to school after psychiatric hospitalization
    - outpatient counseling, school counselor check ins, routine suicide risk screenings, parent and teacher communication re: behaviors

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SUMMARY

Supporting youth mental health needs in schools is important, critical, and achievable

The MTSS model of PBIS framework applies to school mental health

Student mental health needs can be supporting across all tiers (1, 2, and 3)

There are many strategies and programs that can be used for social, emotional, and behavioral interventions

Data, systems, and practices tools within PBIS are used to support student social, emotional, and behavioral well being

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RESOURCES TIERS 1, 2, 3

(SECTION FOLLOWS)

Thank you! Questions?

CONTACT INFORMATION

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  - seldersk@missouri.edu

- Sara Estrapala; Assistant Research Professor
  - University of Missouri, Dept of Special Education
  - sle9bb@missouri.edu

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GENERAL RESOURCES

- National Center on Rural School Mental Health: Intervention Hub
  - https://www.ruralsmh.com/intervention-hub/
- PBIS National Center: Interconnected Systems Framework
  - https://www.pbis.org/mental-health-social-emotional-well-being
- MO SW-PBS
  - https://pbismissouri.org/
- University of MO Evidence Based Intervention Network
  - https://education.missouri.edu/ebi/
- National Association of School Psychologists
  - https://www.nasponline.org/
- American School Counselor Association
  - https://www.schoolcounselor.org/

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TIER 1-SCREENING RESOURCES

- www.smhcollaborative.org/universalscreening

- https://www.pbis.org/resource/systematic-screening-tools-universal-behavior-screeners

- https://global-uploads.webflow.com/5d3725188825e071f1670246/5f99880f7c938447fa42afb0_Screening_Resources_.docx
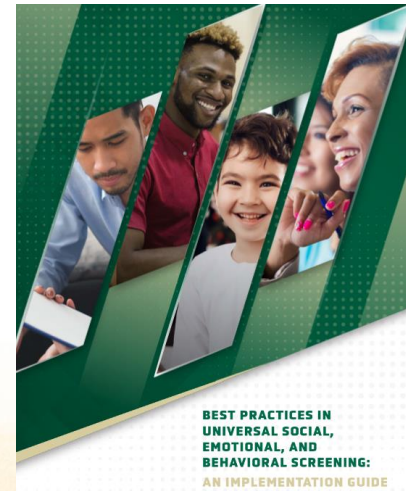
Screening Resources

This resource provides a list of presentations, videos, webinars, articles and websites that give an overview to universal screening as well as more in-depth resources that answer the what and the how.

Topic(s): School-Wide   District & State PBIS   Data-based Decision Making
Published: September 17, 2019
Revised: October 28, 2020
Keywords: Screening   Behavior   Training
Suggested Citation: Kathleen Lane

Download Resource

Share   Tweet

Materials: Word Doc

Systematic Screening Tools: Universal Behavior Screeners

Tool Name	Overview
Behavior Assessment System For Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3: BESS; Kamphaus & Reynolds, 2015) Available from Pearson Assessments	A measure of behavioral and emotional functioning. A total scale score is computed using six indices: behavioral and emotional risk, externalizing risk, internalizing risk, adaptive skills risk, self-regulation risk, and personal adjustment risk. Scores provide information on risk that may affect students' academic progress and social relationships. This screening tool is used with students in grades preschool-12. Online completion and scoring and paper copies are available. Screening takes educators about 30-45 minutes per class. Sample reports are available on the website. **Completed by:** teacher/educators, parents, students Pricing estimate: $75 manual, $34.25/25 forms, $343.75 data management system.
Emotional and Behavioral Screener (EBS; Cullinan & Epstein, 2013) Available from Hawthorne	A measure to screen students for emotional and behavioral concerns. The 10-item scale is summed to indicate the level of risk for an emotional disorder. Educators use the score to determine how to respond, observation or monitoring, additional assessment, or tiered intervention supports. This tool involves a 10-item rating form and decision summary form. Two school personnel must administer the screener for each student. Scores place students either at risk or not at risk. **Completed by:** teachers/educators Pricing estimate: $137.50 for the complete kit
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus et al., 2013)	A measure assessing behavioral and emotional risk. A Total Score and two subscales (Social Behavior

TIER 1-SEL CURRICULUM IDEAS

- Second Step https://www.secondstep.org/
  - PreK-12th grades

- Strong Kids https://strongkidsresources.com/#
  - PreK-12th grades

- PATHS program https://pathsprogram.com/
  - Prek-5th grades

- Social Decision Making/Problem-Solving https://www.researchpress.com/product/social-decision-makingsocial-problem-solving-sdmsps-5/
  - K-8th grades

- I Can Problem Solve- https://www.icanproblemsolve.org/
  - Prek-5th grades

TIER 1-CLASSROOM RESOURCES

- PBIS Tier 1 Effective Classroom Practices
https://pbismissouri.org/tier-1-overview/

- Classroom Check Up
https://www.classroomcheckup.org/

- Good Behavior Game
https://education.missouri.edu/ebi/2011/04/12/good-behavior-game/

- Trauma Informed Schools Initiative
https://dese.mo.gov/college-career-readiness/school-counseling/traumainformed

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TIER 2: SOCIAL SKILL INSTRUCTION EXAMPLES

- Stop and Think Social Skills Program: (Prek-8)

- Tough Kids: (gr 3-7)

- Adapt SEL curriculum to small group:
    - Strong Kids (preK-12)
    - I Can Problem Solve (Prek-5th)

- PBIS World "Teach Social Skills"
    - https://www.pbisworld.com/tier-2/teach-social-skills/

TIER 2 EMOTION REGULATION CURRICULUM EXAMPLES

- Zones of Regulation (K-5)
- Strong Start/Kids/Teens (PreK – 12)
- Aggression Replacement Training (gr 6-12)
- Coping Power (gr 3-8)
- Stop and Think (PreK-8)
- Tough Kids (gr 3-7)

- *Pay attention to appropriate type of professional for each curriculum. Some are best suited for mental health professional.*

TIER 2: INTERNALIZING CURRICULUM EXAMPLES

- Mood Monitoring (K-12) *can be done by teacher
- Show Me First (gr 3-10)
- Dialectical Behavior Therapy in the Schools
- Coping Cat (K-8)
- Cat Project (6-12)
- Coping with Stress (gr 8-12)
- Coping with Depression-Adolescent (gr9-12)
- Cognitive Behavior Intervention for Trauma in Schools (gr 5-12)
- Unified Protocol for Transdiagnostic Treatment of Emotional Disorders (gr 1-12)

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