Integrating School Mental Health and Schoolwide Positive Behavior Interventions and Supports

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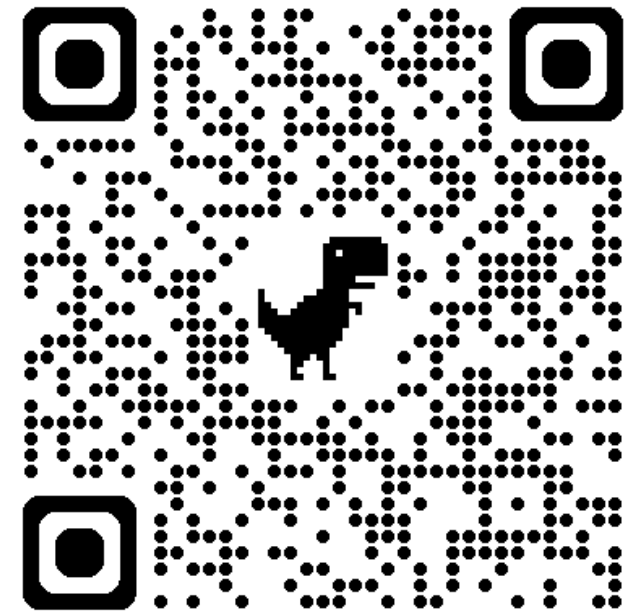
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Resources

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Agenda

State of youth mental health

Interconnected Systems Framework (ISF)

Study results Tier 1 PBIS and student mental health risk

Practical strategies for integration School Mental Health (SMH) and SW-PBIS

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Learning Objectives

1. Learn how school mental health supports fit within multi-tiered systems in the Interconnected Systems Framework

2. Receive data from a study exploring the relationship of Tier 1 SW-PBS implementation and youth mental health

3. Gain resources regarding the integration of mental health and SW-PBS

State of Youth Mental Health

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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

Youth mental health IS Social, emotional, and behavioral functioning

- In 2021, more than 4 in 10 (42%) students felt persistently sad or hopeless and nearly one-third (29%) experienced poor mental health. (CDC)

- In 2021, more than 1 in 5 (22%) students seriously considered attempting suicide and 1 in 10 (10%) attempted suicide. (CDC)

School Emphasis

Most youth do not get services for mental health needs

Most who DO get care, do so in schools

School Mental Health through MTSS is a potential solution

Many major mental health problems can be prevented and effectively treated

Prevention and early intervention is powerful!

Power of School Mental Health

Early intervention

Natural environment

Broader reach

Higher likelihood of completing treatment

Engagement in services for marginalized populations

Can reduce stigma

Interconnected Systems Framework

Common/traditional School Mental Health Services

- Community mental health providers located within schools
  - Siloed
  - Separate
  - Students "referred out" to school mental health clinicians
  - Lacking collaboration and communication after referral

What is ISF?

01
Using PBIS/MTSS to address social, emotional, behavioral needs

02
Integrating school mental health practices within PBIS/MTSS

03
Reducing siloed work to increase access and efficiency

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ISF Key Features

MTSS is the foundation

School mental health providers on MTSS/PBIS teams

MH integration into process across MTSS tiers

Evidence-Based Practices

Data used to monitor interventions

Interconnected Systems Framework:
https://www.pbis.org/mental-health-social-emotional-well-being

ISF Overview

INTERCONNECTED SYSTEMS FRAMEWORK

1. Identify students with social-emotional-behavioral needs **earlier**

2. Link students to **evidence-based interventions**

3. Use **data** to ensure students are receiving support to improve outcomes

4. Expand roles for clinicians to support school personnel and students at **every tier**

5. Create healthier school **environments**

PBIS Positive Behavioral Interventions & Supports
CENTER ON

KEY MESSAGES

Single System of Delivery

Access is Not Enough

Mental Health is for All

Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES

Integrated Teams

Expanded Data-based Decision Making

Collaborative Selection & Implementation of Single Continuum of Interventions

Comprehensive Screening for Early Access

On-going Coaching

Research Results

The relationship between Tier 1 PBIS and self-reported student mental health risk

Purpose of Study

Compare student-reported mental health risk (on universal screening) between schools implementing Tier 1 PBIS to those not implementing PBIS

- Within schools implementing School Mental Health MTSS

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Participants

Students	Schools	Location
• Grades 3-8 • 9750 students	• 38 schools • (25 Elem, 13 Middle); • 6 MO-PBS schools, 32 Non-PBS	• Single mid-western county • Participated in County Schools Mental Health Coalition

Measures at Student Level

Extant data Spring 2022-2023

Early Identification System (EIS)-Student Level Variables

Mental Health Risk

EIS-SR Z-scores scores:
a) Total
b) Externalizing Behavior
c) Internalizing Behavior
d) School Disengagement
e) Emotion Dysregulation
f) Attention and Academic Issues
g) Bully Behavior

Interpretation and Risk Levels for Z-scores

<1.0 = "No Risk",

1.0-1.999 = "Some Risk"

> 2.0 = "High Risk"

Individual student level demographic variables:
a) Race
b) Gender
c) FRL status
d) Grade
e) Disability

Measures at School Level

Extant data (merged using NCES school ID) Spring 2022-2023

MO SW-PBS-School Level Tier 1 percent fidelity on Tiered Fidelity Inventory

NCES & DESE-School Level Enrollment, percent FRL, Title 1 status, Locale

Results: Relationship between Tier 1 PBIS and Overall MH Risk

Figure 1

Bar Graph of Percentage of Students in Each EIS-SR Risk Category
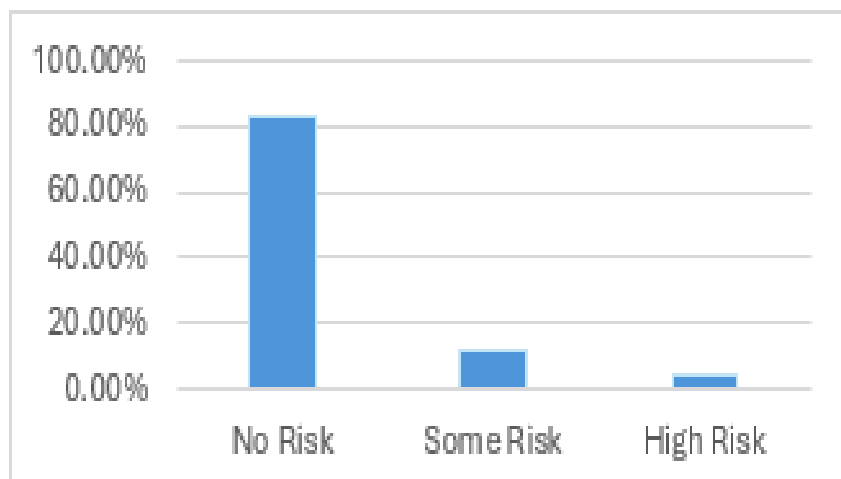
- Average risk scores for both PBIS and Non-PBIS schools in "no risk" range.

- PBIS NOT a significant predictor of overall MH risk.

- Percent of students on FRL in a school WAS a significant predictor of overall MH risk.

Results: Relationship between Tier 1 PBIS and Subtypes of Risk

PBIS Comparisons of EIS-SR Subscale Z-Scores
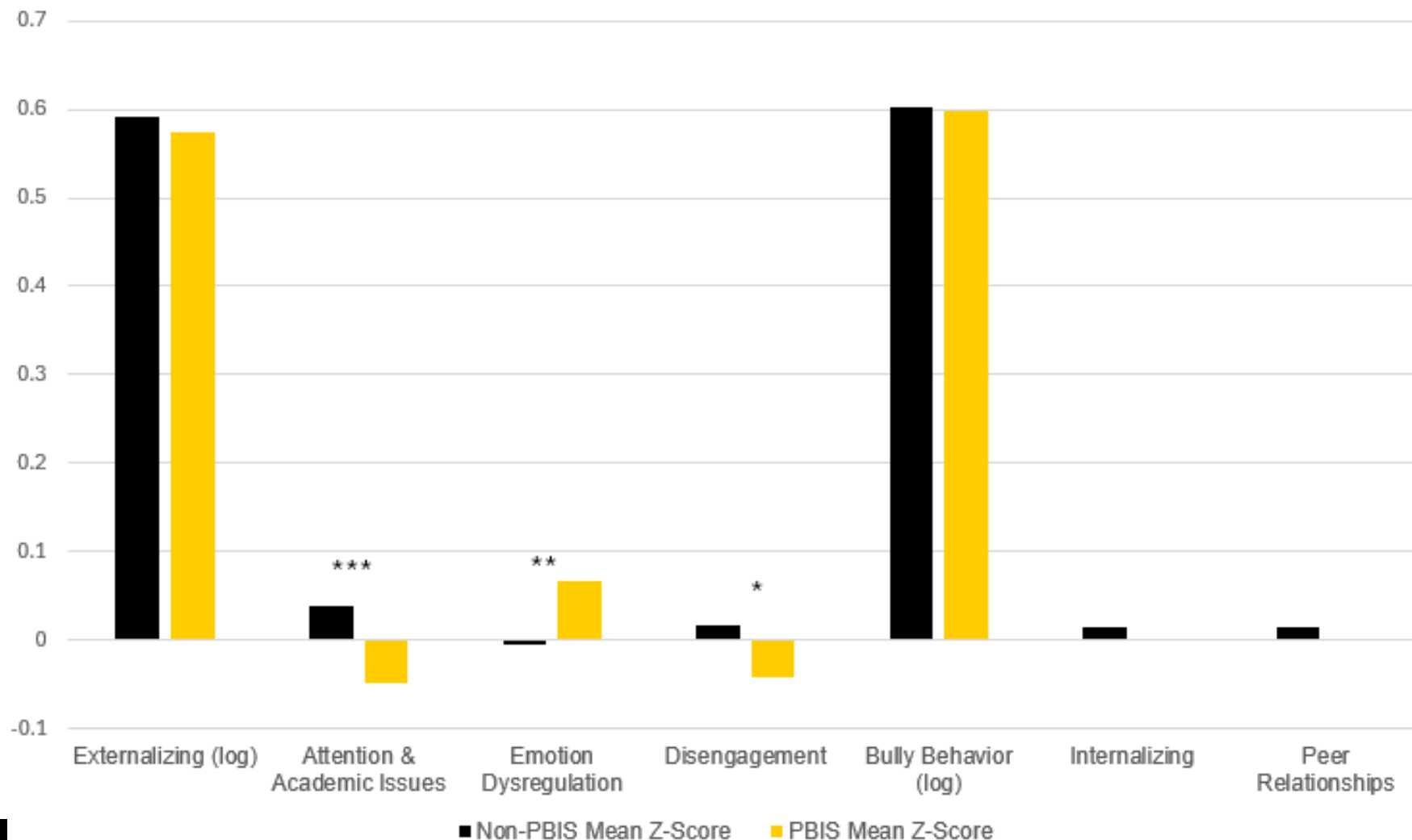
Potential Interpretation: SW-PBS Partner Schools

DEMOGRAPHICS

Non SW-PBS
- 13.1%
- 2.3%
- 7.7%
- 0.4%
- 5.2%
- 0.4%
- 71.0%

SW-PBS
- 21.3%
- 1.7%
- 10.3%
- 0.3%
- 6.1%
- 0.6%
- 59.7%

Missouri
- 15.3%
- 2.1%
- 8.4%
- 0.4%
- 5.5%
- 0.4%
- 68.0%

■ African American ■ Asian ■ Hispanic ■ Native American ■ Multi-Racial ■ Pacific Islander ■ White
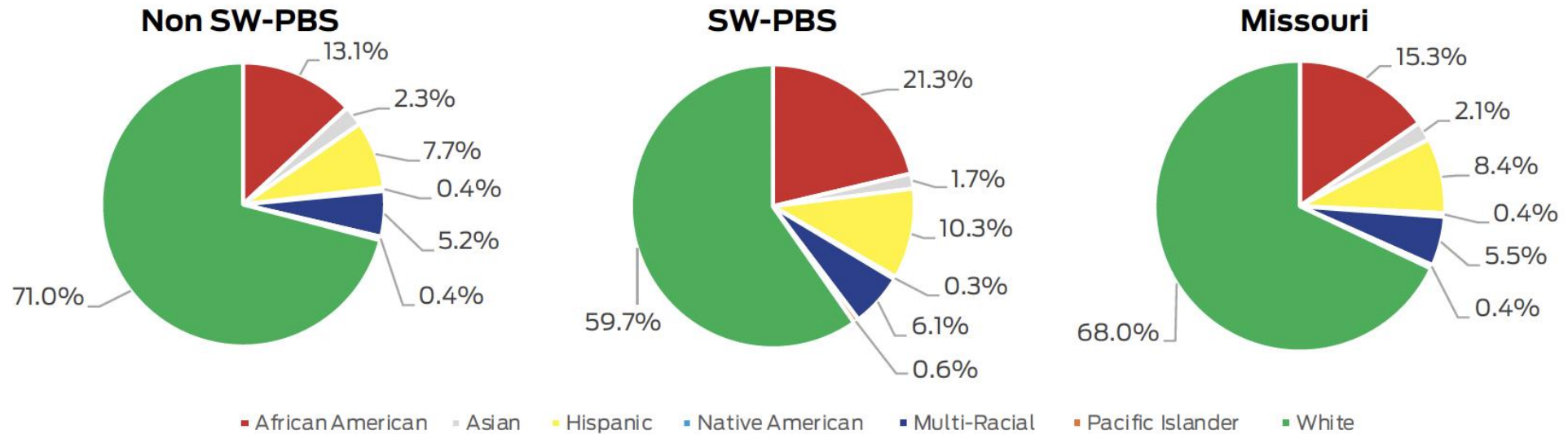
Non SW-PBS	SW-PBS	Missouri
14.7% Students w/ IEPs	**14.4%** Students w/ IEPs	**14.6%** Students w/ IEPs
42.7% Students F/R Lunch	**58.8%** Students F/R Lunch	**47%** Students F/R Lunch

Summary of Findings

Study explored relationship of Tier 1 PBIS on student mental health risk in schools doing comprehensive school mental health MTSS

Students sample was very low risk , and lower risk than national data

Tier 1 PBIS was not related to lower overall mental health risk

Tier 1 PBIS related to lower Attention & Academic Issues and Disengagement risk in overall sample

Limitations

Non-experimental	No "pre" data on schools to compare	Single time point
Low number PBIS schools (n = 6) vs. Non-PBIS (n = 32)	Couldn't assess Role of Fidelity due to Minimal variation of TFI scores	Only included Tier 1 PBIS (not Tier 2 or 3)

ISF: How To

Tips, Practical Guidance, and Resources

Tip 1: Use the PBIS/MTSS teams you already have

Efficient

Demonstrates integration of MH into PBIS systems

Reduce duplication of efforts

Ensure have administrator and facilitator on team

- Tier 2/3 team, Problem Solving Team, threat assessment team, crisis response team
- Add/incorporate school mental health providers if not already on teams (both school personnel AND community agency personnel doing school-based services)
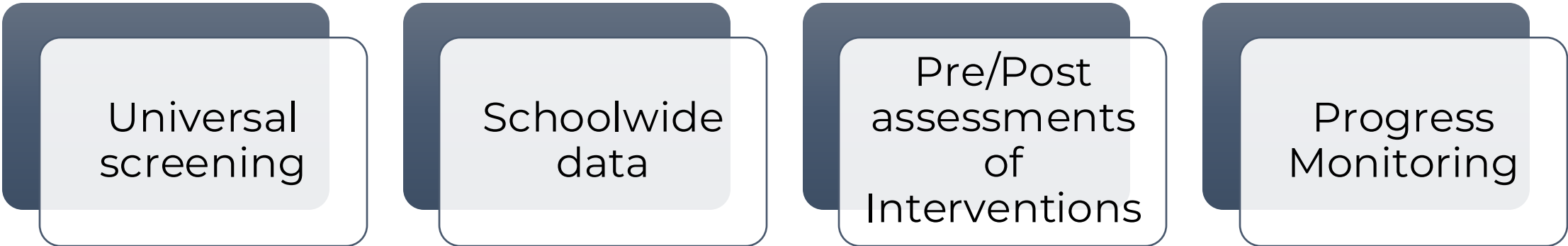
ISF Implementation Checklist

	Complete quarterly with your coach				
	Status: **A** = Achieved, **I** = In Progress, **N** = Not Yet Started				
	Date:				
ESTABLISH COMMITMENT		Goal to achieve by			
1. Agency's Support & Active Involvement • Agency commits to adequate FTE for clinical supervision to be provided on a routine basis with school mental health clinician(s). • Agency provides adequate logistical, technical, and financial support to the school mental health office. • Agency commits to adequate FTE for a MH coach who will actively participate in all required coaching activities.	Status:				
2. Staff Support • Agency supports professional development needs of the team, including participation in cross training activities with school partners and training for EBPs as appropriate. • A clinical supervisor provides weekly of on-site support, including participation in any relevant meetings, case consultation, and overall clinical supervision of the clinician(s). • Staff members are employed with agency in a manner that supports workforce stability.	Status:				
ESTABLISH & MAINTAIN TEAMS		Goal to achieve			
3. District and Community Leadership Team Established • Leadership from the Agency commits to actively participate on the DCLT. • These individuals have the authority to make key decisions regarding policy, funding, leveraging resources, and providing support to an integrated system.	Status:				
4. School Building System Teams • Agency commits to have staff with mental health expertise actively participate on building system teams for Tier I, Tier II, and Tier III. • These assigned staff attend system meetings monthly.	Status:				

Ex: Rubric of Services

	Agency 1	Agency 2 Family Specialist	Agency 2 SMH Consultant	Agency 3
Needs Best Supported	• Student needing both talk therapy and school-based skill building check-ins • Psychiatry • Physical health case management through health care program (if applicable)	• Chronic behavioral, social, or emotional concerns (intensive tier 3 needs) • Parent/home related needs • Intensive classroom planning/supports	• Moderate behavioral, social, emotional concerns (tier 2-3) • 1 time per week sessions adequate to serve needs	• Adolescent mental health needs (Provider 1) • 1 time per week sessions adequate to serve needs (Provider 1) • Provider 2 is k-12 once per week
Types of Services	• Individual talk therapy • School-Based Services (skill building) • Psychiatry (as needed) • Small groups • Connection to nurse case managers re: physical health needs	• Individual Student interventions • Parent interventions • Therapeutic interventions using evidence-based curriculum • Classroom and teacher consult • Case management • Links to needed resources in community • Crisis response	• Small group or individual student Interventions • Therapeutic interventions using evidence-based curriculum • School consultation	• Individual therapy • Family Therapy (Provider 2) • Can also possibly do groups (Provider 2)
Caseload	• Not limited	• 10 students in K-12th grade	• NA-based on availability and need	• 10 Students, 6th-12th grade (Provider 1) • Fluid caseload K-12 (Provider 2)
Parent/ guardian expectations	• Signed informed consent • Intake/assessment • Periodic meetings	• Signed informed consent • Participation in parent support intervention meetings	• Signed informed consent	• Signed informed consent • Paperwork: Demographic info; consent to treat, Release, financial background
Fees	• Medicaid = Free • Non-Medicaid = grant or billed through insurance (6 month time limit)	• Free (funded by mental health tax)	• Free (funded by mental health tax)	• Free (Funded by mental health tax) • No time limits, based on client progress
How to access services	• Submit referral to Agency	• Through SAT/Care Team/Problem Solving Team	• Through SAT/Care/Problem Solving Team	• School to submit referral to Agency with above listed paperwork

Tip 3: Use data-based decision making

| Universal screening | Schoolwide data | Pre/Post assessments of Interventions | Progress Monitoring |

Data-based Decision-Making Resources

School Mental Health Collaborative: Screening Best Practices

Center on PBIS Screening Tools

Center on PBIS Data-Based Decision Making

SHAPE School Mental Health Assessment

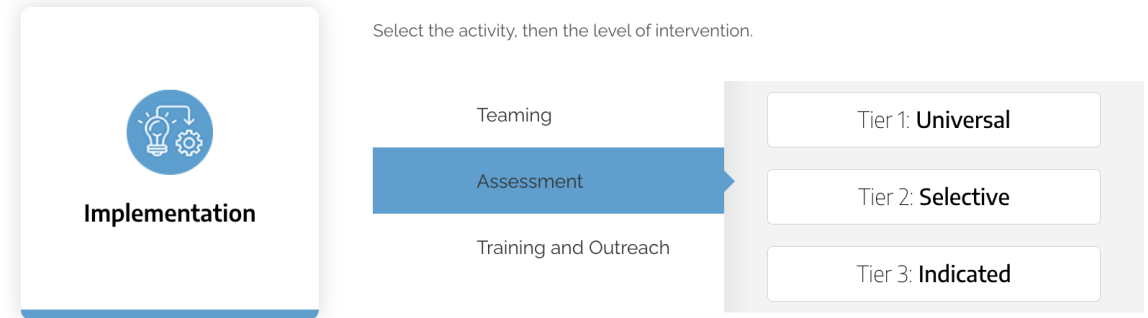National Center Intensive Intervention

National Center Rural School Mental Health Implementation Hub
- Data Collection, Goal Setting, Progress Monitoring

Implementation Hub

Implementation Hub > **Implementation**

Select the activity, then the level of intervention.

Teaming

Assessment

Training and Outreach

Implementation

Tier 1: **Universal**

Tier 2: **Selective**
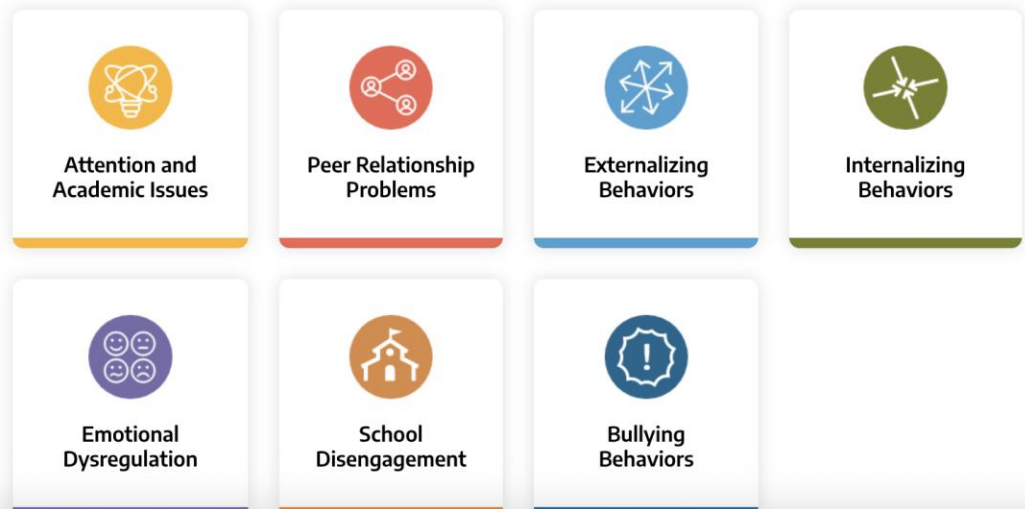
Tier 3: **Indicated**

Implementation. Teams begin implementing the innovation. During this time, they closely monitor fidelity, work to remove barriers, and develop plans that include fidelity, progress monitoring, and pre-post data collection. It is important for teams to start small and build on success.

Tip 4: Use evidence-based practices

Selecting EBPs for SMH Resources

- National Center for Rural School Mental Health Intervention Hub

- What Works Clearinghouse

- National Center on Intensive Intervention- Behavior Interventions

- Blueprints for Healthy Youth Development

National Center for Rural School Mental Health

Tip 5: Don't underestimate the power of classroom teachers for mental health supports

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

Students spend the majority of their days in classrooms with teachers

Empower teachers as key agents in support youth mental health/social, emotional, behavioral wellbeing

Effective classrooms can improve attention, academic, and engagement risk

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

Connection to PBS Effective Learning & Teaching Practices

MO SW-PBS
Missouri Schoolwide Positive Behavior Support

Home   About   Tier 1   Tier 2   Tier 3   Topics

Tier 1 Effective Teaching & Learning Practices (ETLPs)

MO SW-PBS has identified Eight Effective Classroom Practices that have been shown to impa
student achievement while ensuring a positive learning environment. Implementing these ev
maximize learning for all students while minimizing discipline problems.

+ **Overview and ETLPs 1-4**

+ **Classroom Active Supervision**

+ **Classroom Opportunities to Respond**

+ **Classroom Activity Sequencing and Offering Choice**

+ **Classroom Task Difficulty**

The Role of Trusted Adults

TRUSTED ADULTS ARE IMPORTANT

Elementary, Middle and High School students without a trusted adult at school had significantly higher levels of internalizing problems over time than those with a trusted adult at school.

TRUSTED ADULTS MATTER FOR THE DEVELOPMENT OF INTERNALIZING PROBLEMS

Middle and high school students *without a trusted adult* showed significant increases in internalizing problems over time.
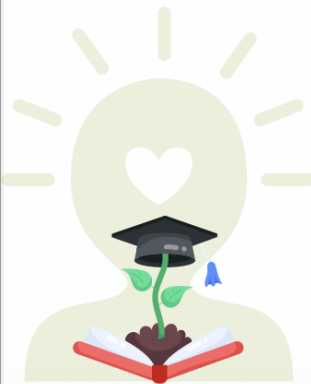
TRUSTED ADULTS CAN IMPACT STUDENT FUNCTIONING

3rd-12th grade students *without a trusted adult* were significantly more likely to report:
1) not trying hard to get good grades
2) not enjoying coming to school
3) needing help with their emotions

Teachers as Trusted Adults

Build positive relationships with students!

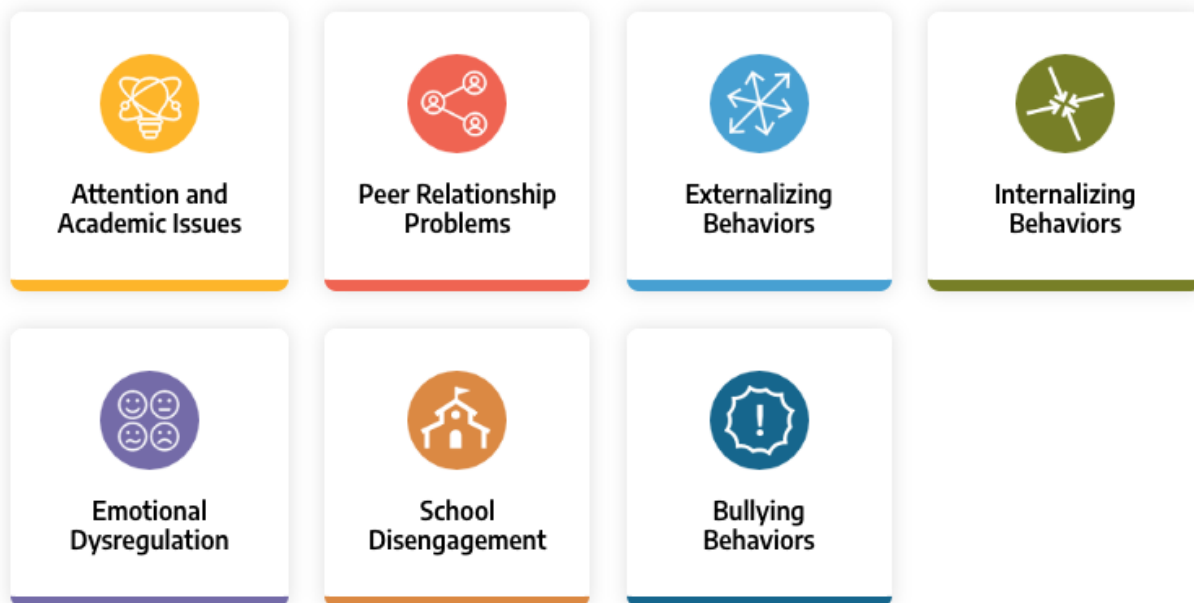Protective factor for student mental health

- Positive Greetings at the Door
- 2 by 10
- Check and Connect
- Journals to Build Relationships
- Check In Check Out

Teacher Implemented Strategies to Support MH Risk

Area of Risk

☐ Attention and Academic Issues
☐ Peer Relationship Problems
☐ Externalizing Behaviors
☐ Internalizing Behaviors
☐ Emotional Dysregulation
☐ School Disengagement
☐ Bullying Behaviors

Targeted Age

☐ Elementary (K-5)
☐ Middle (6-8)
☐ High (9-12)

Level of Intervention

☐ Tier 1: Universal
☐ Tier 2: Selective
☐ Tier 3: Indicated

Intervention Details

☐ Free
☐ Teacher Implemented
☐ Other Personnel Implemented
☐ Manualized
☐ Program
☐ Strategy
☐ Video Modeling Included

Filter by domain, tier, and type of intervention

Early Identification System (EIS) Intervention Hub

The EIS intervention hub connects to interventions across 7 risk areas known to be related to later mental health problems. Within each area, you will find prevention strategies and interventions for elementary, middle, and high schools across three tiers.

Tier 1 is universal, meaning that it benefits all students. Tier 2 (selective) offers interventions for a targeted group of students. Tier 3 (indicated) interventions are aimed to provide individualized support for students who have increased levels of risk. **Click on an area below to learn more.**

Attention and Academic Issues

Peer Relationship Problems

Externalizing Behaviors

Internalizing Behaviors

Emotional Dysregulation

School Disengagement

Bullying Behaviors

Closing

Student mental health risk is a substantial and increasing concern

Integrating PBIS and School Mental Health through an Interconnected Systems Framework can address these needs

| Single System of Delivery | Mental health is for ALL | Success defined by student impact | Use MTSS framework to guide integration |

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ISF Key Resources

Advancing Education Effectiveness:
Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide

- National Center on PBIS Mental Health and Interconnected Systems Framework

National Center for Rural School Mental Health Opportunity

- Rural Schools
- Access to EIS universal screener
- School Mental Health MTSS coaching

National Center for
Rural School Mental Health

Project Description

Schools will be **randomly** assigned to two groups in **Fall** of **2025**: intervention schools and control schools.

2025-2026 (Year 1)	
Intervention schools (Get Now)	**Control schools (Get Later)**
✓ $1000 participation stipend	✓ $1000 participation stipend
✓ $500 stipend to purchase intervention materials	✓ $500 stipend for one school staff member to serve as project liaison
✓ $500 stipend for one school staff member to serve as project liaison	✓ School climate survey and reports
✓ School climate survey and reports	✓ Early Intervention System (EIS), a universal social emotional screener (**reports in Spring**)
✓ Early Intervention System (EIS), a universal social emotional screener (**reports fall and spring**)	✓ $500 stipend to purchase intervention materials
✓ EIS intervention hub and professional development	✓ Spring Consultation
✓ Monthly consultation	
2026-2027 (Year 2)	
Intervention schools	**Control Schools**
✓ School climate survey and reports	✓ School climate survey and reports
✓ EIS screener and reports	✓ EIS screener and reports
✓ EIS intervention hub and professional development	✓ EIS intervention hub consultation

National Center for Rural School Mental Health interest form

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Resources

Thank you!

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