

Integrating School Mental Health and Schoolwide Positive Behavior Interventions and Supports

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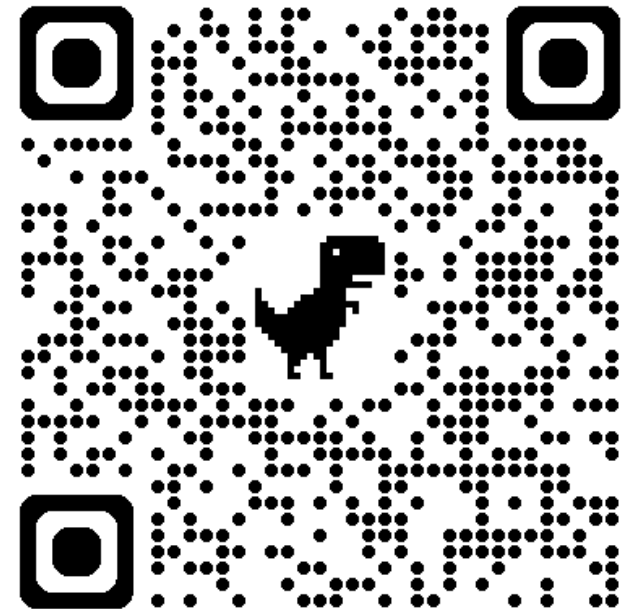
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Resources



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

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

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



“In schools, we prioritize three critical and inter-related components of mental health: social (how we relate to others), emotional (how we feel), and behavioral (how we act) supports to promote overall well-being.”

[U.S. Dept. of Ed](#)



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

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**

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

Participants

Students

- Grades 3-8
- 9750 students

Schools

- 38 schools
- (25 Elem, 13 Middle);
- 6 MO-PBS schools, 32 Non-PBS

Location

- 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



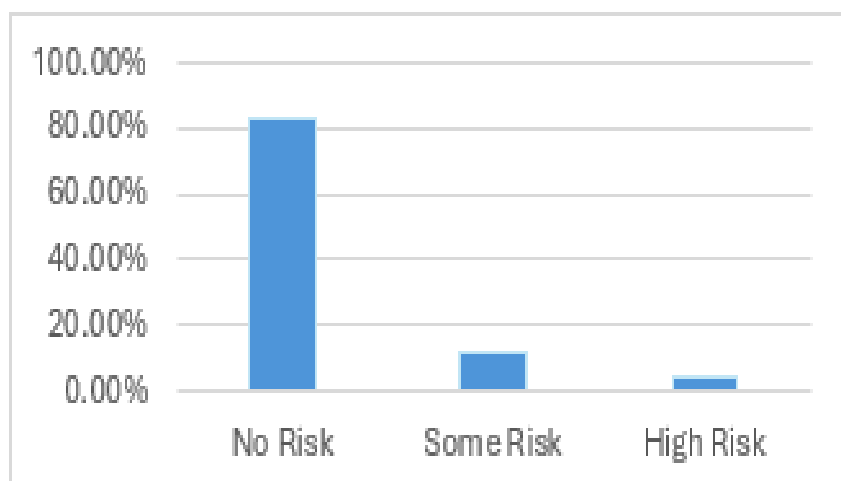
NCES & DESE-School Level

Enrollment, percent FRL,
Title 1 status, Locale

Results: Relationship between Tier 1 PBIS and Overall MH Risk

Figure 1

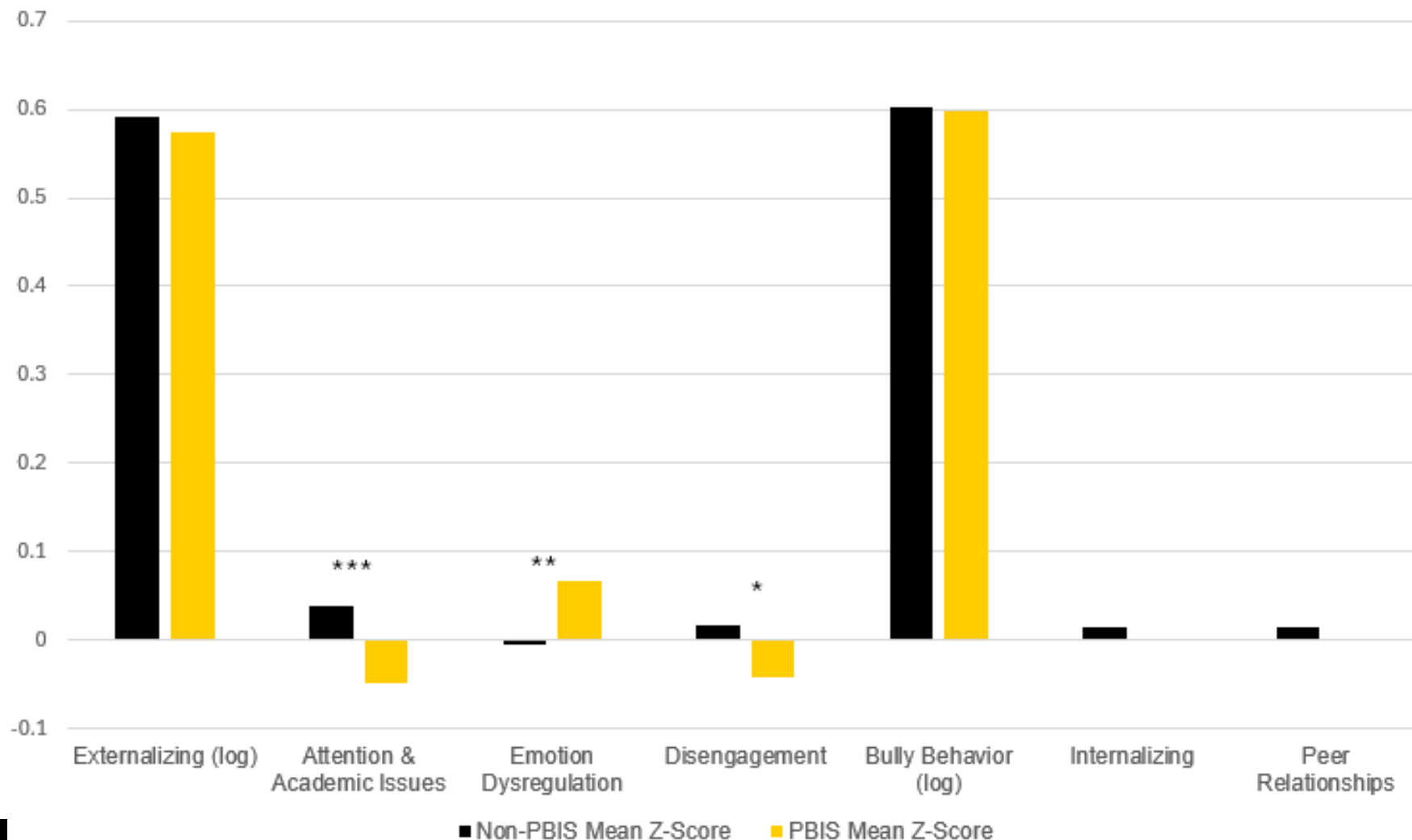
Bar Graph of Percentage of Students in Each EIS-SR Risk Category



- Average risk scores for both PBIS and Non-PBIS schools in “no risk” range.
 - *Low risk sample overall
- 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.

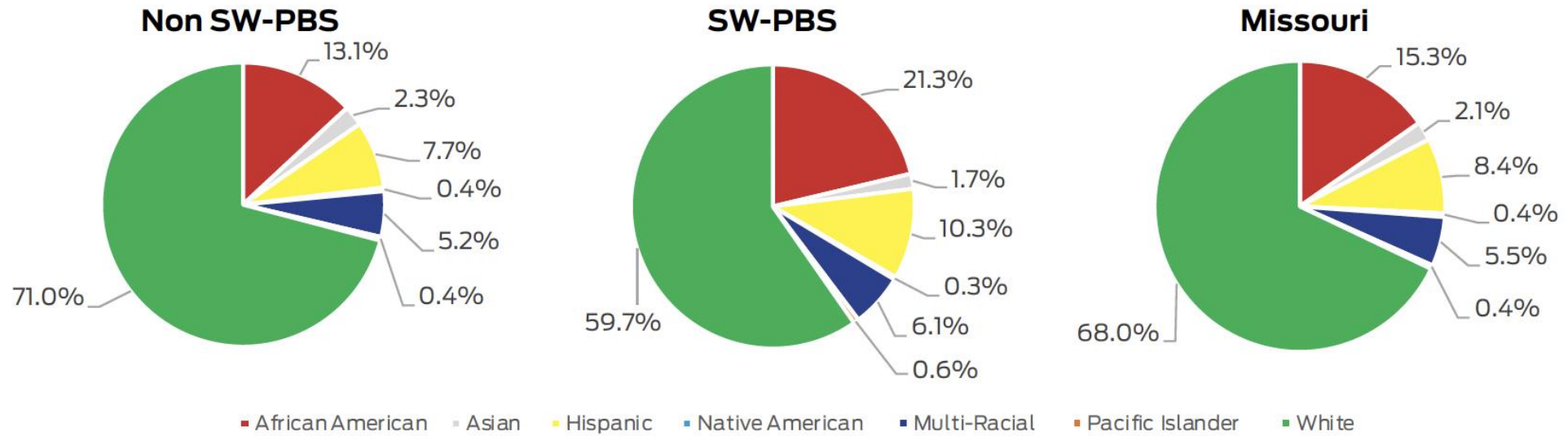
Results: Relationship between Tier 1 PBIS and Subtypes of Risk

PBIS Comparisons of EIS-SR Subscale Z-Scores



Potential Interpretation: SW-PBS Partner Schools

DEMOGRAPHICS



Non SW-PBS

14.7%
Students w/ IEPs

42.7%
Students F/R Lunch

SW-PBS

14.4%
Students w/ IEPs

58.8%
Students F/R Lunch

Missouri

14.6%
Students w/ IEPs

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

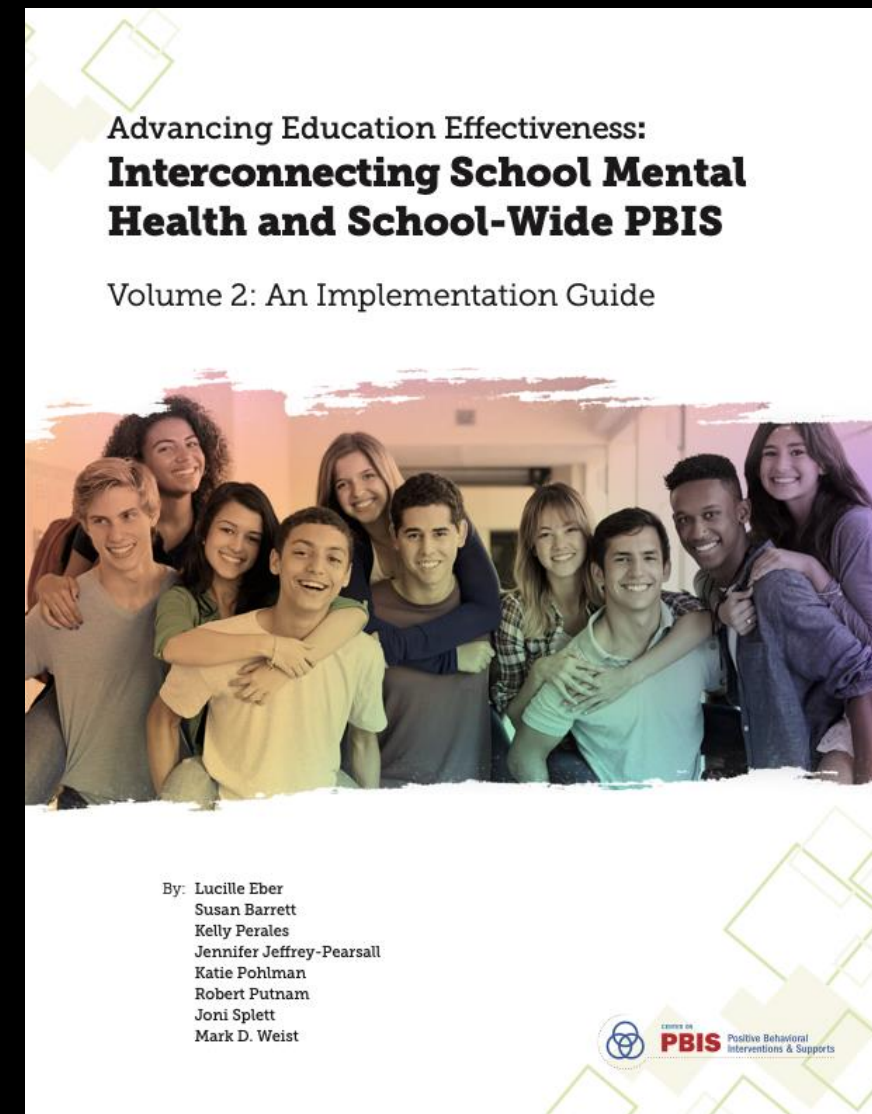
[National Center PBIS and Midwest PBIS Resources:
ISF Implementation Guide Version 2](#)

[ISF Installation Guide-District/Community Level](#)

[ISF Installation Guide-School Level](#)

[Resources ISF School Installation](#)

[Resources ISF District Installation](#)



Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide*. Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.

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

Efficient

Demonstrates integration of MH into PBIS systems

Reduce duplication of efforts

Ensure have administrator and facilitator on team

- PBIS tiered 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)

Tool: ISF Aligning Teaming Structures

[ISF School Installation Guide](#)

ISF V2 Ch 5: School Level Installation Guide (Sept 2020) - Step 1a: Identify need for merging teams with similar goals

Aligning Teaming Structures: Working Smarter, Not Harder

Purpose of this tool is to provide (a) an overall picture of existing teams within the school and (b) determine need for merging teams.

Instruction: Use the Working Smarter worksheet to complete the next two steps:

Step 1: Identify Current Teams (discipline, instruction, climate, school improvement, parent support, etc.) and Initiatives (Second Step, Character Counts, Spirit Committee, etc.)

Step 2: Complete the Working Smarter Table

Step 3: Based on your results, what committees or initiatives can you eliminate; combine; provide more support? How can you infuse PBIS into your current committees/teams?

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Measurable Outcome(s) – Data Based	Target Group	Staff Involved	Overlap? Modify? Eliminate?

ISF Team Alignment Example

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Data Based /Measurable Outcome(s)	Target Group	Staff Involved	Overlap? Modify? Eliminate?
PBIS	Ensure positive, safe, predictable and consistent environment	ODRs, suspensions, attendance, universal screening data, school climate surveys	All students, staff, and families	Principal Social Worker 3 General Education Teachers 1 Special Education Teacher	<ul style="list-style-type: none"> ➤ Overlapping purpose of PBIS/Safety/Trauma Informed Teams; ➤ Combine teams and name Climate & Culture Leadership Team: ➤ Ensure Trauma informed leads are part of team; ➤ Additional meeting time in May for updating safety protocols
Safety / Crisis team	Update protocols to ensure safe environment and plan for crisis	None	All students, staff, and families	Principal Social Worker 2 General Education Teachers	<ul style="list-style-type: none"> ➤ Expand use of data to monitor police contacts from school and safety assessments conducted
Trauma Informed Team	Ensure students feel safe, supported and ready to learn	ODRs, suspensions, attendance, universal screening data, school climate surveys	All students, staff, and families	Principal Social Worker 2 General Education Teachers 1 Special Education Teacher	<ul style="list-style-type: none"> ➤ Overlap with PBIS team ➤ Combine team ensuring Mr. Smith and Mrs. Morris are on team as PBIS Coaches

Tool: ISF Initiative Inventory

[*ISF District Leadership Installation Guide*](#)

Step 2b: Conduct a review of current initiatives

ISF Initiative Inventory (Adapted from NIRN Initiative Inventory)

Purpose of this tool is to (a) provide an overall picture of existing social emotional behavioral related initiatives or programs available to the larger community, (b) determine the effectiveness, relevance, and fidelity for each, (c) determine funding and resource allocation, and (d) determine areas of redundancy. This process is led by the District Community Leadership Team with representation from both education and community stakeholders.

Name of Initiative	What is connection to DCLT mission?	What personnel are involved in the implementation ?	What is expected outcome?	What evidence of outcomes are there thus far?	What is financial commitment and source of funding?	What fidelity measures exist?	What professional development exists including coaching and performance feedback?

Ex: Integrated SEB Matrix

[ISF Implementation Guide](#)

Figure 6.2 Teaching Matrix of Social-Emotional-Behavioral Skills

School-wide Expectations	Incorporate Social-emotional Competencies				
	All Settings	Hallways	Lunch	Bus	On-line
Respect	Be on time. Assume positive intent.	Walk to the right. Use level 2 voice volume.	<i>Invite those sitting alone to join.</i>	Stay in my seat.	<i>Consider the feelings of others before I post.</i> <i>Be an upstander – speak up when I see unsafe behavior.</i>
Achieving and Organized	Hands and feet to self. Help/share with others.	Walk directly to my designated area.	<i>Have a lunch plan.</i> <i>Choose a quiet or social lunch area.</i> <i>Invite friends to join.</i>	Have a plan. Use headphones to listen to music.	<i>Check my feelings before I post.</i> <i>Re-read the message before I post.</i>
Responsible	Recycle. Be prepared.	Pick up litter. Maintain physical space.	<i>Use my breathing technique.</i> <i>Listen to my signals.</i>	Watch for my stop. Use level 1 voice.	<i>Double-check sources before I post.</i> <i>Think before I forward.</i>

Tip 2: Be intentional about your coordination between school and community mental health agencies.

Memorandum of Understanding

- To include collaboration, communication, and teaming

Releases of
Information for
supported students

Clarify roles
(consider rubric or
resource map)

Clarify expectations
and processes

- Ex: Suicide Risk Screenings

Clear expectations
re: confidentiality
and
communication

ISF Implementation
Guide

Tool: ISF Implementation MH Agency 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Student needing both talk therapy and school-based skill building check-ins Psychiatry Physical health case management through health care program (if applicable) 	<ul style="list-style-type: none"> Chronic behavioral, social, or emotional concerns (intensive tier 3 needs) Parent/home related needs Intensive classroom planning/supports 	<ul style="list-style-type: none"> Moderate behavioral, social, emotional concerns (tier 2-3) 1 time per week sessions adequate to serve needs 	<ul style="list-style-type: none"> Adolescent mental health needs (Provider 1) 1 time per week sessions adequate to serve needs (Provider 1) Provider 2 is k-12 <u>once</u> per week
Types of Services	<ul style="list-style-type: none"> Individual talk therapy School-Based Services (skill building) Psychiatry (as needed) Small groups Connection to nurse case managers re: physical health needs 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Small group or individual student Interventions Therapeutic interventions using evidence-based curriculum School consultation 	<ul style="list-style-type: none"> Individual therapy Family Therapy (Provider 2) Can also possibly do groups (Provider 2)
Caseload	<ul style="list-style-type: none"> Not limited 	<ul style="list-style-type: none"> 10 students in K-12th grade 	<ul style="list-style-type: none"> NA-based on availability and need 	<ul style="list-style-type: none"> <u>10 Students</u>, 6th-12th grade (Provider 1) Fluid caseload K-12 (Provider 2)
Parent/guardian expectations	<ul style="list-style-type: none"> Signed informed consent Intake/assessment Periodic meetings 	<ul style="list-style-type: none"> Signed informed consent Participation in parent support intervention meetings 	<ul style="list-style-type: none"> Signed informed consent 	<ul style="list-style-type: none"> Signed informed consent Paperwork: Demographic info; consent to treat, Release, financial background
Fees	<ul style="list-style-type: none"> Medicaid = Free Non-Medicaid = grant or billed through insurance (<u>6 month</u> time limit) 	<ul style="list-style-type: none"> Free (funded by mental health tax) 	<ul style="list-style-type: none"> Free (funded by mental health tax) 	<ul style="list-style-type: none"> Free (Funded by mental health tax) No time limits, based on client progress
How to access services	<ul style="list-style-type: none"> Submit referral to Agency 	<ul style="list-style-type: none"> Through SAT/Care Team/Problem Solving Team 	<ul style="list-style-type: none"> Through SAT/Care/Problem Solving Team 	<ul style="list-style-type: none"> School to submit referral to Agency with above listed paperwork

Ex: Resource Mapping

Lever, N., Castle, M., Cammack, N., Bohnenkamp, J., Stephan, S., Bernstein, L., Chang, P., Lee, P., & Sharma, R. (2014). Resource Mapping in Schools and School Districts: A Resource Guide. Baltimore, Maryland: Center for School Mental Health.

	Person/ Position	What do they do?	What days/times are they available?	Best way to reach them	Who can they serve
Inside the school	Mr. Oriole School Psychologist	Educational Testing, Meeting with Students who have Counseling Services on IEP, Leads School Improvement Team	Wednesdays and Fridays 8:00-3:00	Email moriole@gmail.com	All students, but required to meet all IEP requirements
	Ms. Raven School Social Worker	Lead Student Support Team, Manage Attendance Team, Meetings, Meets with Students with Counseling Services on IEP	M, T, W from 8:00-3:00	Extension 458	All students, but required to meet all IEP requirements
	Outpatient Success Services	School-based individual and group counseling	Monday and Thursdays from 8:00-5:00	Cell phone of clinician 410-838-4535	Students with clinical diagnosis and insurance with consent from parents
Outside the school	Boys and Girls Club	After school enrichment program	Monday-Friday 3:00-6:00	Phone - 410-456-4545, director@bgc.org	Students in grades 1-5 who have consent from families to be a part of the program

Tool: Intervention Mapping



Tip 3: Use data-based decision making re: all interventions

Universal
screening

Schoolwide
data

Pre/Post
assessments
of
Interventions

Progress
Monitoring

Ex: Integrated PBIS/MH Data Sources

[ISF School Installation Guide](#)

Step 2d: Assess data being used to identify social-emotional-behavioral needs

Data Sources to Consider for an Integrated PBIS/Mental Health System

Traditional School Data	Expanded School Data	Community Data
<ul style="list-style-type: none">• Office Referral Rates (by location, time, grade, problem behavior, race/ethnicity, students with IEP)• Attendance rates for students and staff• Academic data• Graduation rates• Minor incident reports and instructional time	<ul style="list-style-type: none">• Nursing /School Counselor logs• Teacher ratings of student social emotional behavior/effort (Universal screening data)• Student, staff, and family focus groups• Family screener• Climate data	<ul style="list-style-type: none">• Demographic data for the school/neighborhood, community and/or district• Socio-economic status, free and reduced lunch rates• Homelessness rates• Incarceration rates• Issues related to environmental changes and weather events• Drug use/rate of drug overdoses• Crisis center calls, suicide attempts• Issues related to families' immigration status• School and workplace violent incidents• Military deployment schedules

ISF Action Planning Companion to TFI

ISF Action Planning Companion Guide to SWPBIS-TFI

A tool to assist schools in implementing and using Tiered Fidelity Inventory to enhance current implementation to include ISF approach.

Topic(s): Mental Health/Social-Emotional-Behavioral Well-Being
Published: February 1, 2016
Revised: February 1, 2016
Keywords: *Interconnected Systems Framework (ISF) Fidelity Alignment*

Download Resource

Materials: Word Doc

Subscale	Tiered Fidelity Inventory: <u>Tier I</u> Features
Implementation	<u>1.3 Behavioral Expectations:</u> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.
	<u>PBIS Big Idea:</u> School-wide expectations are a brief, memorable set of <u>positively-stated</u> expectations that create a school culture that is clear, positive, and consistent. <u>ISF Big Idea:</u> School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies.
ISF Enhancements	<i>Families, students and community participate in development of the expectations</i>
	<i>All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations</i>

SHAPE: School Health Assessment Performance Evaluation System

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About Us

The School Health Assessment and Performance Evaluation (SHAPE) System is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted resources to support school mental health quality improvement. SHAPE was developed by the [National Center for School Mental Health \(NCSMH\)](#), in partnership with the field, to increase the quality and sustainability of comprehensive school mental health systems. SHAPE houses the National School Mental Health Census and the School Mental Health Quality Assessment (SMH-QA). These measures are designed for team completion at the school or district level to document the school mental health system components, assess the comprehensiveness of a SMH system, prioritize quality improvement efforts and track improvement over time.

Our Mission

The SHAPE System is hosted by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine. The NCSMH is committed to enhancing understanding and supporting implementation of comprehensive school mental health policies and programs that are innovative, effective, and culturally and linguistically competent across the developmental spectrum (from preschool through post-secondary), and three tiers of mental health programming (promotion, prevention, intervention).



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](#)

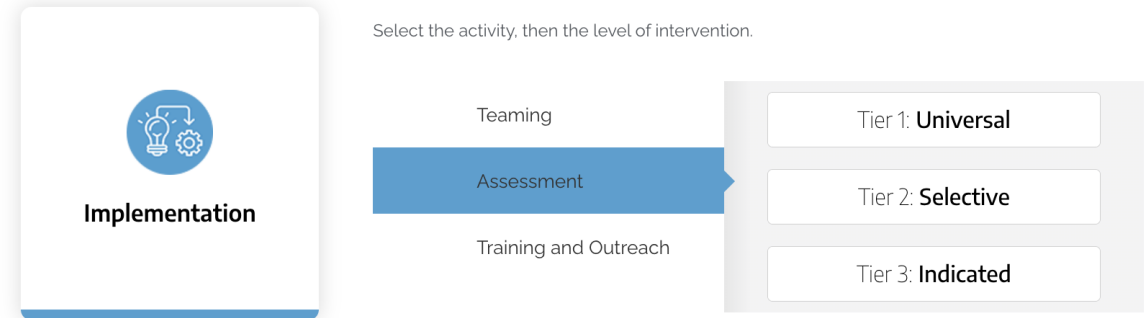
[National Center Intensive Intervention](#)

[National Center Rural School Mental Health Implementation Hub](#)

- [Data Collection, Goal Setting, Progress Monitoring](#)

Implementation Hub

Implementation Hub > **Implementation**



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

Early Identification System (EIS) Intervention Hub

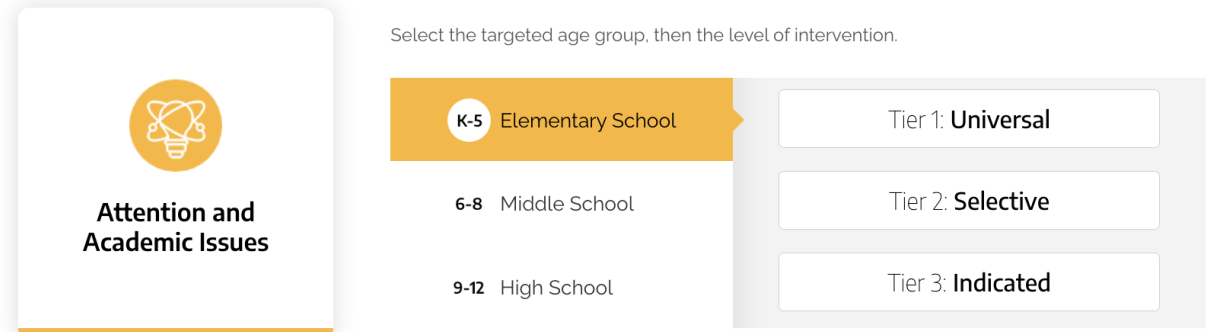
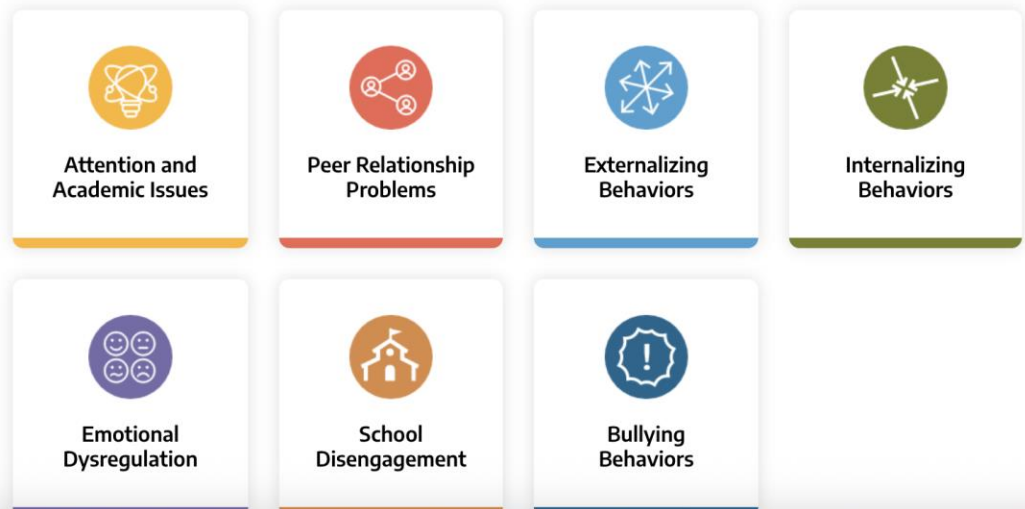
The EIS intervention hub connects to interventions across 7 risk areas known to be related to later mental health problems. Within each area, you will find prevention strategies and interventions for elementary, middle, and high schools across three tiers.

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.**

Early Identification System (EIS) Intervention Hub

EIS Intervention Hub > [Attention and Academic Issues](#)

Select the targeted age group, then the level of intervention.



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



[Welcome](#) [Cost Calculator](#) [Professional Development](#) [Intervention Hub](#) [Implementation Hub](#) [Resources](#) [Policy Blog](#)

Enhancing the Capacity of Rural Schools to **Identify, Prevent, and Intervene** in Youth Mental Health Concerns

Our Purpose

IDENTIFY. PREVENT. INTERVENE.

In partnership with rural schools, we will develop a comprehensive set of teacher and student surveys, tools, interventions, and professional development materials to help identify, prevent, and intervene in mental health concerns among students.

[Learn more >](#)

What will participation for rural school partners look like?

- + 1 Partnership Development
- + 2 Expansion of the Early Identification System
- + 3 Evaluation of the Early Identification System Model

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 impact student achievement while ensuring a positive learning environment. Implementing these practices will 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

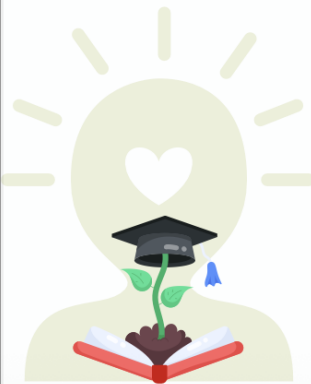


TRUSTED ADULTS ARE IMPORTANT

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

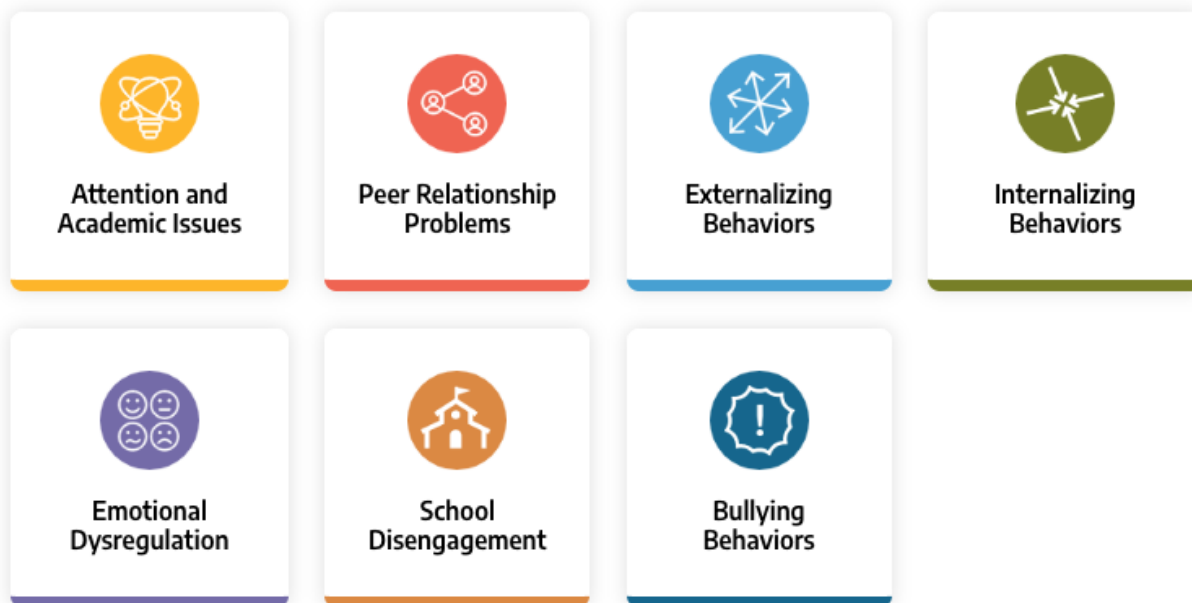
- Positive Greetings at the Door
- 2 by 10
- Check and Connect
- Journals to Build Relationships
- Check In Check Out

Teacher Implemented Strategies to Support MH Risk-NCRSMH Intervention Hub

Early Identification System (EIS) Intervention Hub

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Filter by domain,
tier, and type of
intervention



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

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 (data)

Use MTSS
framework to
guide integration

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](#)
- [Midwest PBIS Network Getting
Started with ISF](#)
- [National Center on PBIS
mental health](#)

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)
<ul style="list-style-type: none"> ✓ \$1000 participation stipend ✓ \$500 stipend to purchase intervention materials ✓ \$500 stipend for one school staff member to serve as project liaison ✓ School climate survey and reports ✓ Early Intervention System (EIS), a universal social emotional screener (reports fall and spring) ✓ EIS intervention hub and professional development ✓ Monthly consultation 	<ul style="list-style-type: none"> ✓ \$1000 participation stipend ✓ \$500 stipend for one school staff member to serve as project liaison ✓ School climate survey and reports ✓ Early Intervention System (EIS), a universal social emotional screener (reports in Spring) ✓ \$500 stipend to purchase intervention materials ✓ Spring Consultation
2026-2027 (Year 2)	
Intervention schools	Control Schools
<ul style="list-style-type: none"> ✓ School climate survey and reports ✓ EIS screener and reports ✓ EIS intervention hub and professional development 	<ul style="list-style-type: none"> ✓ School climate survey and reports ✓ EIS screener and reports ✓ EIS intervention hub consultation

National Center for Rural School
Mental Health interest form



Thank you!

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Resources

