

# The Way Forward: Leveraging MTSS for Effective School Mental Health

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## Session Description

- Meeting the social -emotional -behavioral health needs of every student requires a single system of delivery now more than ever. This session will describe how the Interconnected Systems Framework provides actions for leaders and educators that promote systems of wellness, healing and equitable mental health supports in schools. Participants will understand how the core features of MTSS are used to achieve an integrated approach with community mental health providers and ensure a sustainable system that is effective for students, staff, and families.

# Learning Intentions

- Explore *the why* we might prioritize building a culture of wellness
- Explore the ways we cultivate/prioritize *wellness for ourselves*
- Explore how we scale a culture of collective wellness within our schools and districts.

## Moving Upstream

- “Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it..”

▫

— A.A. Milne, Winnie-the-Pooh



# 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 choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood."

# Current status

- MH crisis prior to 2019
- Variability of impact
  - Prior to 2019
  - Direct impact
  - Secondary impact

# It starts with you....

- How are you showing up these days?

# Habit Development *Wellness*

*Building Blocks of Behavior Individual Level*

## A

### Antecedent

Schedule it- put it in  
your calendar.

Get work out  
clothes/water bottle  
ready to go.

Identify morning  
routine

Work out w/ friend

## B

### Behavior

Daily Morning  
Strength  
Training-  
minimum of  
20 minutes

## C

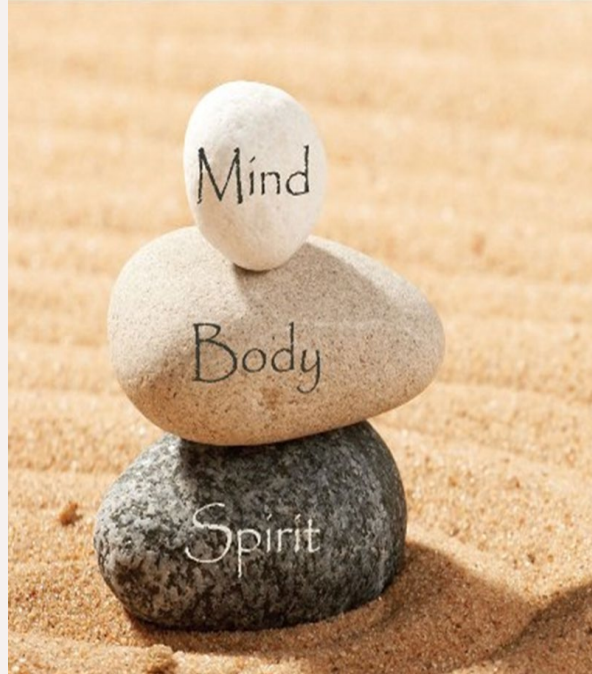
### Consequence

Feel great!  
Track on task  
behavior,  
feedback  
Check it off  
schedule!



# Promote Healthy Habits

Create,  
Normalize, &  
Prioritize Habits  
of Physical and  
Mental Wellness



Meditation/Prayer/Stillness,  
Self-Talk, Read motivational  
words, Time with pets

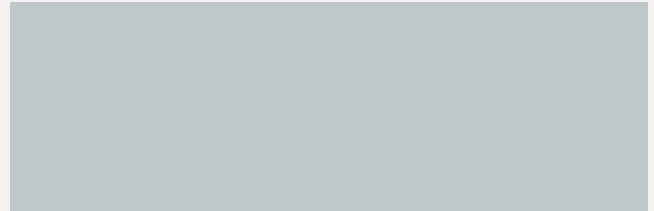
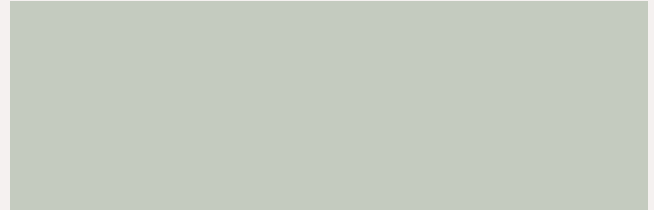
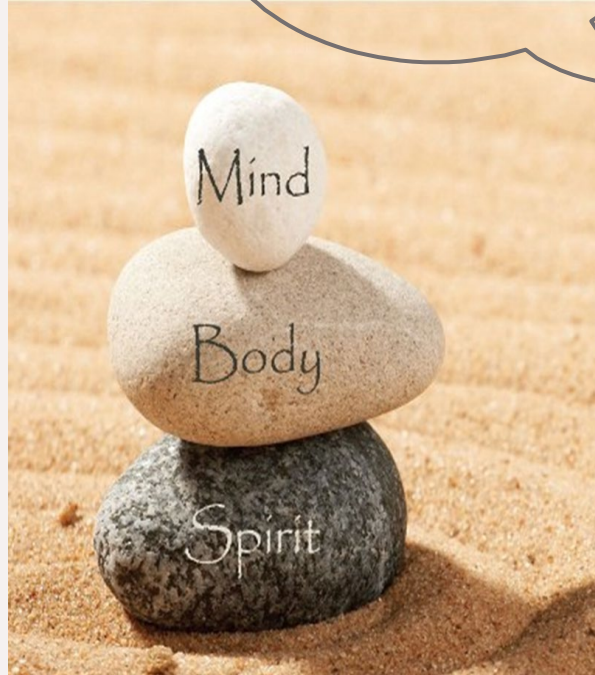
Deep Belly Breathing,  
Nourishment, Comfortable  
Space, Movement

Time surrounded by nature,  
Music, Laughing

# Promote Healthy Habits

Create,  
Normalize, &  
Prioritize Habits  
of Physical and  
Mental Wellness

What fills your  
bucket?



# Habit Development *Wellness*

*Building Blocks of Behavior*

**A**

**Antecedent**

What will  
increase the  
likelihood of  
you engaging  
in these  
behaviors?

**B**

**Behavior**

What are your  
bucket fillers?

Start  
reasonable...

**C**

**Consequence**

What will you  
do to increase  
the likelihood  
of repeating  
these  
behaviors?

# Habit Development *Wellness*

*Building Blocks of Behavior Classroom and School Level*

## A

### Antecedent

What will increase the likelihood?  
positive greetings,  
morning circle, co-  
designing  
expectations, rules,  
procedures

## B

### Behavior

Promote climate of  
belonging.  
Surveys,  
attendance/tardy  
rates, behavior  
incidents,  
instructional time

## C

### Consequence

Feel seen, valued  
identify adults who  
know my name,  
take time to listen-  
Purpose and  
connection

# Implementation Examples

## Shelton School District, Washington State

### Promote a Climate of Belonging

- ▣ Shelton School District in Washington State has been participating in the School Climate Transformation Grant (SCTG) project made shifts in arrival and breakfast for their elementary students that has promoted a climate of belonging.
- ▣ The district staggered morning bus drop off time to allow for temperature scans and COVID exposure questions.
- ▣ All school staff were positioned in the student arrival off zones to allow them to check in individually with students.
- ▣ The staff agreed to prioritize a warm welcome to try to reduce the fear or uncertainty students felt about being in school.

# Implementation Examples

## Shelton School District, Washington State

### Promote a Climate of Belonging

- They also incorporated morning community building during breakfast time in each classroom. Breakfast in the classroom was intended to help with contact tracing, in the event there was COVID transmission.
  - Staff found an additional, unexpected benefit to having a relaxed, welcoming environment to practice SEL skills and community building.
  - With school-wide warm greetings, and a community focused breakfast the staff and students reported that the school day began very calmly, with very few behavior issues and the teachers reported more positive connections with students.
- Next year, the district is going to maintain the staggered drop off, to allow teachers to connect with every student.
  - They have committed to not scheduling morning meetings for staff so they can be physically present to create a warm, welcoming environment for students and families.
  - They are also going to maintain the breakfast and SEL time to increase community building and help students start the day focused on a community of belonging.

# MTSS widely used. How can we enhance to fit mental health needs?

“MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and with kids and their families.” - Dr. George Sugai, Professor Emeritus, University of Connecticut

- **Effective teams** that include community mental health providers
- **Data-based** decision making that include school data beyond ODRs and community data
- **Formal processes** for the selection & implementation of evidence-based practices (EBP) across tiers with team decision making
- **Early access** through use of comprehensive screening, which includes 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



MTSS=System investment in common way of work  
*Continuous Improvement Framework*

- We organize our resources and examine our strengths and needs
- We make sure kids help early
- We invest in what is likely to work for our students
- We invest in our staff so they can support ALL students
- We make sure we are implementing well as we review student outcomes
- We continuously adjust based on strengths and need and improve based on our stakeholder's input.



# MTSS

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- We organize our resources and examine our strengths and needs
  - Diversified Team making decisions together
  - District trains and supports school level teams, within each training there is time for facilitated action planning to incorporate new information and action steps into school level improvement plan
  - Diversified group of District/ Community/Family/Youth leaders share in decision making and participate in trainings, meetings and learning walks
  - Use community and school data to examine specific strengths and needs of students, families and staff

# MTSS

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- We make sure our kids get help early
  - Academic Screening and Progress monitoring
  - Social Emotional Behavioral Screening (externalizing and internalizing behaviors)
  - Harness the knowledge of the community prior to students coming to school
  - Actively uncovering needs and fortifying Tier 1 system to meet vast majority of needs



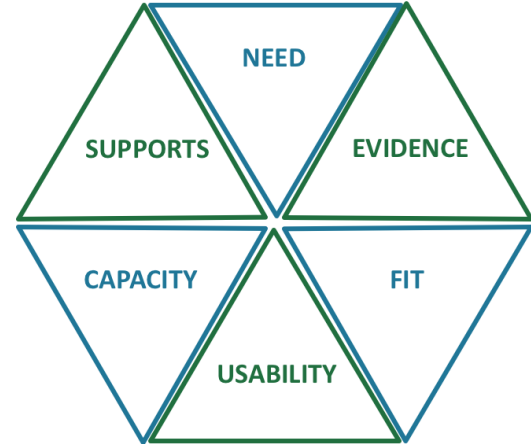
# MTSS

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- We invest in what is likely to work for our students

- Formal routine in place to determine what our students and staff need
- Evidence Based Practices- Hexagon Tool

- Need
- Evidence
- Fit
- Resources
- Usability
- Readiness
- Capacity
- Supports



# MTSS

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- We invest in our staff so they can support ALL students
  - District has culture of wellness and priority and commitment to *Staff Wellness*
  - Time, space, support for training, coaching, planning, performance feedback
  - Expectations are realistic, feasible
  - Focus on host environment and whole population support

wellness

# MTSS

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- We make sure we are implementing well as we review student outcomes
  - WE should never assign blame to students for not succeeding when we aren't holding ourselves accountable for high fidelity of evidence-based practices
  - Progress monitor and review fidelity and outcomes together



# MTSS

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- We continuously adjust based on need and improve based on our community members' input.
  - Plan, Do, Study, Act



# K- 12 Student Behavioral Health Audit Findings in Washington – **SYSTEMS ISSUE**

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- 42% of schools provide full continuum (Tiers 1 -3) of services.
- 18% screen all students.
- No oversight for school districts to develop behavioral health plans, limited ability to provide support to school districts, lack of strategic and comprehensive direction.
- Students access to behavioral health supports depends significantly on what schools are able to provide to them.
- The state's approach to student behavioral health is fragmented and lacks sufficient resources.
- Lack of strategic direction, with no state -level oversight of guidance for school districts.
- Fundamental changes are needed to address issues to the current structure. State and local agencies can also make incremental changes to help improve student access to services.

*Taken from: Carolyn Cato & Nanci Patiño's presentation to the School-Based Behavioral Health and Suicide Prevention Subcommittee*

*Publication will be posted June 22, 2021 here: [sao.wa.gov/performance-audits/featured-performance-audit-report/](https://sao.wa.gov/performance-audits/featured-performance-audit-report/)*



## K-12 Student Behavioral Health in Washington: Opportunities to improve access to needed supports and services

**Carolyn Cato, Senior Performance Auditor**  
**Nancy Patiño, Performance Auditor**

School-based Behavioral Health and  
Suicide Prevention Subcommittee  
June 4, 2021

## Top 10

- Leveraging the Transformation Process



# #1 Think BIG and SMALL

- What are some simple strategies that have big impact?

# Love/Joy/Belonging

## ALL STAFF. ALL STUDENTS. EVERYDAY.

### Welcome/Greet all students, staff, families-

### “Know their Name-Know their Strengths-Know their needs”

- Keep track of data for students arriving late/absent but always make sure they feel welcome, and we are happy they are here with us now.
- Use active listening to connect. Clarify, reflect, express empathy

### Relationships and Community

- Interact and deepen connections across the day.
- Get up and MOVE!! Build routines within daily schedule for social time, biology breaks, calming strategies
- Identify a calm room/space for staff
- Morning huddles for staff to increase fluency with calming strategy so they can model for students.
- Develop neutralizing routine (prep and practice calm your response) especially on days when we are tired/stressed.

### Recognize and Respond

- Relationship/trust will help us look for signs and symptoms.
- Look for behavior changes
- Be explicit about how to get help
- Teach the request for assistance process. Identify someone to manage RFA so we don't wait for a meeting to occur before someone can get help. Consider the RFA to be bundled- that is increase supports for staff and families if needed.

What do you know about your students? How do we gather information? How do we adjust? How do we ask for assistance?

## Teacher-Student Connections

Student	Name & Face	Something Personal about them	Academic Status	Wellness Concerns	Preferred T&L Context	Date of last Contact Teacher Who Feels Connected to Ss
Abbey Alton	✓		✓		✓	
Burt Buzzy			✓			
Devon Donaldson	✓	✓	✓		✓	
Jose Juggler	✓	✓	✓			
Hannah Held	✓	✓	✓			
Sammy Shy			✓	✓	✓	
Susie Sunshine	✓	✓	✓	✓	✓	
Regina Rock	✓	✓	✓			



### Teachers Level: Build a Routine

- Daily checks
- Weekly reviews
- Monday adjustment

### School Level: Build a Routine

- Provide prompts and supports for staff
- Check in with staff
- Use fidelity checks and outcome data to celebrate

### District Level- Build a routine

- Review aggregate data in admin meetings, share with partners, celebrate

# Think Big and Consolidate Teams

From co-located to integrated

# Assess Current Status

## 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.

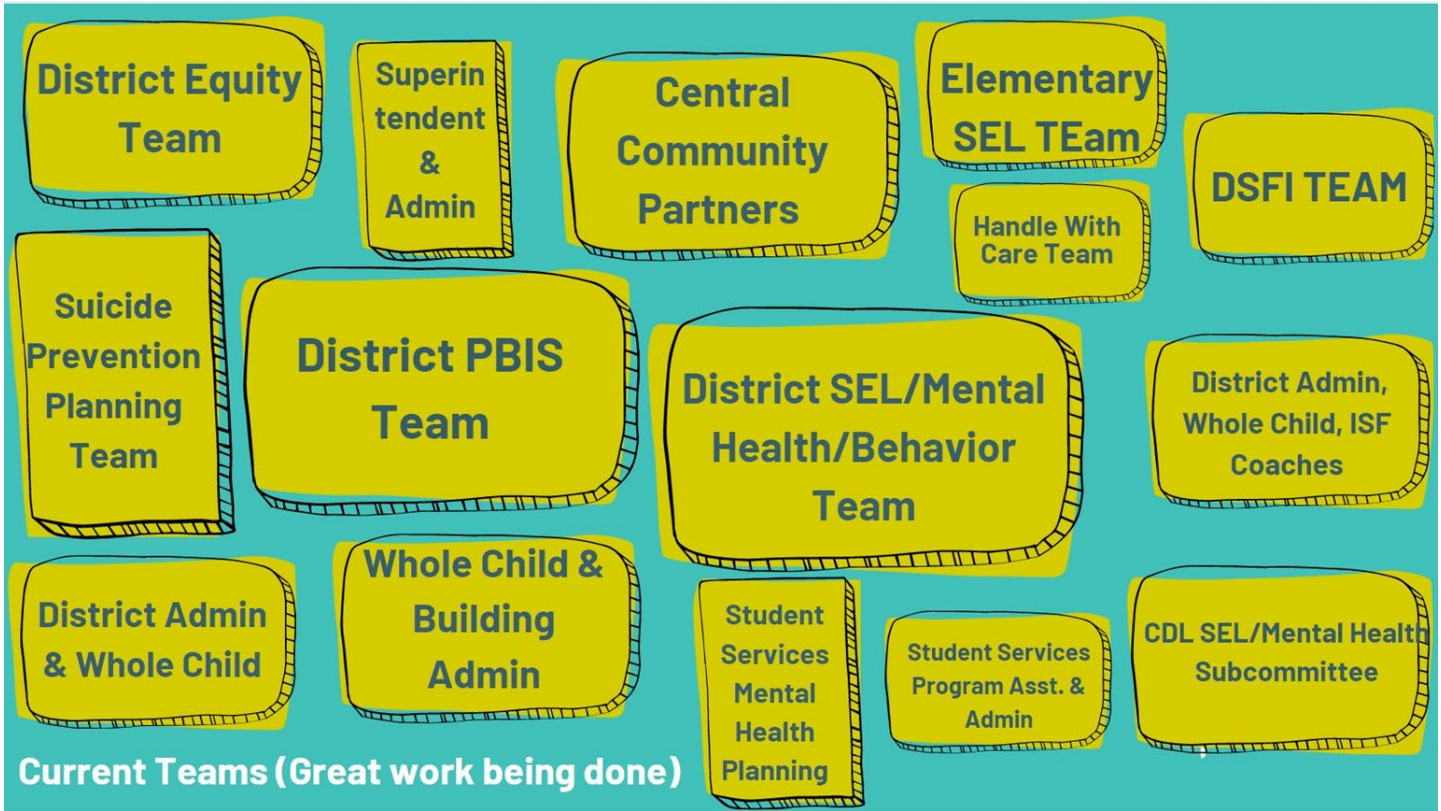
Instruction: Use the Working Smarter worksheet to complete the next two steps:

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?



**Current Teams (Great work being done)**

## Central Whole Child Framework

### Whole Child/Whole System Support

3-Tiered Continuum of culturally relevant, evidence-based interventions

### Staff Development

(Supporting culturally knowledgeable staff behavior, staff wellness, training, coaching, and content expertise)

### Identifying Student Needs

(Gathering and evaluating formal and informal student data for decision-making)

### ISF-District Community LEadership Team



# Central Whole Child Framework

## Whole Child/Whole System Support

3-tiered continuum of culturally relevant, evidence-based interventions

As needed, work groups will join the DCLT for focused planning...

## Identifying Student Needs

(Gathering and evaluating formal and informal student data for decision-making)

## Staff Development

Example Focus: Building a 3-year professional development plan

## ISF-District Community Leadership Team





Emphasize  
Single System  
to Support

Be Explicit  
about Team  
Role and  
Function

### District Level

- Confidentiality
- Policy/Funding/Resource Allocation
- Visibility/Messaging/Marketing
- Memorandum Of Understanding (MOU)
- Screening
- PD and Coaching
- Integration
- Listening Tours, learning walks
- Feedback Loops/Communication
- Formal process for selection of Evidence Based Practices

### School Level

- Adapt to fit context/culture
- Messaging/Marketing
- PD and coaching (culture of coaching)
- Protected meeting/planning time
- Data review - Uncovering strengths and needs across school community
- Direct instruction
- Culture/climate - Sense of Belonging
- Community/Connections/Relationships
- Youth, Family, Staff communication feedback loop
- Formal Process for selection of EB<sup>D</sup>

Identify systems/processes, structures, routines that promote consistent use across all settings and all staff.

- Customized to fit unique strengths and needs of each school community
- Co-designed with partners (youth, family, community)

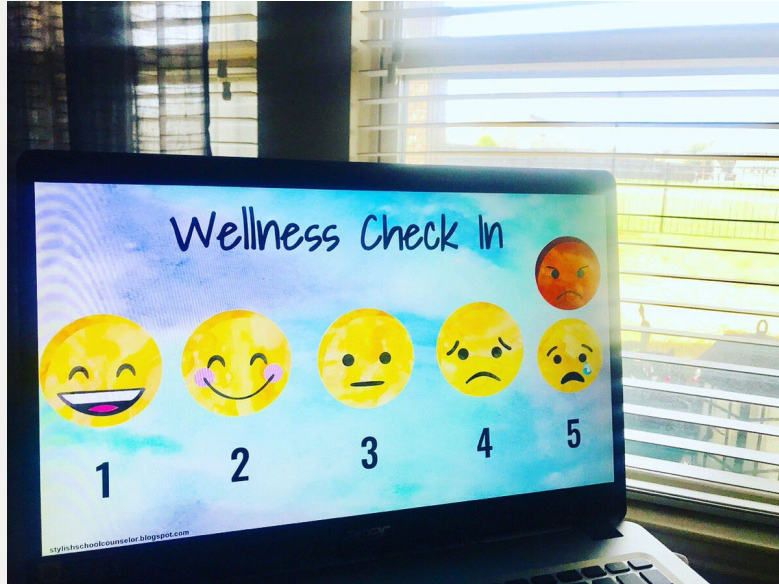
Strong teams also provide emotional support for adults.

Social time and connections are critical for adults too!



# Small change, Big Impact

## Use Common Agenda, Include time for Emotional Support:



TIPS Meeting Minutes Form						School: <input type="text"/>
Meetings	Date	Time (begin and end)	Location Face to Face or Virtual	Facilitator	Minute Taker	
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)									

Team Norms (Face to Face)					Team Norms (Virtual)				

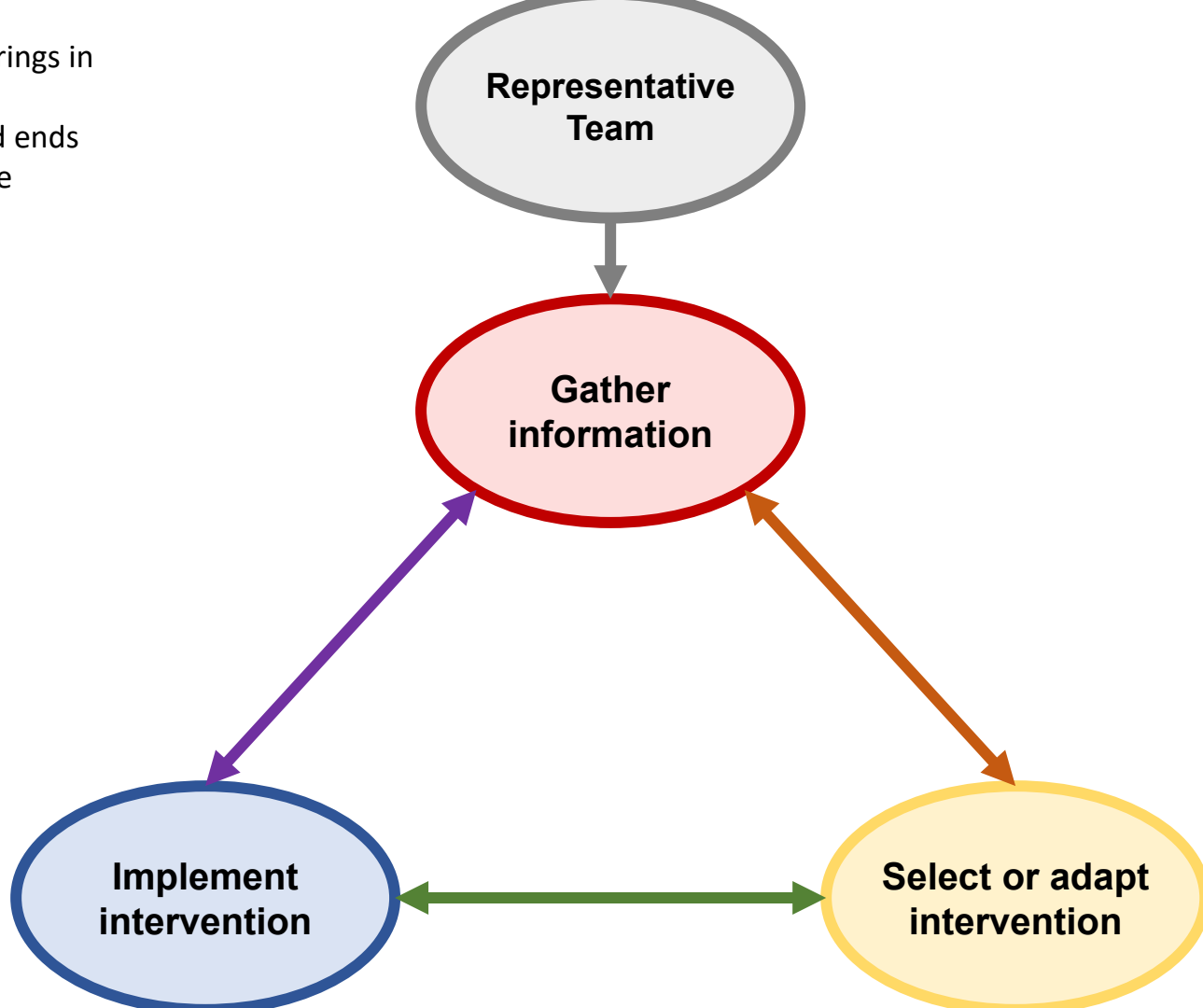
Today's Agenda Items (Place "X" to left of item after completed):										Agenda Items for Next Meeting	
1		Wellness Check:		6.						1.	
		Example Opener questions:								2.	
		What is the most generous act you have seen recently?								3.	
		What is giving you hope right now?								4.	
		What is the best thing that has happened to you today?									
2				7.							
3				8.							
4				9.							
5				10.							

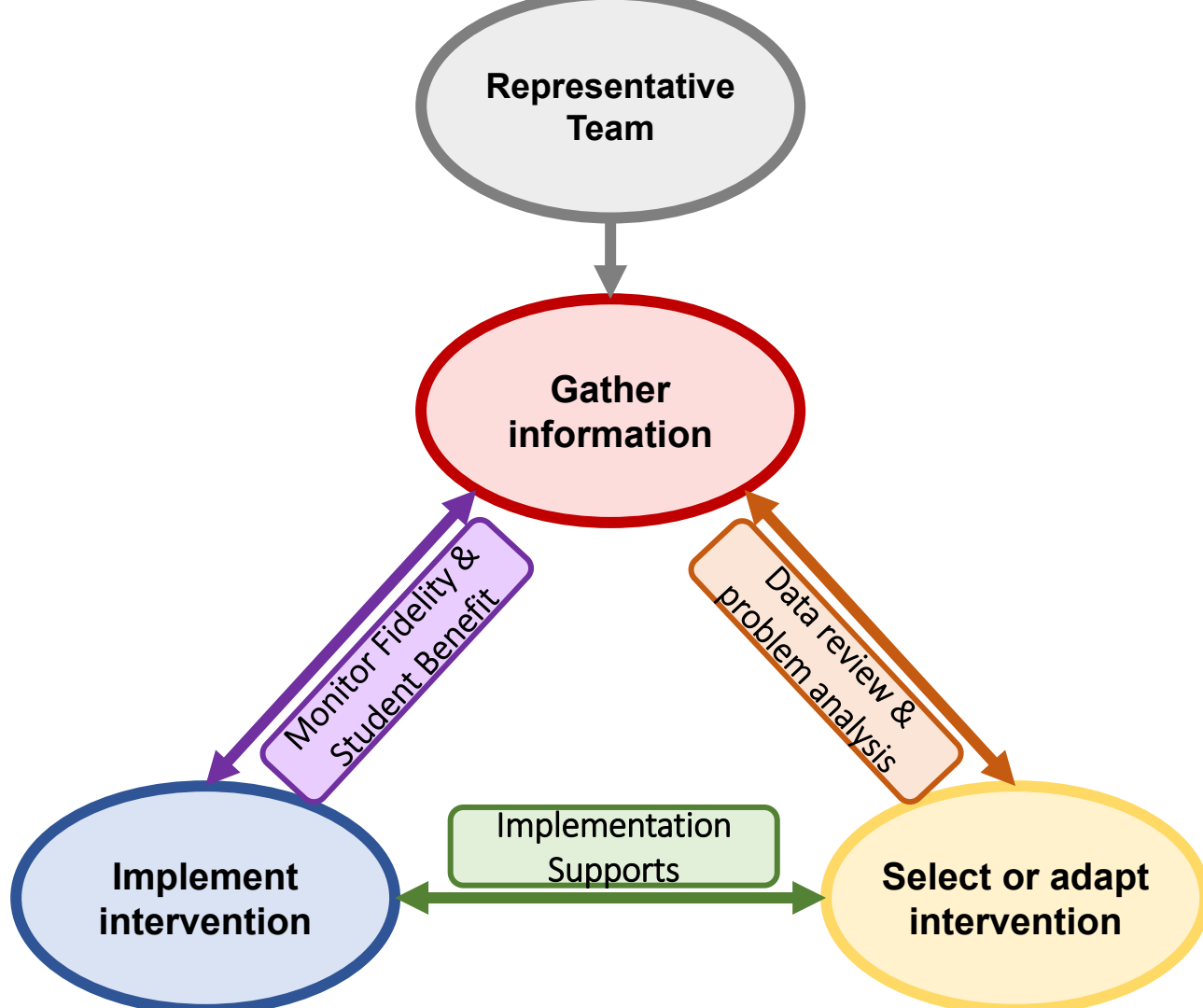
Previously Defined Problems				Solution Actions				Goal &	
Precise Problem Statement (What When Where Who Why How)				Prevent Teach Reward Correct					

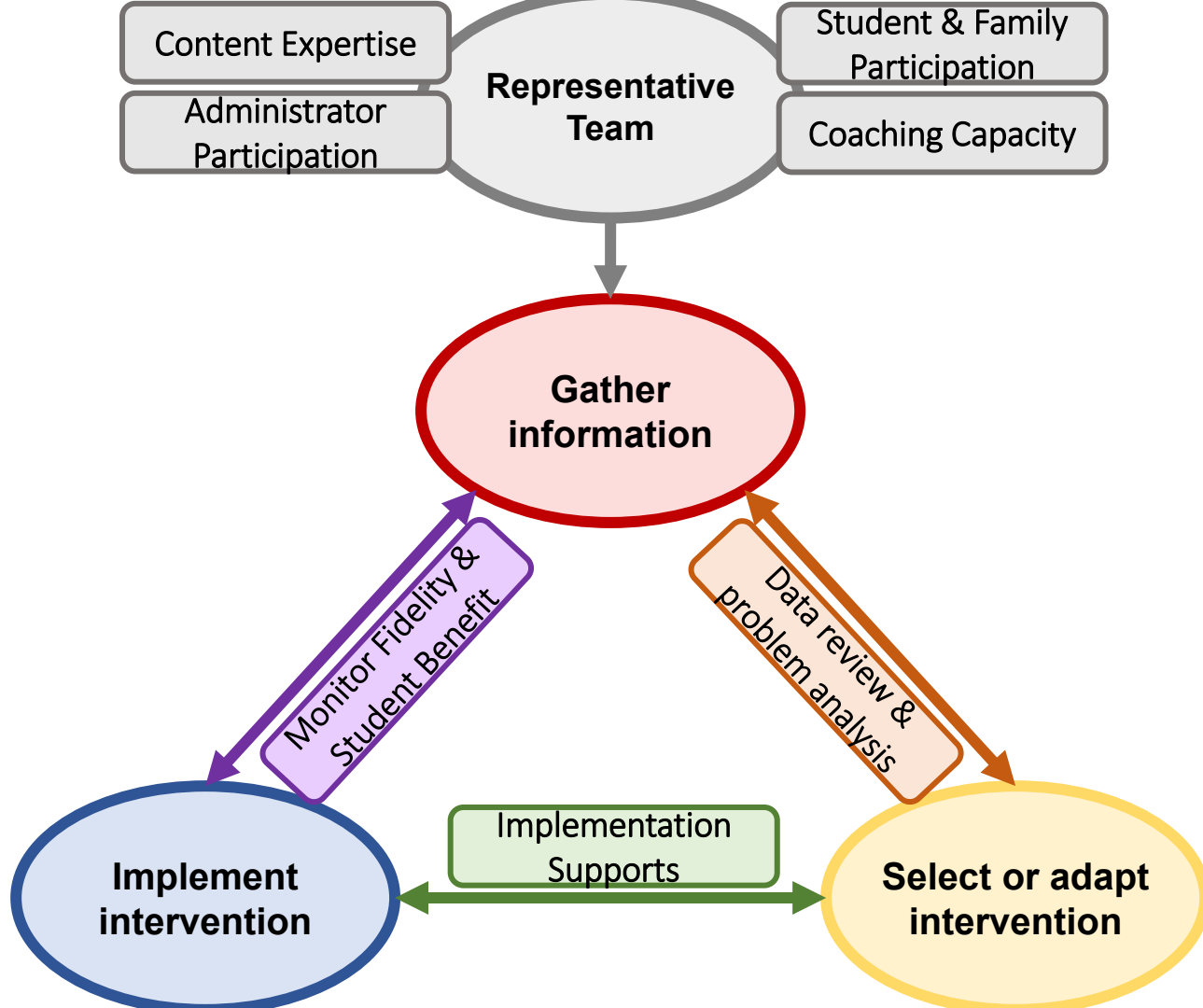
# An integrated and aligned system for supporting the whole child

*Linking information to intervention based on need and fit delivered through  
single set of teams*

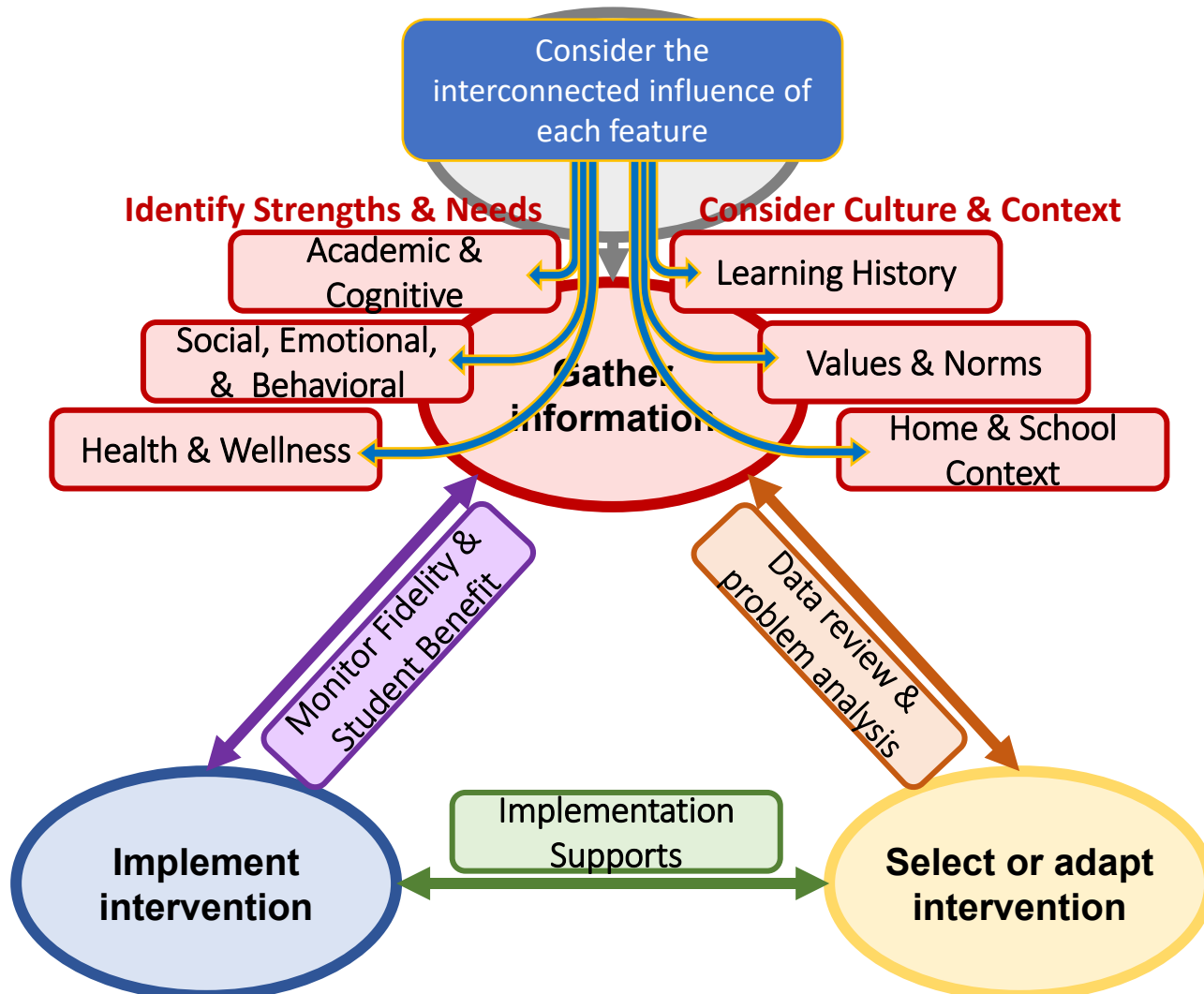
Example that brings in detail for each component and ends with a full figure

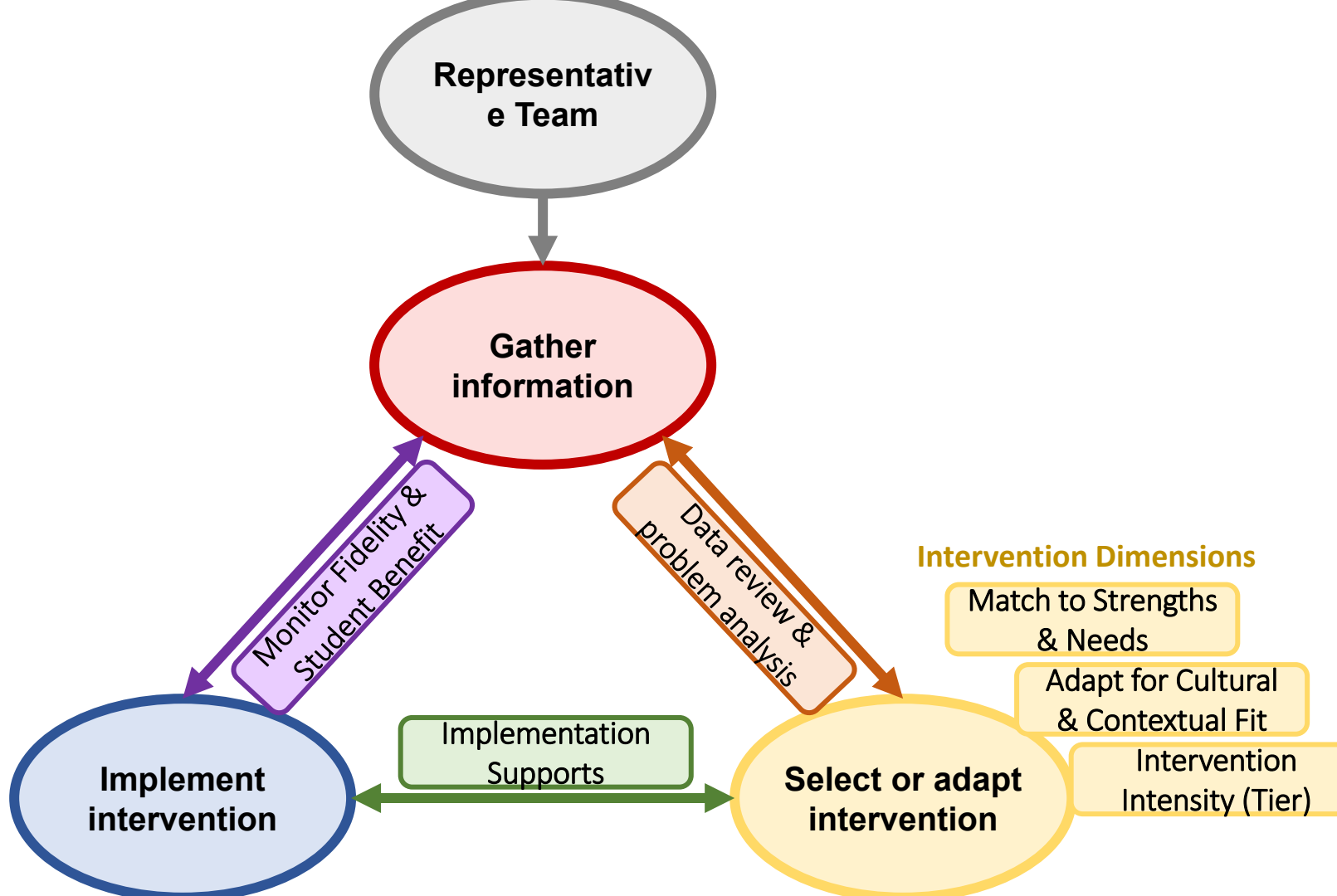


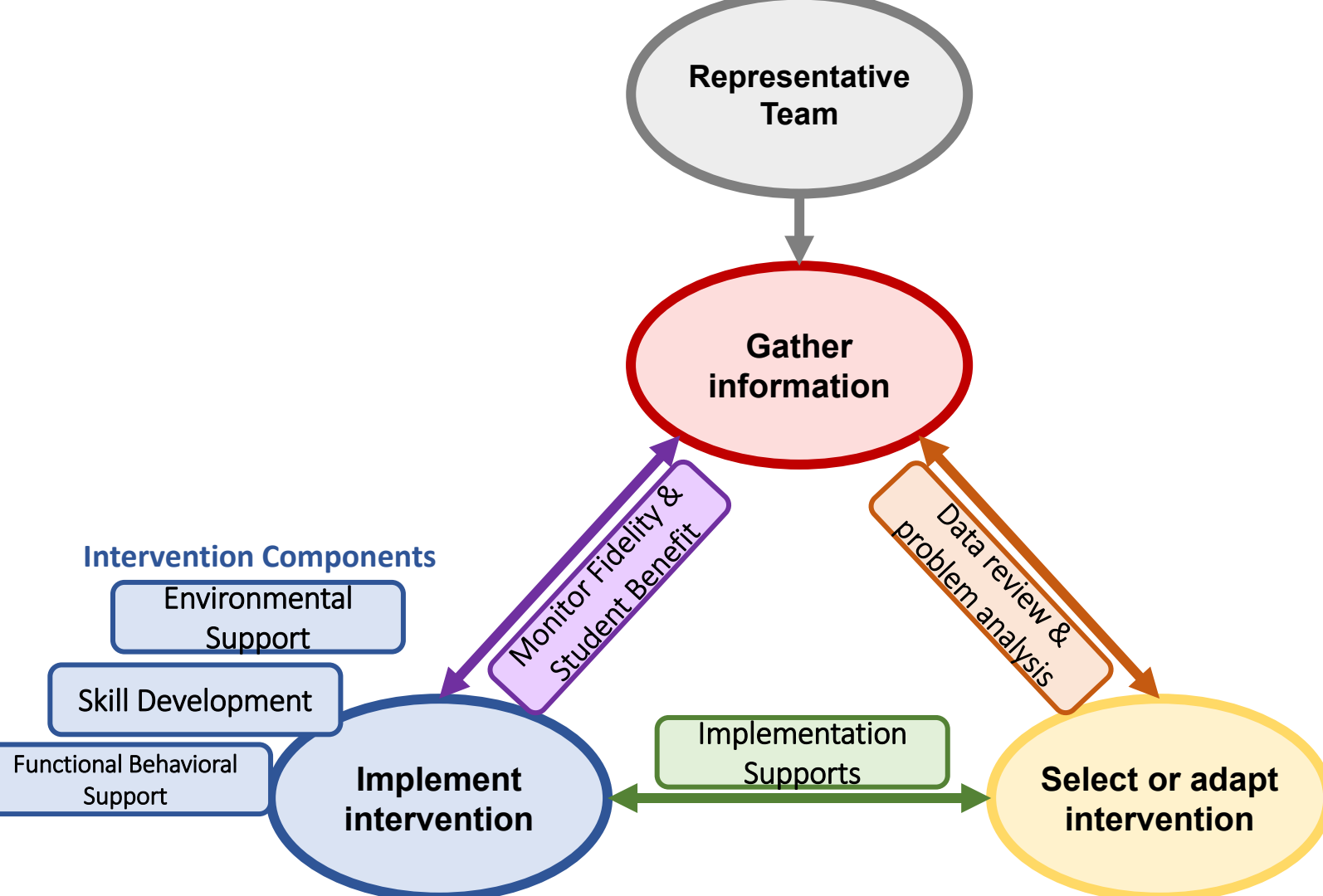


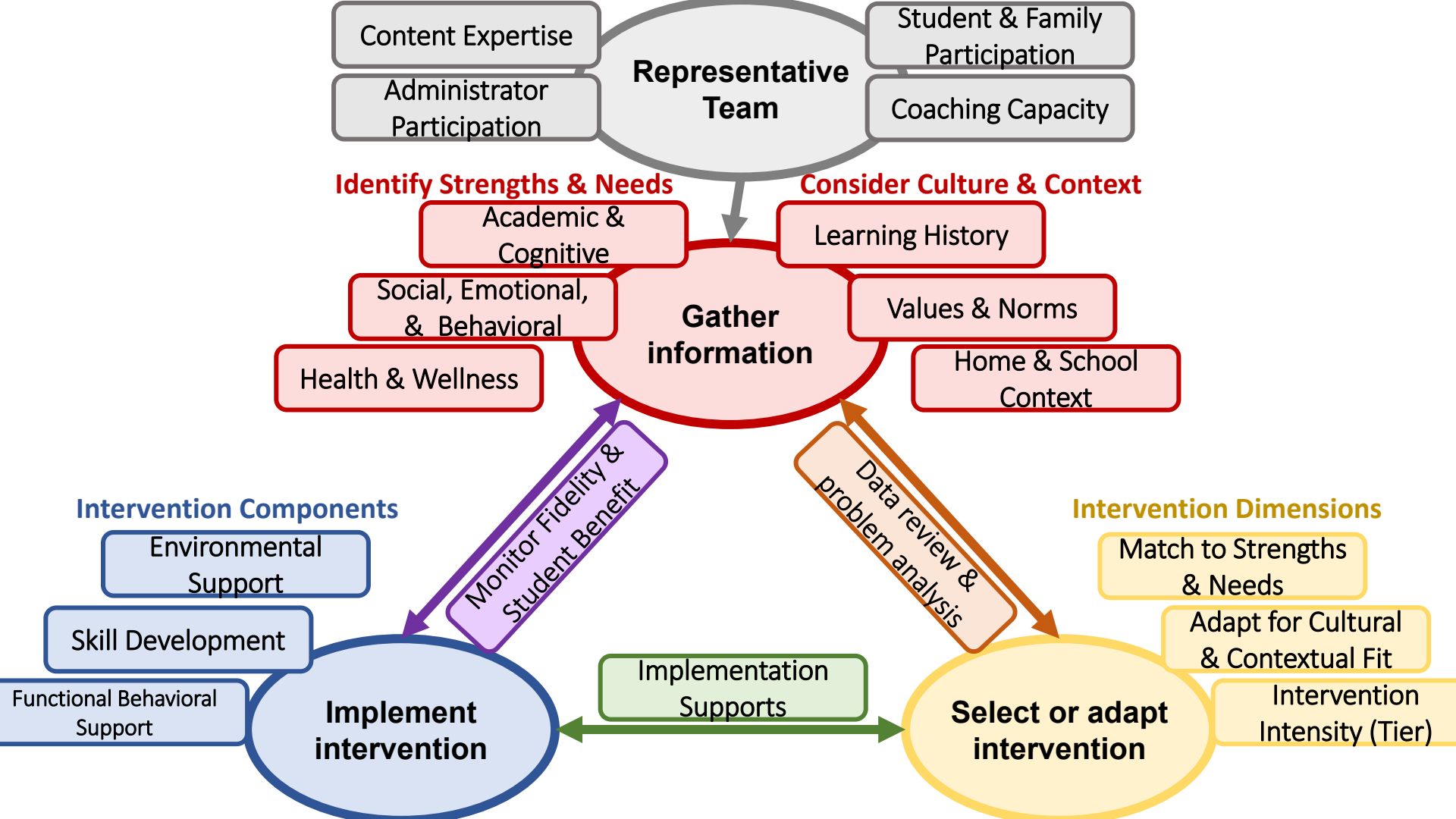












## #2 Expand your team, expand your results.

- Family, Youth, Community
- Expanded view
  - Actively uncover needs and strengths
  - Use a screener to inform Tier 1 instruction and connect children and youth to supports matched to need.
  - Build school cohort model based on profile

# Expanding Data Sources

What are the specific needs your community?  
How does a health profile assist with resource allocation?

Data Sources	General Trends and Key Findings
School Data	
Climate Survey	<ul style="list-style-type: none"><li>• 60% of students feel like they belong to the school community</li><li>• 80% of our staff feel like they belong to the school community</li><li>• 60% of students feel safe at school.</li></ul>
Youth Risk Assessment Survey	<ul style="list-style-type: none"><li>• 23% of students reported being in a fight one or more times during the last 12 months.</li><li>• 6% of students reported they had been threatened with a weapon on school property.</li></ul>
Academic Health	<ul style="list-style-type: none"><li>• 80% of students are on track to graduate on time</li><li>• 70% of students are reading at proficiency</li></ul>
Social Behavior Health	<ul style="list-style-type: none"><li>• 70% of students have engaged in behavior resulting in 0-1 office referrals during the last 12 months</li><li>• 30% of students screened positive for anxiety</li></ul>
Attendance Data	<ul style="list-style-type: none"><li>• 94% attendance rate- with variability across sub-groups.</li></ul>
Community Data	
Census Data	<ul style="list-style-type: none"><li>• 11% of families living in poverty</li><li>• 5% unemployment rate</li></ul>
Community Assets and Wellness	<ul style="list-style-type: none"><li>• 50% of students live within a mile of a park or faith -based building.</li></ul>
Community Health Indicator	<ul style="list-style-type: none"><li>• 25% of homes in our community have elevated lead levels (as compared to 5 % district wide)</li></ul>
Behavior Risk Factor Surveillance Data: Health Risk Behaviors	<ul style="list-style-type: none"><li>• 15% of families are without health insurance (as compared to 6% district wide)</li><li>• 20% of families impacted by opioid misuse (as compared to 5% district wide)</li></ul>

### #3 De-implement stuff that isn't working and potentially causing harm

- ...Especially for our marginalized, racialized and vulnerable community members.
- Brain research, developmental milestones
- Neuroplasticity of the brain and healing properties.
  - University of Wisconsin, Center for Healthy Minds
  - [https:// centerhealthyminds.org /science/overview](https://centerhealthyminds.org/science/overview)

# Impacts of Exclusionary Discipline School to Prison Pipeline

- Missed instructional time
- Poor academic performance
- Repeating a grade
- Increased behavior challenges
- Dropping out of school
- Involvement Juvenile justice system

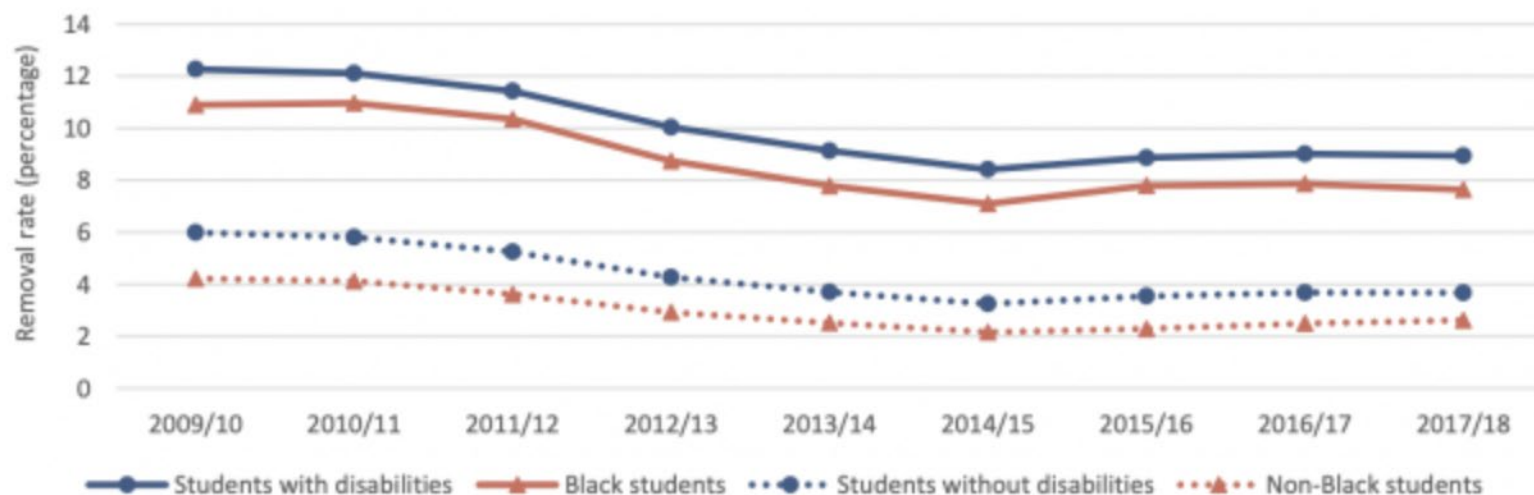
United States Government Accountability Office, Report to Congressional Requestors, K–12 Education, Discipline Disparities for Black Students, Boys, and Students with Disabilities, March 2018

Disabling punishment: The Need for Remedies to the Disparate Loss of Instruction Experience by Black Students with Disabilities, The Center for Civil Rights Remedies at the Civil Rights Project, Charles Hamilton Houston Institute for Race and Justice, Daniel J. Losen, April 2018

REL Mid-Atlantic, Disproportionality in school discipline: An assessment in Maryland through 2018, September 2019



**Figure 1. Statewide disciplinary removal rates, by selected subgroups**



Note: Disciplinary removals include out-of-school suspensions and expulsions.

Source: These rates were generated from the Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools reports for 2009/10 through 2017/18; the Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools files for 2009/10 through 2017/18; and the Maryland Special Education/Early Intervention Services Census Data and Related Tables files for 2009/10 through 2017/18.


# Human Centered

- **Hippocratic Oath:** One of the oldest binding documents in history, the Oath written by Hippocrates is still held sacred by physicians: to treat the ill to the best of one's ability, to preserve a patient's privacy, to teach the secrets of medicine to the next generation, and so on.
- Youth Voice-
  - Safe spaces, time to process, personal journey to understand, simple
- Human Centered System
- Bathroom rules, tardy/late, discipline, staffing ratios, staff utilization (youth voice clip)
- Disproportionate data trends for decades

# De-implementing Contraindicated Practices

## #DITCHTHECLIP



 **PBIS** Positive Behavioral Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

**DITCH THE CLIP!**  
Why Clip Charts Are Not a PBIS Practice and What to Do Instead

KENT MCINTOSH, GEORGE SUGAL & BRANDI SIMONSEN

[bit.ly/ditchtheclip](https://bit.ly/ditchtheclip)

February 2020

## #4 Identify your priorities

- Is mental health a priority?
- Should wellness be the primary mission?
  - How would that impact academic outcomes?
- Does it show up in your messaging?
- Does it show up in your budget, accountability system?

## #5 Stay at the table, stay close to implementation

- Funding
- Policy
- Engaging Community
- Marketing Plan
- Professional Development
- Alignment, Integration and Consolidation
- Formal process for selecting, adoption and installation of menu of EBP
- Listening tours, learning walks, focus groups, empathy interviews.

## #6. Prioritize Staff Wellness

# Teacher Stress



- Teaching is one of the most stressful professions. An educator work -life survey of FTE teachers across the US found 1.86 million described their mental health as 'not good'. 61% reported they are always, or often managing high levels of stress over a 30 day period.
- The poor mental health of teachers isn't only a personal concern for them, it adversely affects their student's levels of achievement and increases costs for schools.

# How stress affects the body – and how practice can help athletes react better under pressure

“Stress is the result of an exchange between two factors: demands and resources”

Resources allow us to cope with the demand

Positive Stress- Challenge state

Negative Stress-Threat state

[https://www.econotimes.com/How\\_-stress-affects-the-body--and-how-practice-can-help-athletes-react-better-under-pressure-1612975](https://www.econotimes.com/How_-stress-affects-the-body--and-how-practice-can-help-athletes-react-better-under-pressure-1612975)



# Job-Related Stress Threatens Teacher Supply

Highlights from 2021 State of the U.S. Teacher Survey- RAND

- Teacher was a stressful occupation before COVID-19
- 1 in 4 teachers considering leaving their job by the end of the SY
  - Black or African American teachers were particularly likely to plan to leave

Teachers were more likely experiencing stress and symptoms of depression as compared to general population.

Mode of instruction and health were the highest -ranked stressors for teachers.

1 in 3 teachers were responsible of the care of their own children while teaching.

## RAND Survey Continued Recommendations

- Implement mitigation measures so teachers can focus on instruction (e.g., upgrade ventilation systems, facilitate vaccinations for younger students once available)
- Leaders should collect data on teacher working conditions linked to well-being. Keep in mind teachers from different backgrounds might be affected differently by their working conditions

## RAND Survey Continued

### Recommendations

- District leaders should work with teachers and school leaders to design and implement a variety of mental health and wellness supports. States and districts should consider using American Rescue Plan funds, along with teacher and principal input, to provide mental health supports for staff.
- State leaders should help teachers access childcare, which could go a long way toward alleviating stress and promoting teacher retention. State leaders should consider including teachers in the definition of essential worker to ensure that they are eligible for American Rescue Plan childcare assistance.
- District leaders should collaboratively develop clear policies for remote teaching and consider adopting technology standards for remote teaching equipment issued to teachers —such as laptops, cameras, and microphones —and provide necessary training to support remote teaching in the long term.

# PBIS is a Mental Health Initiative

We need to start with designing a positive school environment where the majority of emotional needs are met.



## Improved Student Outcomes

academic performance

*(Hornier et al., 2009)*

social-emotional competence

*(Bradshaw, Waasdorp, & Leaf, 2012)*

social & academic outcomes for SWD

*(Lewis, 2017; Tabin, Hornier, Vincent, & Swain-Bradway, 2012)*

reduced bullying behaviors

*(Ross & Hornier, 2009; Waasdorp, Bradshaw, & Leaf, 2012)*

decreased rates of student-reported  
drug/alcohol abuse

*(Bosch, Kitterman, McIntosh, & Haselton, 2013; Bradshaw et al., 2012)*



## Reduced Exclusionary Discipline

office discipline referrals

*(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Hornier et al., 2009)*

suspensions

*(Bradshaw, Mitchell, & Leaf, 2010)*

restraint and seclusion

*(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)*



## Improved Teacher Outcomes

perception of teacher efficacy

*(Kalm & McIntosh, 2012; Ross, Hornier, & Hornier, 2012)*

school organizational health and  
school climate

*(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008;  
Bradshaw, Koth, Thornton, & Leaf, 2009)*

perception of school safety

*(Hornier et al., 2009)*

**School-Wide Positive Behavior Interventions and Supports**

## Shift in Data

- Professional Quality of Life
- Surveys

	1 NEVER	2 RARELY	Sc
1. I'VE FELT HAPPY			
2. I'VE BEEN ABLE TO COPE WELL WITH THE PROBLEMS THAT BROUGHT ME TO THERAPY. PRIMARY CONCERN: _____			
3. I'VE FELT GOOD ABOUT MYSELF			
4. I'VE FELT RELAXED			
5. I'VE BEEN SLEEPING WELL			
6. I'VE BEEN SATISFIED WITH MY RELATIONSHIPS			
7. I'VE HAD HEALTHY EATING HABITS			
8. I'VE HAD HEALTHY EXERCISE HABITS			
9. I'VE HAD HEALTHY HYGIENE HABITS			
10. I'VE BEEN ABLE TO FOCUS ON TASKS			
11. I'VE BEEN ABLE TO MAKE GOOD DECISIONS			



# Questions to inform Efforts

- % of staff who feel connected (within grade level/team and/or school level)
- % of staff who feel like they can manage their workload
- % of staff who feel like they are managing their changing role
- % of staff who feel like they have skills to manage student needs
- % of staff who feel the workload is manageable
- % of staff who feel they have a voice at the table with school, district, state
- % of staff who feel appreciated by students, families, administration, central office

# Modeling Boundaries

## What message do your actions send?

- ☐ Do you take a lunch?
- ☐ Are you the last one to leave everyday?
- ☐ Do you email late at night or on the weekend?
- ☐ Do you close your door for undisrupted time?
- ☐ Do you walk around the building or outside for a break?

## #8. Create opportunities for everyone

- Be clear about roles and lanes.
- Provide time for training and coaching to apply new content



# What should educators know?

Educators are not mental health professionals, but they have a role to play.

Mental health and student achievement go hand in hand.

All students can benefit from developing social-emotional skills.

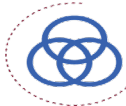
Mental health problems are common, and getting help is important.

Being aware of signs and symptoms can help with early identification and support.

Simple classroom strategies that when used regularly, can enhance student mental health

# All hands-on deck!!

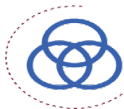
- Transportation
- Front office staff
- Nutritional services
- Environmental services



# Culture of Wellness

WE all have a role to play!!

- OT/PT
- Arts/Music/Physical Education/Health
- School Nurses
- School Counseling
- School Psychologists
- School Social Workers
- Mentors
- Volunteers



**PBIS**

Positive Behavioral  
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

## #7 Create conditions to be vulnerable

# Changing Roles of ALL Staff

# Support Staff Ratios Sample

School Psychologists:	School Counselors:	School Social Workers:	School Nurses:	Are these ratios regulated by the state?
12:16,500 students	36:16,500 students	4:16,500 students	9:16,500 students	No
0, but we have 5 Mental Health Counselors (one in each building)	3 - High School; 1000 students; 2 - Middle School; 840		2 for all five schools	No
3:4198	11:4198	3:4198	6:4198	No
2:2200	7:2200		0 2:2200	No
2 personnel: 1850 students	5.5 personnel: 1850 students		2 personnel: 1850 students	No
5:5,000	13:5,000	3:5,000	2: 5,000	No
5 personnel: 2650 students	5 personnel: 1800 students	.4 FTE personnel: 2650 students	1 personnel: 2650 students	No
1.5 personnel:4,438 students	12:4,438	0	12:4,438	Yes
1:2,856	9:2,856	2:2,856	5	Yes

# Time Study

Modified from Kelly and Whitmore (2017) It's about time: Results from a two-year time-study project of school mental health professionals

Activity Categories		Population Descriptors	
Direct Student Service	face to face services with a student	Gen Edu	Students without an IEP
Indirect Student Service	Connecting with staff, family or community agency regarding support	Spec Edu	Students with an IEP
Group Direct Service	Direct support to more than 2 students during same timeframe (note name of group)	Mixed	Both students with and without IEPs served together
Crisis	Responding to student in unforeseen circumstances		
Special Education Evaluation	Conducting assessments or gathering data for determining eligibility or modifying IEP		
Compliance Meetings	legally required or necessary meetings for students on your caseload (e.g.: IEPs, 504 planning, parent-teacher conferences)		
Compliance Documentation	required (legal or district) documentation (e.g.: IEP writing, Medicaid billing, social histories)		
Preparation/Planning	Time spent planning intervention to directly implement with student or preparing materials to support student to be successful in their environment.		
Progress Monitoring	Collecting, documenting or using data for decision making for interventions delivered within continuum of support. Could be interventions delivered directly by clinician or school-wide intervention not delivered by clinician.		
School-wide	Services provided to the entire school to improve the culture and climate of the school. (e.g.: serving on PBIS/MTSS team, teaching social-emotional lessons in		

## #9. Spend wisely, assess impact and return on investment

- Redesign the system
- Focus on student, staff outcomes
- Resist going back to status quo



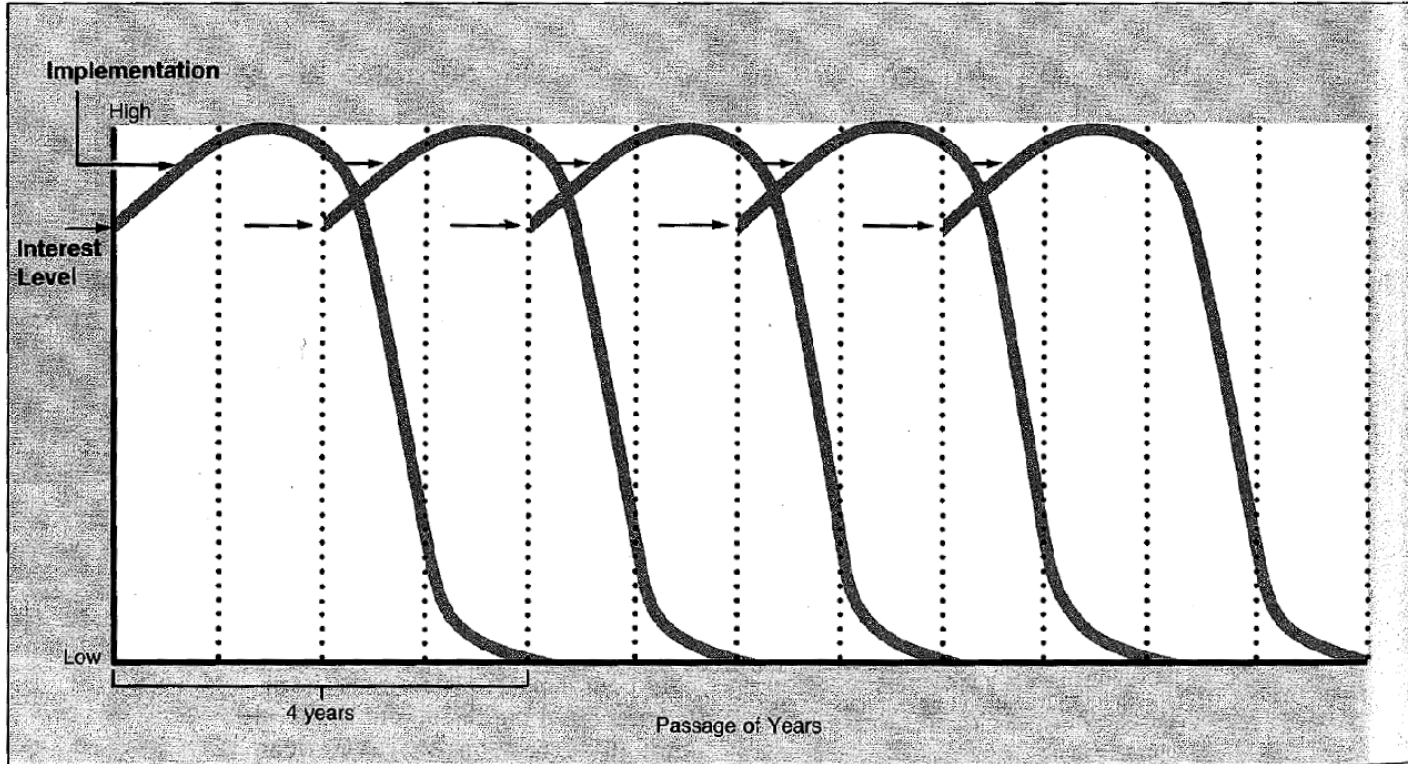
## Selecting and De-Selecting Evidence Based Practices



***Buy me  
I'll change  
your life***

Here we go again....

Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

# Applying the Core Feature Logic

Sample Responses won't be enough		Redesigning the System
Hire social emotional experts		<p>Participate in teams across tiers: <b>Strengthen Tier 1 and focus on Tier 2 System.</b></p> <p>Adapt role to include building capacity of ALL staff.</p>
Select Social Emotional Behavioral (SEB) curriculum		<p>Formal process, team-based decision. Data used to prioritize skills.</p> <p>All instructional staff model, teach alongside academic content.</p> <p><b>Can we start with test taking strategies? How do we begin with deep belly breaths? How will we know it is working?</b></p>
Train staff on trauma-informed practices		<p>Team based training. Time to embed new learning.</p> <p>Time to develop evaluation plan.</p>
Strengthen partnerships with families and community providers.		<p>Expanded Team uses problem solving logic with school AND community data to inform efforts across all tiers.</p>

## # 10 Let the youth lead

## Youth Voice

- Bryan, Senior
- Hope, 10<sup>th</sup> grade
- Soursdey, 1<sup>th</sup> grade
- Mehr, 8<sup>th</sup> grade

Themes – Equity & access for all, Youth need safe spaces for conversation, Youth need skills to provide peer supports, Grown ups need to create space to listen to youth

<https://mhttcnetwork.org/centers/northwest-mhrtc/connections-we-need>

“Ignoring race is the problem.” - Hope



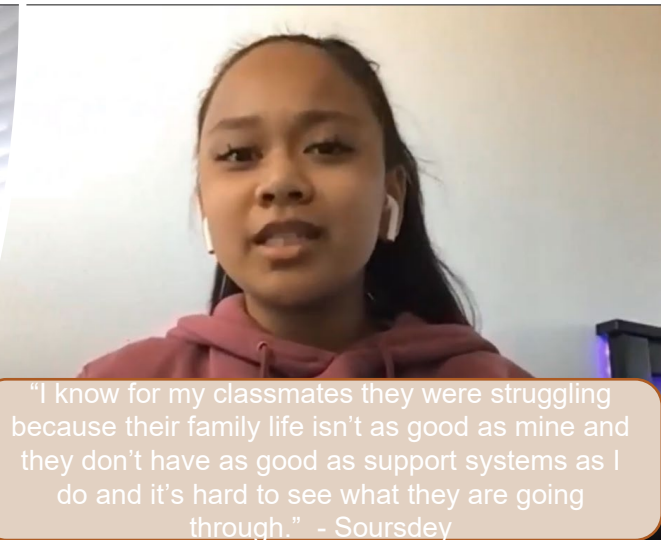
“Being able to set aside the normal curriculum and be able to have space to talk and discuss about the events that were happening around us really helped.” Brian



“The collateral damage of this pandemic is the great toll that it has taken on us teens.” - Mehr



“I know for my classmates they were struggling because their family life isn’t as good as mine and they don’t have as good as support systems as I do and it’s hard to see what they are going through.” - Soursdey



— Martin Luther King Jr., Letter from Birmingham Jail:  
Martin Luther King Jr.'s Letter from Birmingham Jail and  
the Struggle That Changed a Nation

“In a real sense all life is inter -related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be...

This is the inter -related structure of reality.”



## Potential

We have the potential to reverse all trends and create a healthier way forward. We have a wealth of accumulated knowledge with one common theme across prevention science, behavioral and evolutionary science and that is to make people's environments more nurturing ( Biglan, 2015)

It may take longer to recover than we initially thought, but the most common outcome from disaster is resilience.  
(Mauseth)