



# Comprehensive School-Based Mental Health Services: Using MTSS In A System of Care

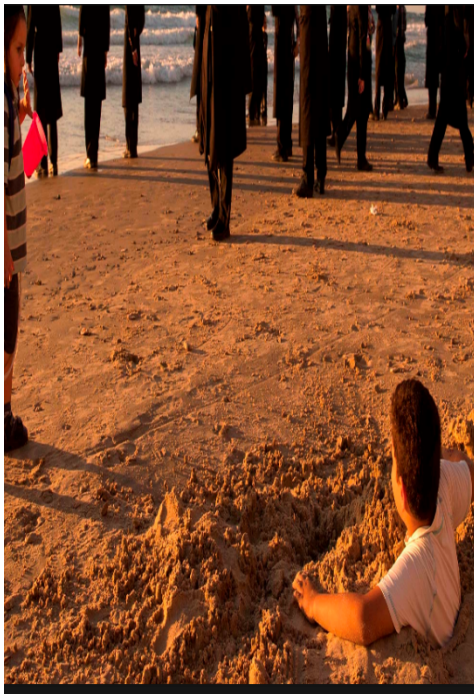
Bureau of Exceptional Education and Student Services  
Student Support Services Project

December 5<sup>th</sup>-7<sup>th</sup>, 2018



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Addressing Mental Health is like... Because...







FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Learning Supports

## Addressing Barriers and Re-engaging Students in Classroom Instruction

# Defining Learning Supports

- **Learning supports** are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to directly address barriers to learning and teaching and re-engage disconnected students.
- **A comprehensive system** of learning supports provides supportive interventions in classrooms and schoolwide and is fully integrated with efforts to improve instruction and management at a school.

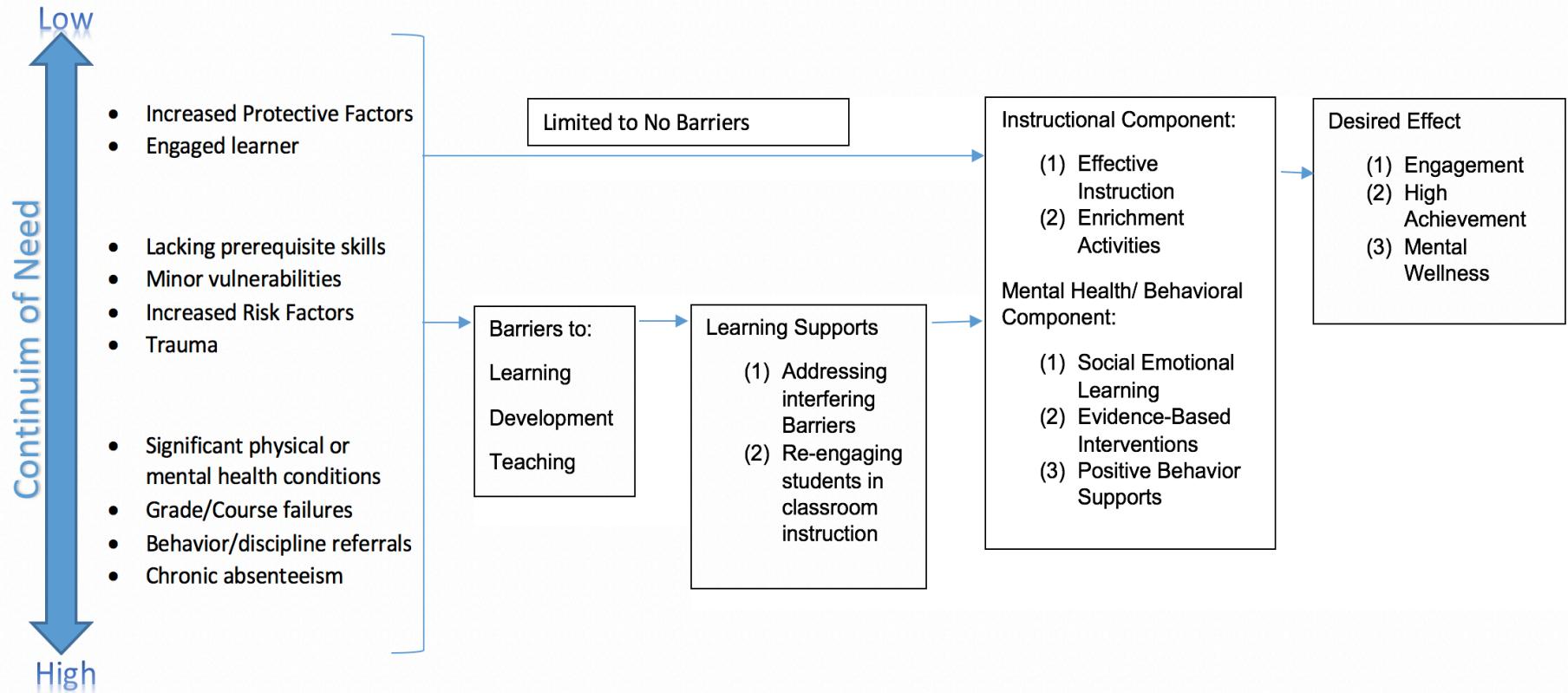




# Learning Supports to Address Barriers and Re-engage Students in Classroom Instruction

## Range of Learners' Needs

(Categorized in terms of student response to academic instruction at any given point in time)





# Table Talk





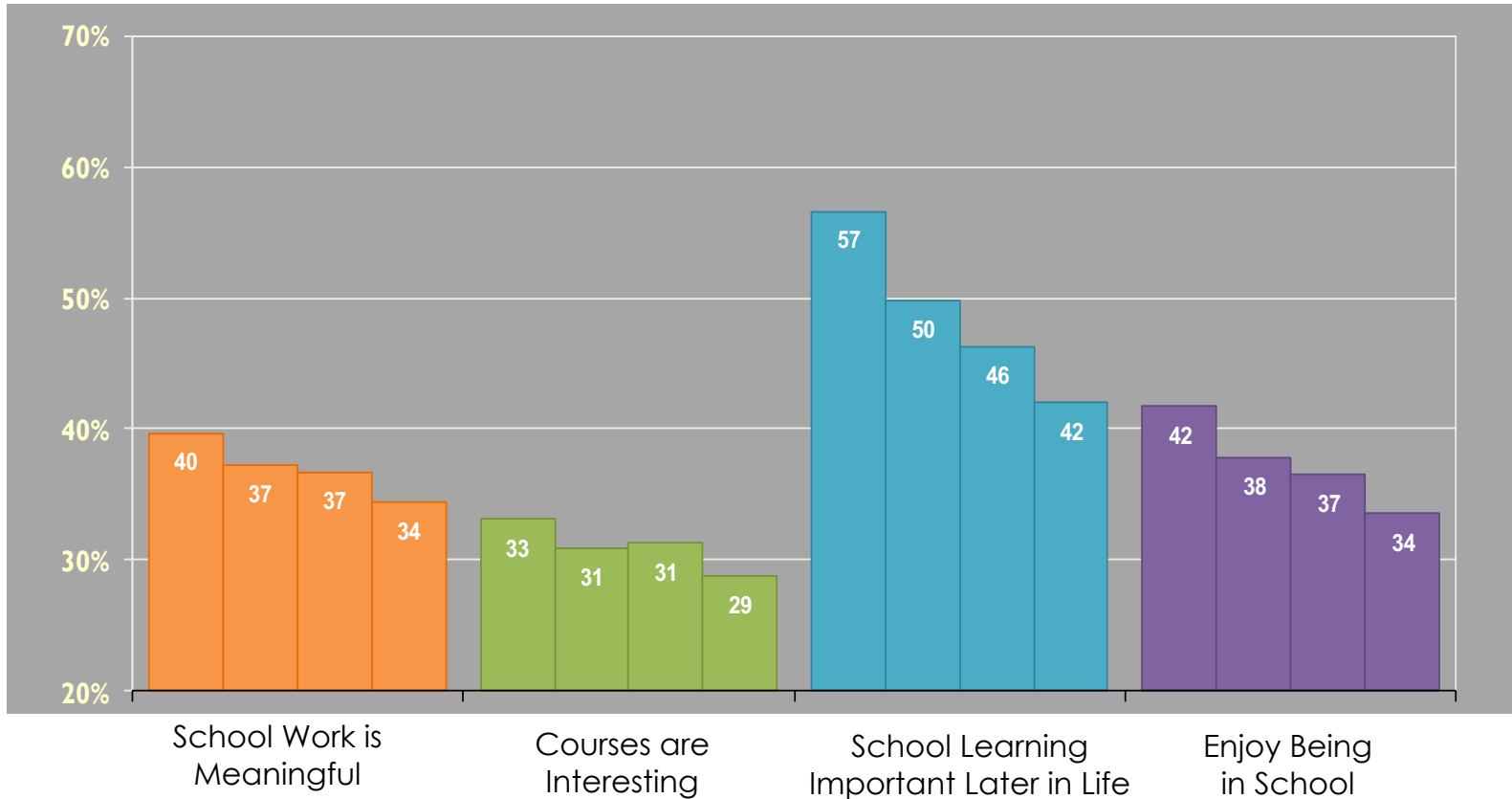
# Student Attitudes About School

- Youth attitudes about school and community vary across demographic and geographic groups.
- Rates typically show only small changes over time.
- Since 2012, there has been a notable decline in student attitudes toward or commitment to school.
- Attitudes about school are correlated with youth health behavior.



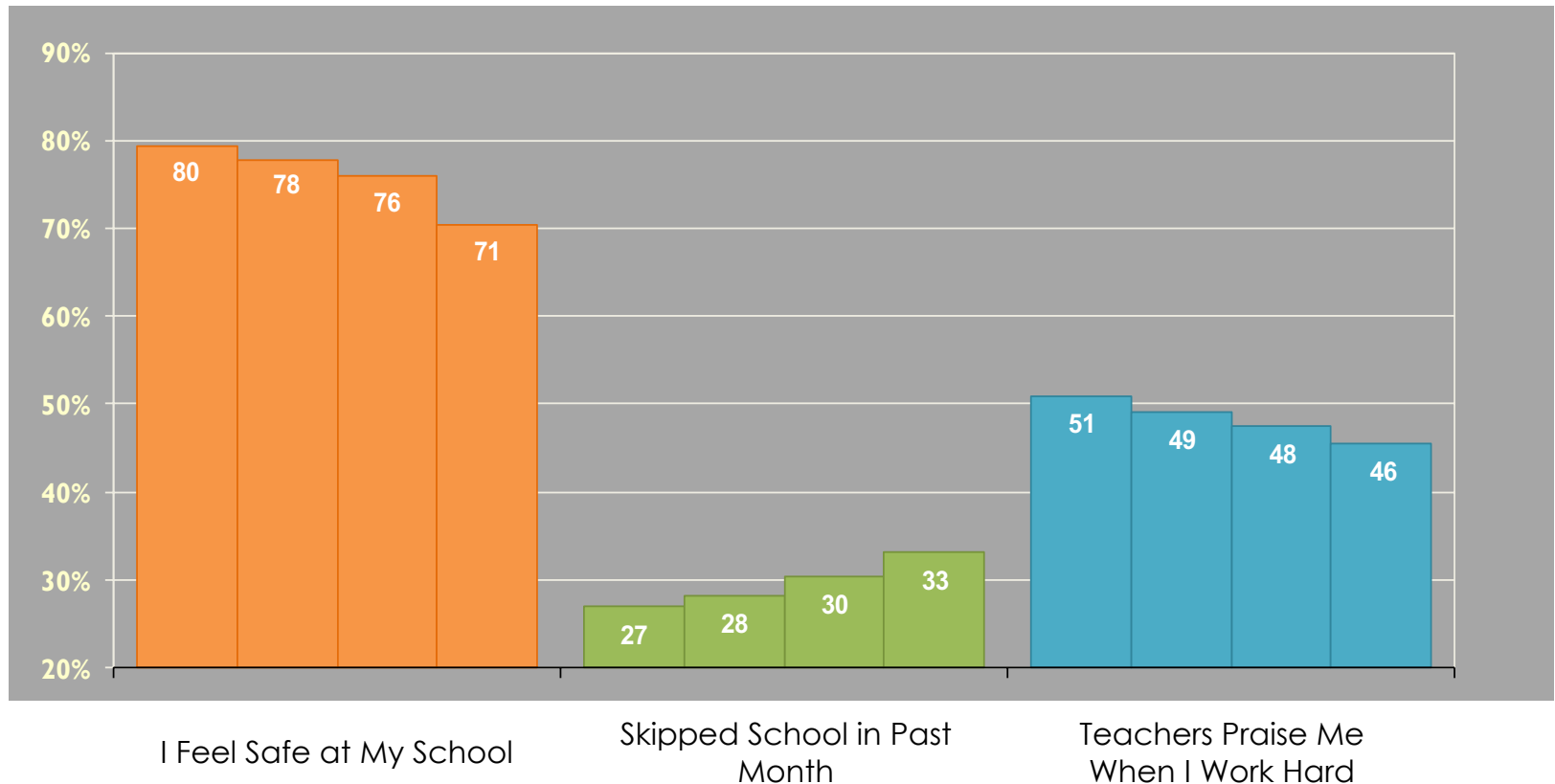
# Lack of Commitment to School

Responses to Individual Scale Items—2012 to 2018



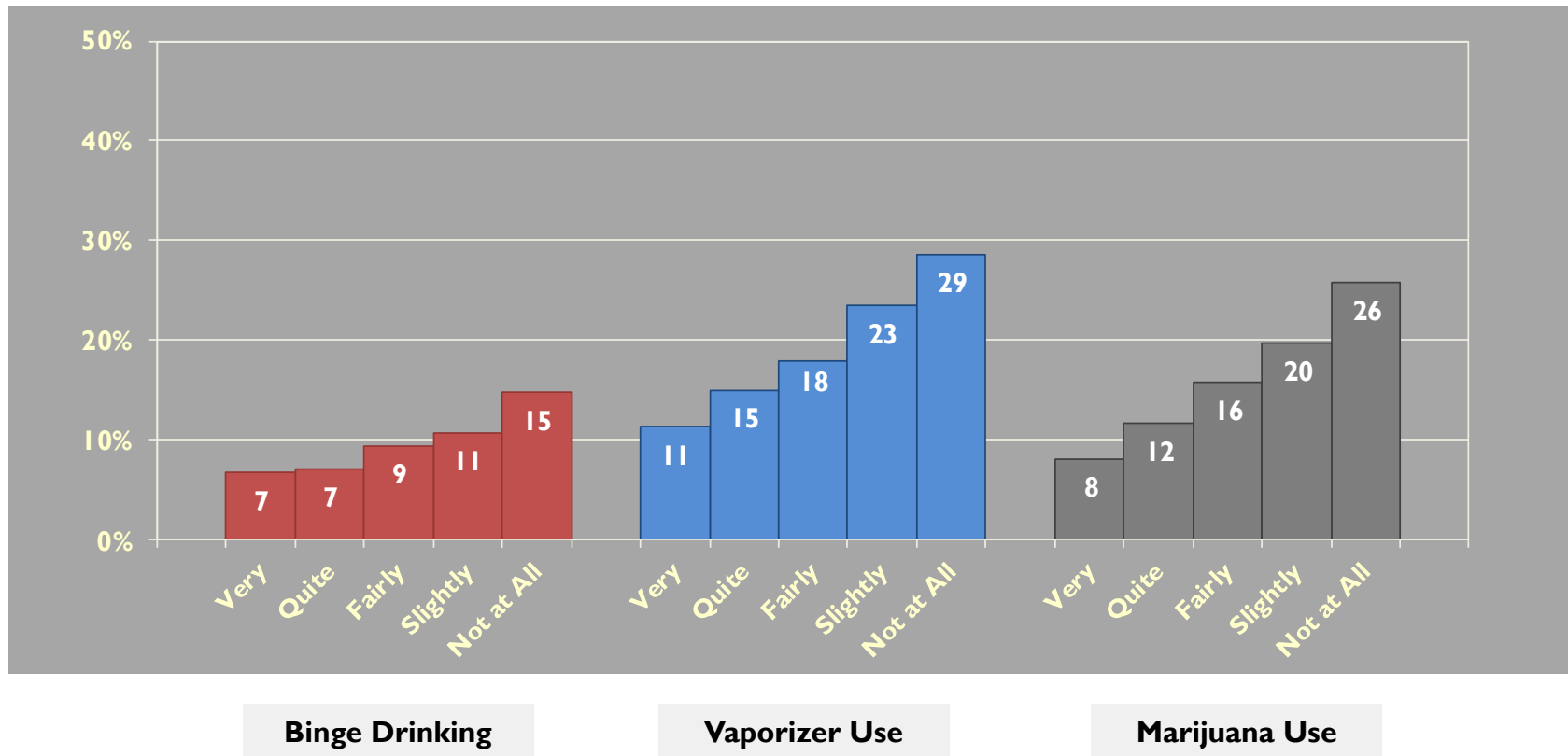
# Attitudes Toward School

Responses to Individual Items—2012 to 2018



# Relationship Between “School Work is Important” and Substance Use

Past-30-Day Prevalence Among High School Students





# How To Get the Data

1. Department of Health Florida Youth Survey Website ([Link](#))  
- Survey Monkey
2. Department of Children & Families Website ([Link](#))
3. Centers for Disease Control Website ([Link](#))
4. Florida Youth Survey Coordinator,  
[tera.anderson@flhealth.gov](mailto:tera.anderson@flhealth.gov)



# Multi-tiered System of Support (MTSS) and System of Care

- Multi-Tiered System of Supports are services provided across three tiers to ensure that all students have access to programs and services that are matched to their strengths and needs.
- School-based mental health providers (i.e. school counselors, school psychologists, school social-workers) are specially trained in school system functioning and learning, as well as how students' behavior and mental health impacts their ability to be successful in school.
- System of care is a collaborative network of services and supports in each circuit that, in partnership with families, is intended to help children diagnosed with serious emotional disturbance live at home, do well in school, and successfully live in the community.
- What does it look like when these programs work in unison?



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Comprehensive School Mental Health Services



# Comprehensive School Mental Health Programs

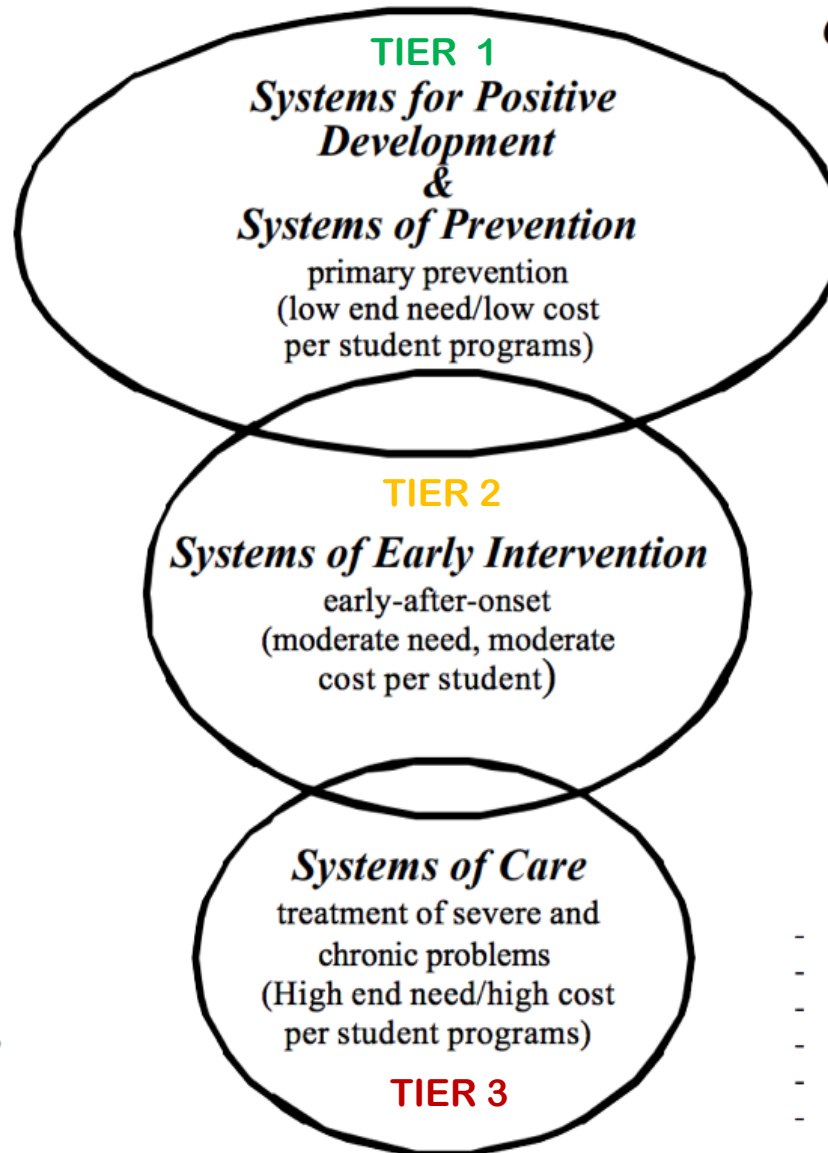
- Comprehensive School Mental Health Programs provide a full array of services at three tiers including:
  - Tier 1 or universal mental health supports are typically implemented for wellness and prevention and are designed to reach all students in a school.
  - Tier 2 or selective prevention services are intended for students with mild or emerging mental health needs & are typically delivered in small group settings.
  - Tier 3 or indicated services are for students with more advanced mental health needs that require intensive, individualized intervention. Tier 3 interventions are individualized and delivered by school or community-based mental health service providers.

# Reframing MTSS levels into a school-community intervention continuum of interconnected systems

**School Resources**  
(facilities, stakeholders, programs, services)

Examples:

- Enrichment & recreation
- General health education
- Promotion of social and emotional development
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement
  
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs
  
- Special education for learning disabilities, emotional disturbance, and other health impairments



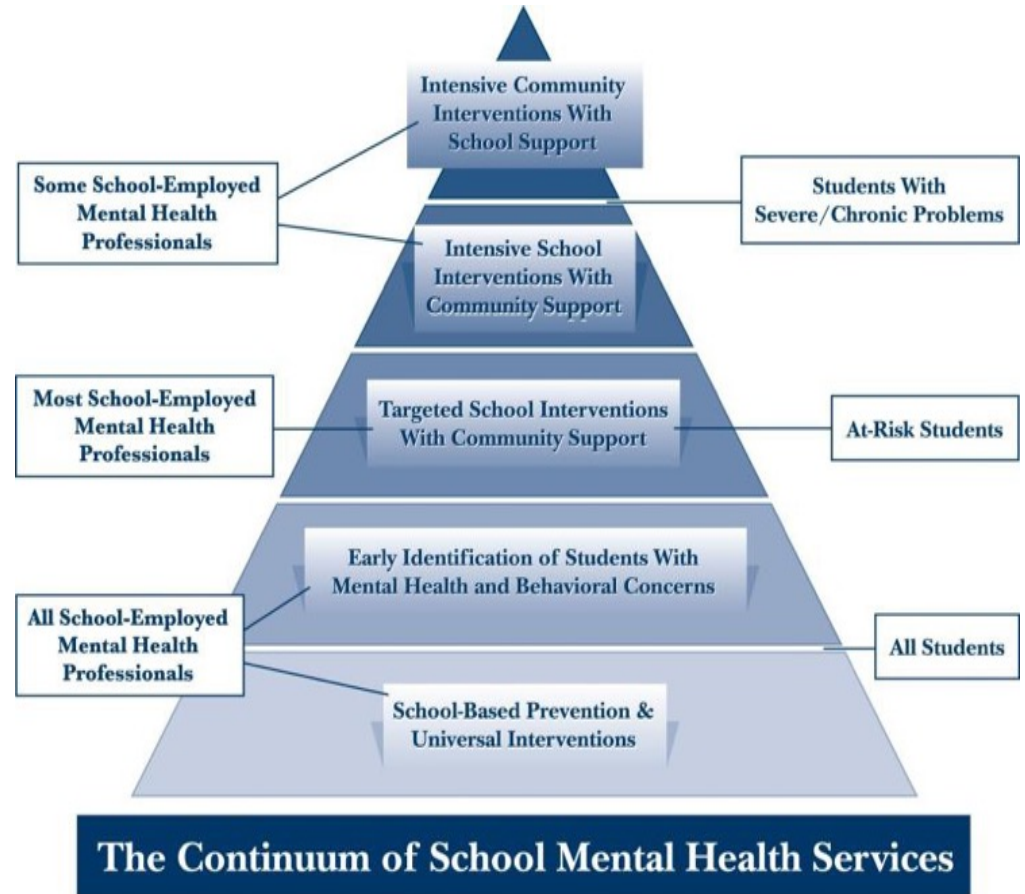
**Community Resources**  
(facilities, stakeholders, programs, services)

Examples:

- Youth development programs
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education
  
- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs
  
- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization

# Comprehensive School Mental Health Programs continued...

- Comprehensive School Mental Health Programs are built on partnerships between schools and community systems such as:
- Community mental health centers,
- Hospitals,
- Universities



Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communication*, Vol. 35, No. 1. National Association of School Psychologists, 2006.



# Integration of Student Intervention Teams at School & Community Levels

- School and community partners join together to form a student intervention team.
- The team meets regularly to discuss and plan interventions for students that have been referred for school mental health services.
- Together the team develops an intervention plan for the student.
- The team ensures individual tasks are designated to ensure care coordination, treatment and follow up care is provided for the student and their family.
- The team provides oversight for the full intervention process

# Typical Partners for Intervention Team

## School Partners

- Administrators
- Nurses
- School Psychologists
- School Counselors
- School Social Workers
- Behavior Specialists
- School Resource Officers
- IEP Team Members
- Teachers

## Community Providers

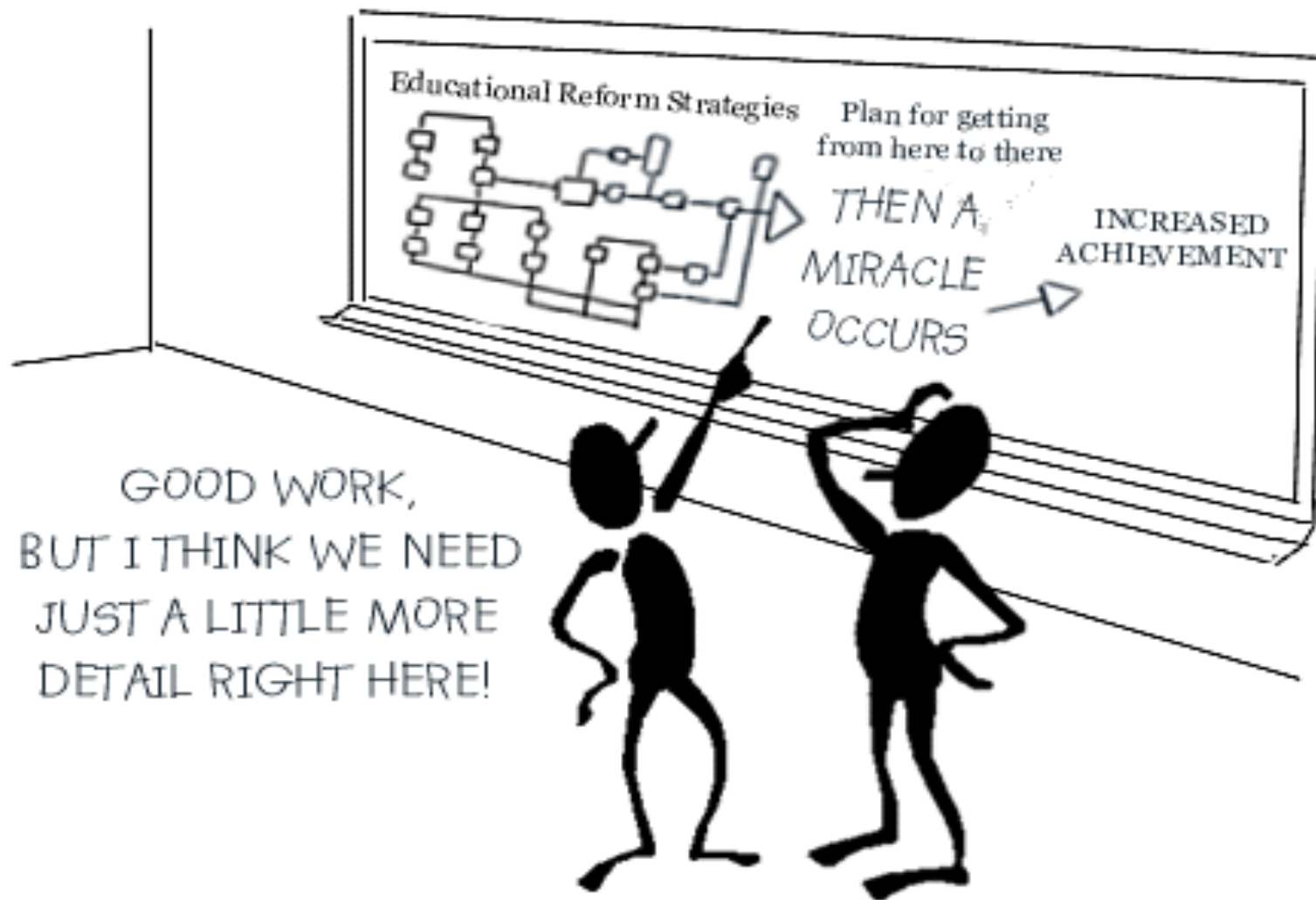
- Psychiatrists/ Doctors
- Clinical Supervisors
- Clinical Counselors
- Clinical Psychologists
- Social Workers
- Hospital inpatient/ outpatient programs
- Case Managers
- Juvenile Probation
- Court System

# Benefits of a school-community Intervention Team

- Bringing different strengths and skills together.
- Avoiding overlap and duplication of services.
- Having open communication and various viewpoints.
- Accessing more resources for the student and family as you partner across team members and school staff.

# Best Practices

- Comprehensive School Mental Health services employ evidence-based practices. The more of these best practices a program is able to incorporate, the better the program's overall quality and sustainability and the greater its likelihood of success:
  - Effective partnerships
  - Multi-tiered systems of support
  - Needs assessment and resource mapping
  - Evidence-based treatments
  - In family-school-community teaming
  - Data collection, analysis, utilization, and reporting
  - funding stream diversity







FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Seminole County School District

Michelle Walsh, PhD

Executive Director of Exceptional Student and Support  
Services



# Seminole County Public Schools

## Mental Health Plan



[/SeminoleCountySchools](https://www.facebook.com/SeminoleCountySchools)

[www.scps.us](http://www.scps.us)



[@SCPSinfo](https://twitter.com/SCPSinfo)



## Mental Health Assistance Allocation- Senate Bill 7026

Revises Section (s. 1011.62 (16), F.S.)- Funds for operation of schools. SCPS received \$1.4 million for Mental Health Assistance.

- ✓ 90% of expenditures are to provide direct mental health services or coordinate services with primary care and mental health providers.
- ✓ The mental health allocation is not to supplant other funding sources or increase salaries or provide staff bonuses.
- ✓ The district is to maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3<sup>rd</sup> party payments, grants).



**SEMINOLE COUNTY PUBLIC SCHOOLS  
MENTAL HEALTH FRAMEWORK**

**FEW**  
Individualized Professional Development  
Re-entry Planning  
Individual and Group Interventions  
Behavior Intervention Plans  
Community Based Mental Health Supports including CAT Team, Crisis Planning, and Wraparound  
Intensified Family Partnership and Communication

**SOME**  
Early Identification and Referrals  
Targeted Professional Development  
Individual and Group Interventions  
Community Based Mental Health Supports  
Monitoring of Intervention Fidelity and Student Progress

**ALL**

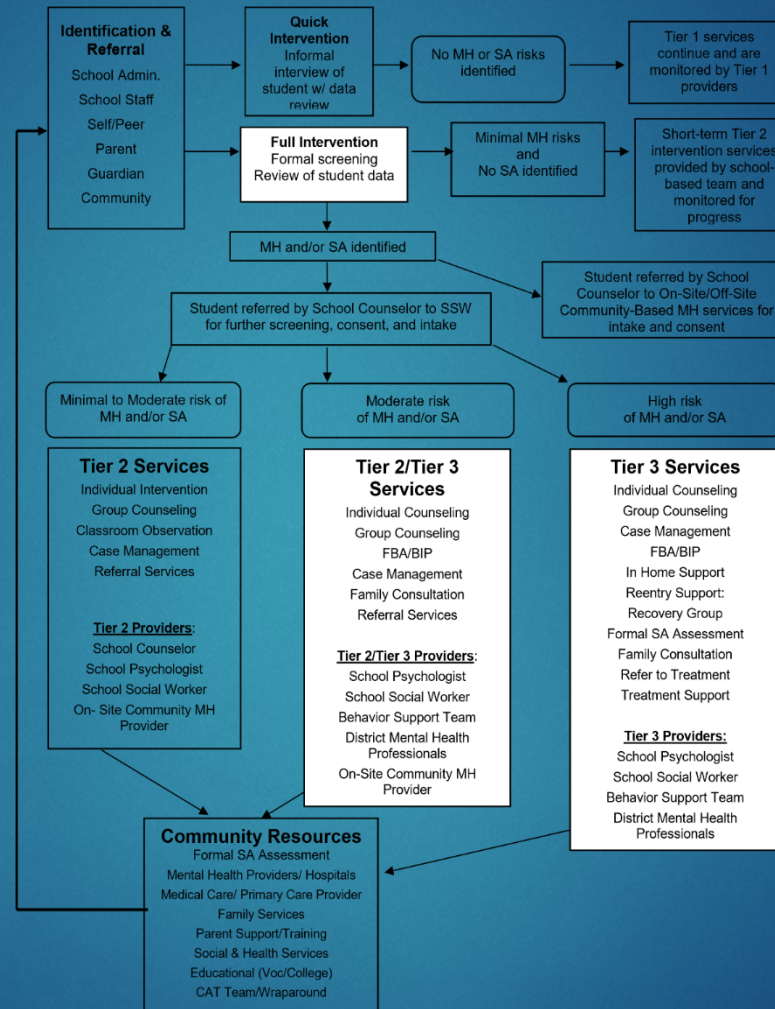
|  |  |
|--|--|
| Consistent Implementation of District Policies | Crisis Response Team                           |
| Positive School Climate                        | Universal Prevention                           |
| Social Emotional Learning                      | Mental Health Stigma Reduction                 |
| Positive Behavior Supports                     | Trauma Informed/Culturally Sensitive Practices |
| Fair and Positive Discipline                   | Promoting self-care of staff                   |

**FOUNDING PRINCIPLES**

1. SCPS' strategic plan and commitment to "Conditions for Learning"
2. Importance of Staff Development to allow for strong universal implementation
3. Collaboration between families, schools, and community to foster genuine relationships with all stakeholders
4. A commitment to Evidenced Based Practices
5. A commitment to a safe and healthy learning environment throughout the district

<http://www.fldoe.org/core/fileparse.php/18612/urllt/Seminole.pdf>

# Mental Health Services Referral Process







## SCPS Mental Health Plan (s.1011.62 (16)(a) and (b)F.S.)

- 10 District Mental Health Professionals (LMHC; LCSW; LMFT) to provide mental health and substance abuse support.
- Program Specialist to coordinate delivery of mental health supports and trainings.
- Contracted mental health services with community agencies.
- Increased Mental Health trainings including Youth Mental Health First Aid.



## SCPS District Mental Health Counselors (DMHC) □

- Each school will be assigned a DMHC for mental health support. □
- Level of support will be determined by a school's needs and number of referrals. □
- Initially, each DMHC is assigned a day or partial day at each of their schools, but it is subject to change based on need. □
- DMHC's will all be focused in regional areas and serve feeder schools.





# Mental Health Screeners

## Tier 2 and Tier 3 Mental Health Screeners

| Screen   | Screening Area                               | Ages           | Length to complete | Completed By         |
|--|--|----------------|--------------------|----------------------|
| Revised Child Anxiety and Depression Scale (RCADS) | Anxiety<br>Depression/mood                   | Grades<br>3-12 | 5-10<br>minutes    | Student<br>Caregiver |
| Penn State Worry Questionnaire for Children        | Anxiety                                      | Ages<br>7-17   | 5 minutes          | Student              |
| Patient Health Questionnaire- 9 (PHQ-9)            | Depression/mood<br>Suicide                   | Ages<br>11-17  | 5 minutes          | Student              |
| Child PTSD Symptom Checklist                       | Trauma                                       | Ages<br>8-18   | 10-20<br>minutes   | Student<br>Clinician |
| Generalized Anxiety Disorder-7 (GAD-7)             | Anxiety<br>Trauma                            | Ages<br>11-17  | 5 minutes          | Student              |
| CRAFFT 2.0   | Substance Use                                | Ages<br>12-18  | 5 minutes          | Student<br>Clinician |
| Brief Problem Checklist (BFP)                      | Anxiety<br>Depression<br>Disruptive Behavior | Ages<br>7-18   | 2 minutes          | Student<br>Caregiver |



## Program Implementation and Outcomes

(s.1011.62 (16)(d), F.S)

Requires increased data collection and reporting related to mental health services

- ✓ Number of students who received mental health screenings or assessments by district employees and contracted service providers.
- ✓ Number of students referred to district-employed school-based mental health services providers and contracted service providers.
- ✓ Number of students who received services or assistance.
- ✓ Number of students referred to community mental health programs, agencies, or providers.





## SEMINOLE COUNTY PUBLIC SCHOOLS STUDENT ENTRY FORM

Students are expected to be withdrawn at their previous school before enrolling at a Seminole County School

### Section I - To Be Completed by Parent/Guardian

*Pursuant to 1006.07 (1)(b), Fla. Stat., provide the following information:*

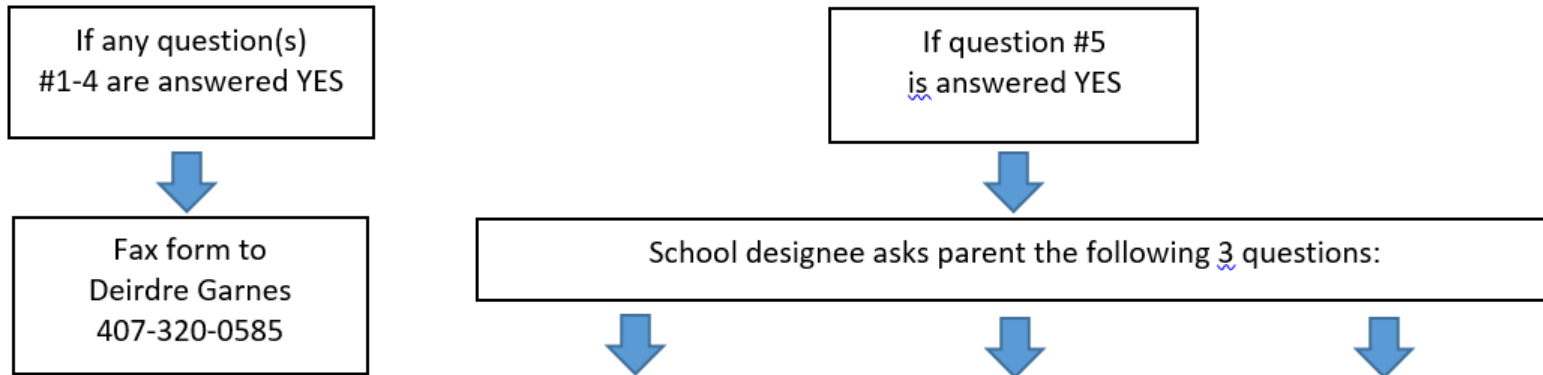
|   |  |   |
|---|--|---|
| Has the student ever been assigned to an alternative program?   | <input type="checkbox"/> Yes <input type="checkbox"/> No | If Yes, when? ___/___/___ ( MM/DD/YYYY) |
| Has the student ever been expelled?                             | <input type="checkbox"/> Yes <input type="checkbox"/> No | If Yes, when? ___/___/___ ( MM/DD/YYYY) |
| Has the student ever been placed in a Juvenile Justice program? | <input type="checkbox"/> Yes <input type="checkbox"/> No | If Yes, when? ___/___/___ ( MM/DD/YYYY) |
| Has the student ever had an arrest that resulted in a charge?   | <input type="checkbox"/> Yes <input type="checkbox"/> No | If Yes, when? ___/___/___ ( MM/DD/YYYY) |
| Has the student ever been referred to mental health services?   | <input type="checkbox"/> Yes <input type="checkbox"/> No | If Yes, when? ___/___/___ ( MM/DD/YYYY) |



# Student Entry Form Decision Tree

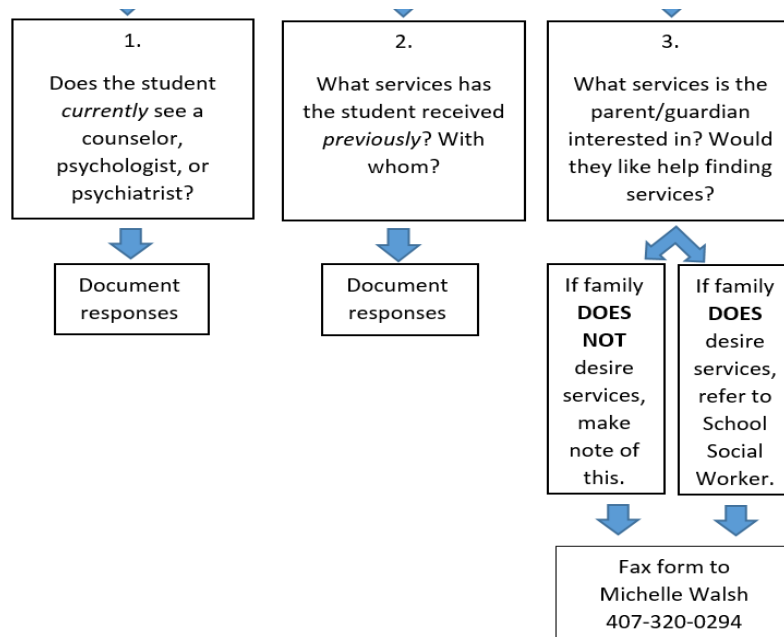
**EACH SCHOOL MUST SELECT A DESIGNEE TO REVIEW THESE RESPONSES**

What to do when "Yes" is selected for one or more of these questions:





# Continued





## Youth Mental Health First Aid (YMHFA)

SB 7026 requires starting 2018-2019 all SCPS receive youth mental health awareness and assistance training:

- 6-8 hr YMHFA is required for all risk student support personnel (certified school counselors, school nurses, psychologist and social workers)
- School Risk Assessment Teams are required to have YMHFA and make recommendations for students based on risk factors



## Other trainings available:

### Suicide Awareness and Prevention

Florida Department of Education (FDOE)-approved trainings for kindergarten through Grade 12 instructional personnel at the following website- <http://sss.usf.edu/resources/topic/suicide/index.html>

### Bullying Prevention

FDOE's Office of Safe Schools' Website - resources & links for educators, parents, & students  
<http://www.fldoe.org/safeschools/bullying.as>





[www.FLDOE.org](http://www.FLDOE.org)

