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School Mental Health Services for Adolescents

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Classroom-based Services for Adolescents with Mental Health Needs
A Three-Tiered Framework

OXFORD

Objectives

- Participants will learn and be able to describe the research on the current state of secondary and postsecondary outcomes among youth with social, emotional and behavioral concerns

- Participants will be able to describe and discuss the tiered framework for integrating and implementing evidence-based strategies step by step in high school classrooms.

- Participants will be able to identify and classify barriers and suggest solutions to implementation both at the teacher level (i.e., burnout) and systems level (i.e., lack of resources).

Agenda

1. **Overview and Framework**
   Overview-School mental health
   Multi-tiered Systems of Supports

2. **Strategies at each tier**

3. **Barriers to Implementation**

School-based Mental Health

- Why schools?
  - Students are in schools majority of the day
  - Majority of all childhood mental health services are received in schools
  - Many of the challenges children face only occur or start at school

- Teachers have regular and consistent contact
  - Research supports teacher effectiveness for managing and delivering interventions within the classroom (Franklin et al., 2012)

- Mental health has also been shown to have a huge impact on academics, one of the central goals of educators
  - Upwards of 10 point increase in academic achievement!

School-based Mental Health Continued

- However, this is only when high quality, mental health processes are in place with fidelity

- So even though majority of services children receive are in schools, the majority of students still don't receive services

- Need to look at implementation science
  - Frameworks for success
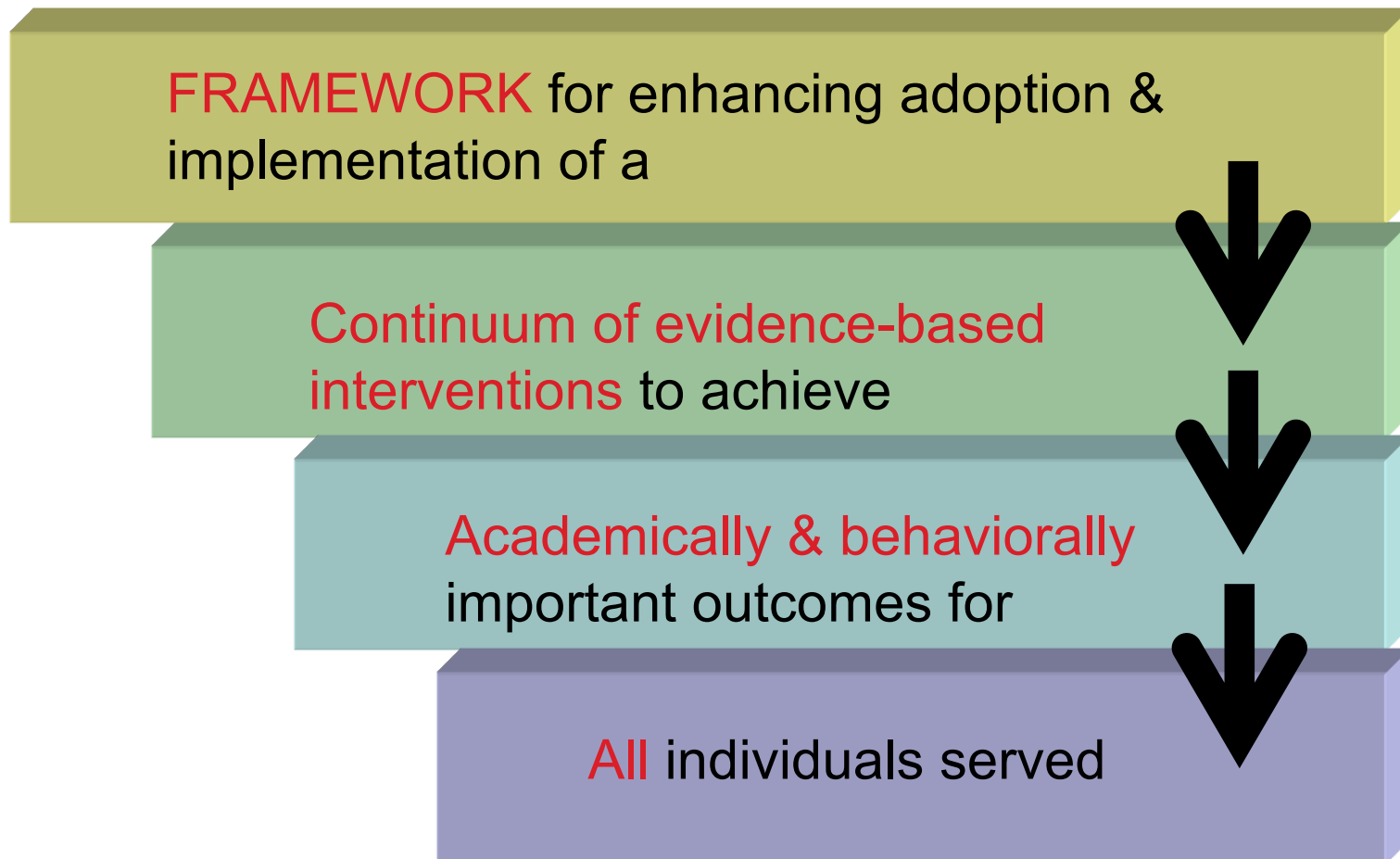 - Addressing not just the evidence-based practices but enabling context

Evidence-based Interventions and Implementation

Evidence based Interventions
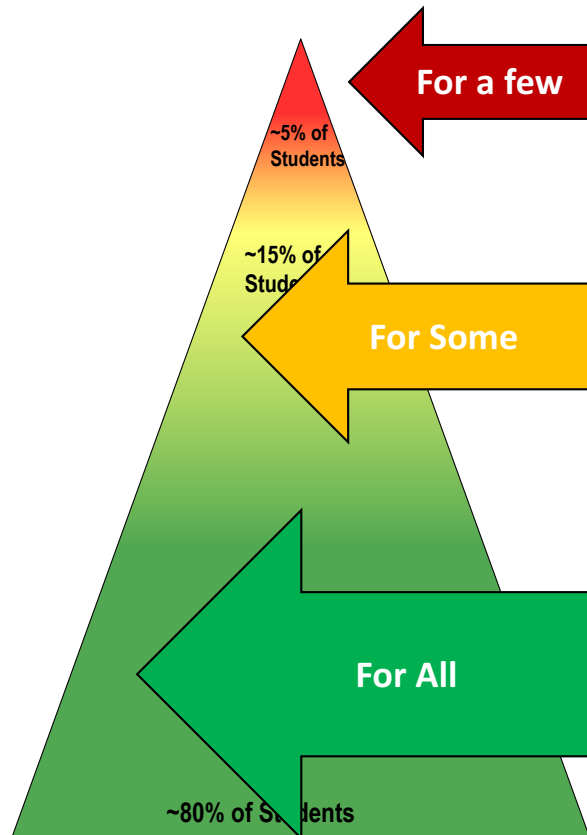
Framework for a Multi-Tiered System of Support

- A tiered model of intervention, initially applied in the public health field, has now been widely used in schools in the form of School-Wide Positive Behavioral Support (Horner, Sugai, & Anderson, 2010).

- This model is a "framework" that relies on evidence from implementation science to ensure that strategies can be reliably put into place and sustained over time.

- Prevention is key, allowing for low effort high leverage practices (HLPs) to do most of the work

Multi-Tiered Systems of Support MTSS

FRAMEWORK for enhancing adoption & implementation of a

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All individuals served

Ecological Multi-Tiered Systems Approach

An Ecological Approach to Intervention

For a few

~5% of Students

~15% of Students

For Some

For All
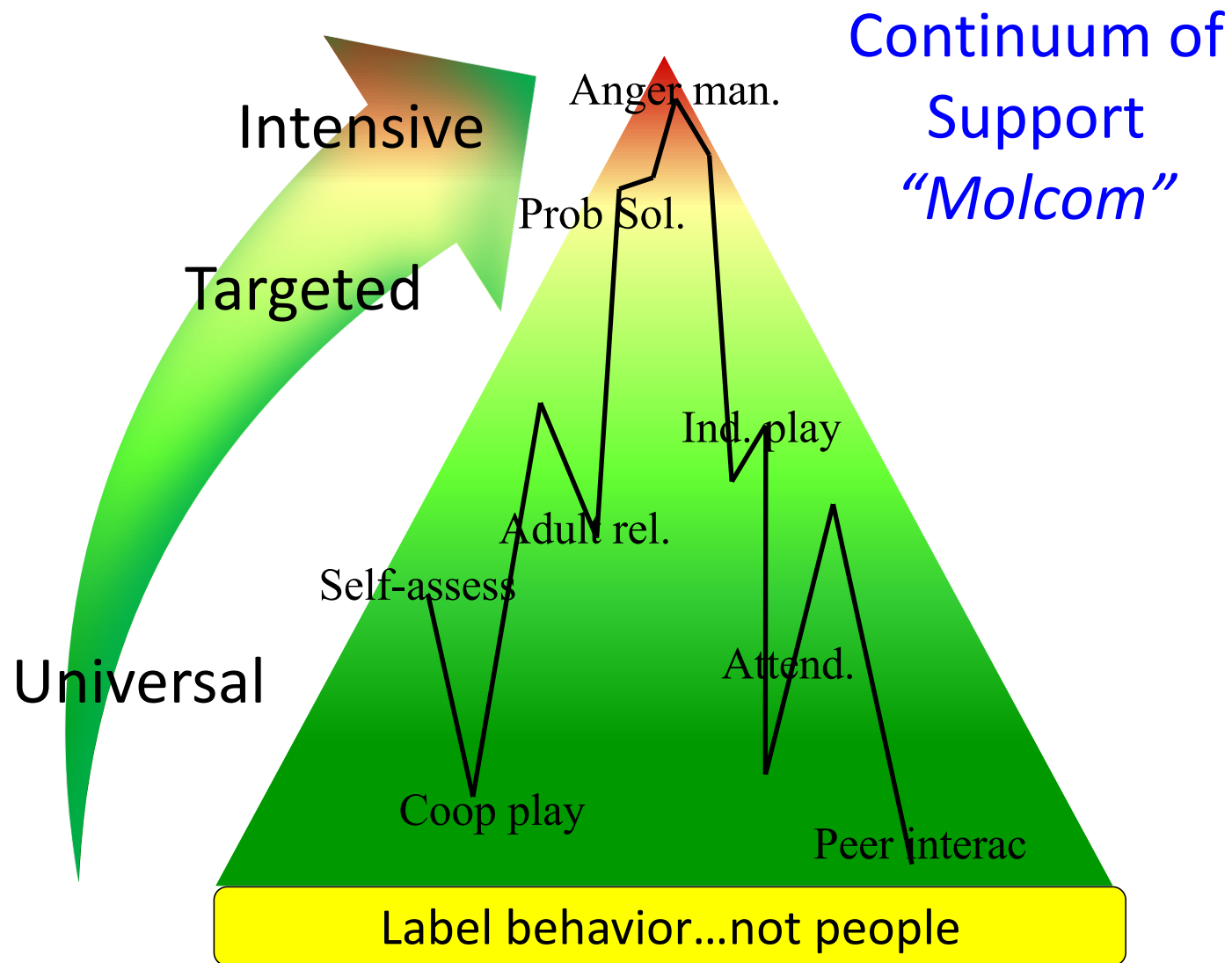
~80% of Students

➢ **Promoting and Prevention**
  o Teaching and reinforcing prosocial behavior decreases need for reactive management
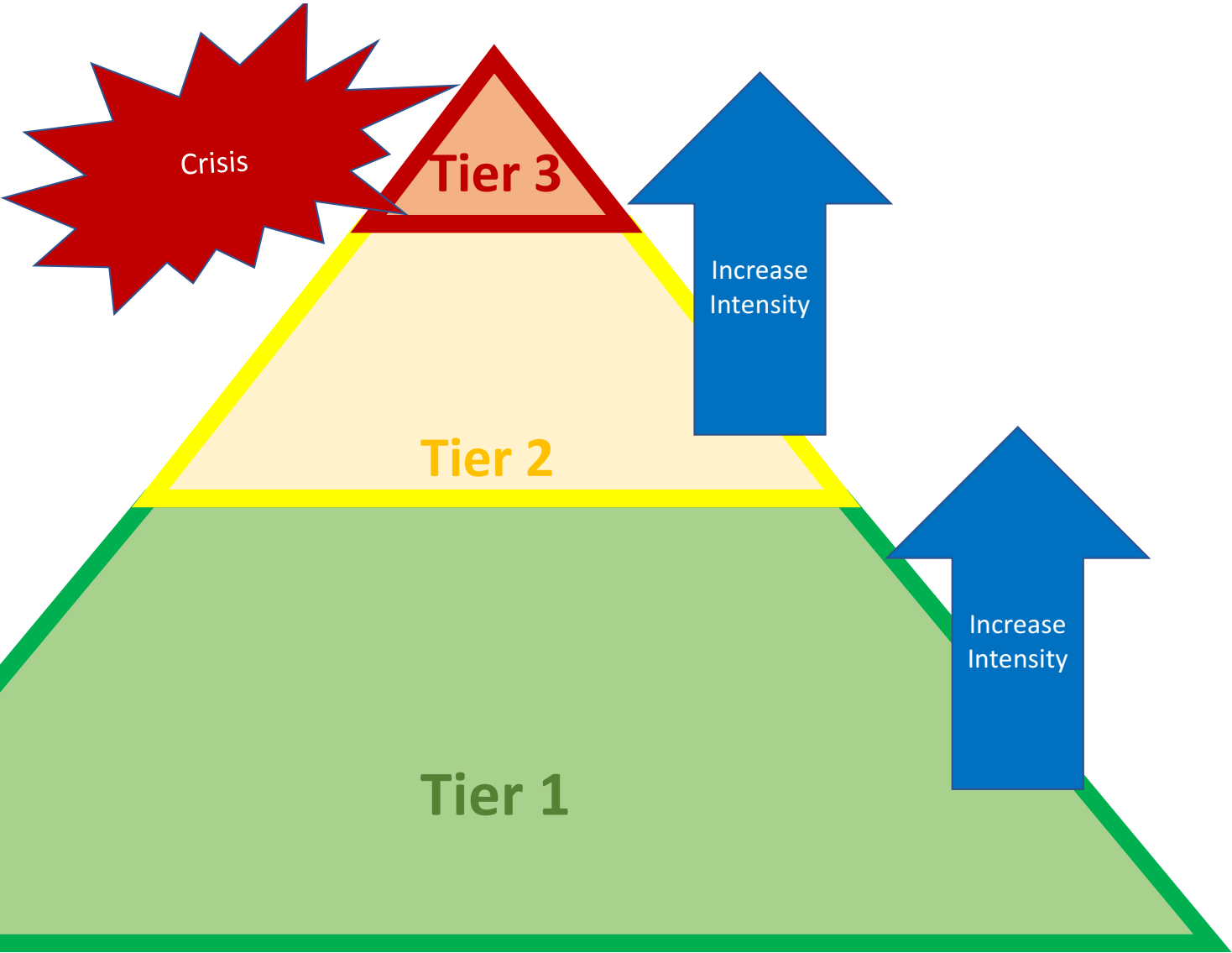
➢ **Multi-tiered support**
  o Intensity of intervention matches magnitude of need

➢ **Data-based decision-making**
  o Making adjustments to the environment and how staff interact with students
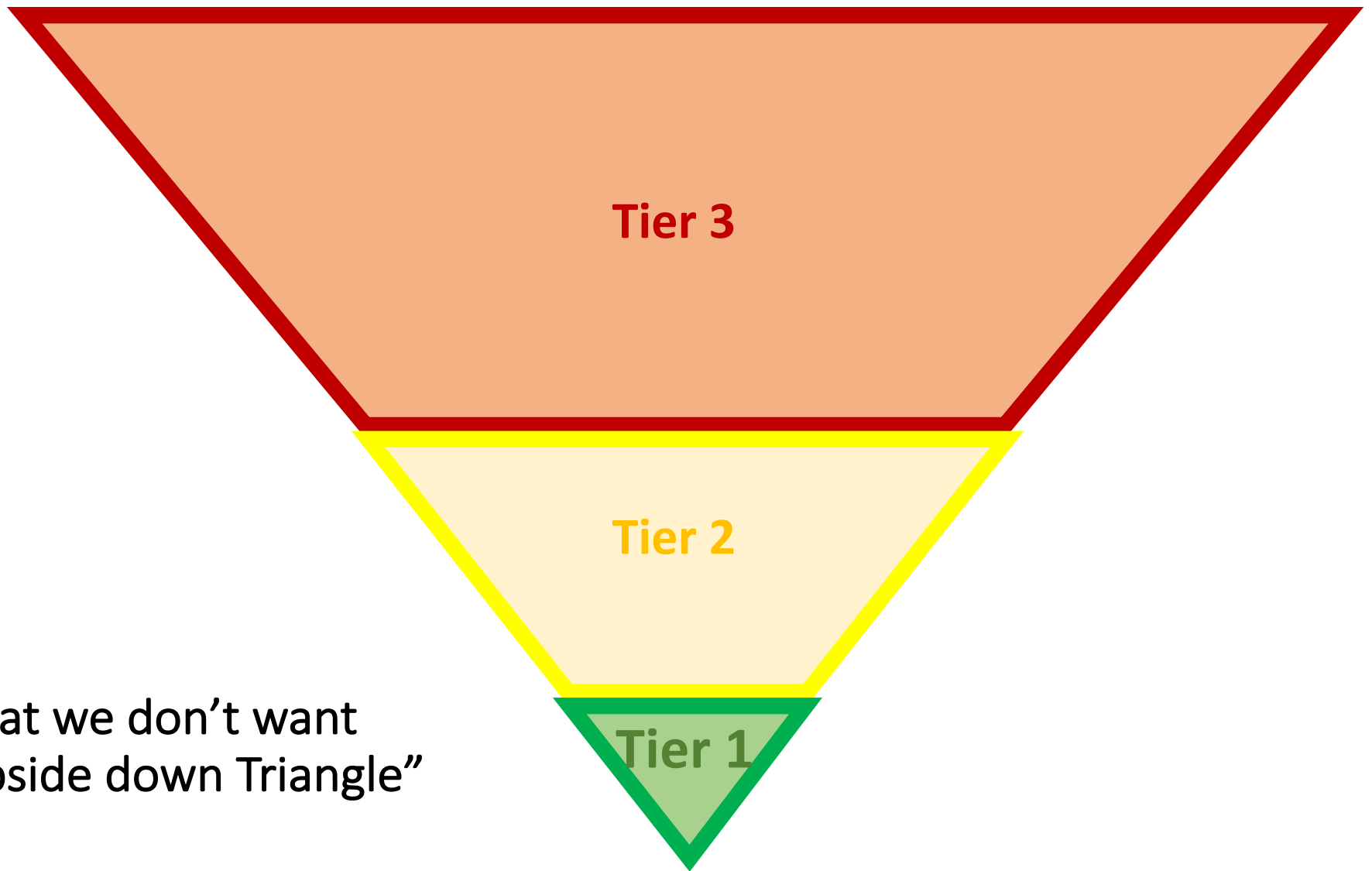
Framework & Logic

Crisis

Tier 3

Increase Intensity

Tier 2

Increase Intensity

Remember we want 80% of the students responding at this level

Tier 1

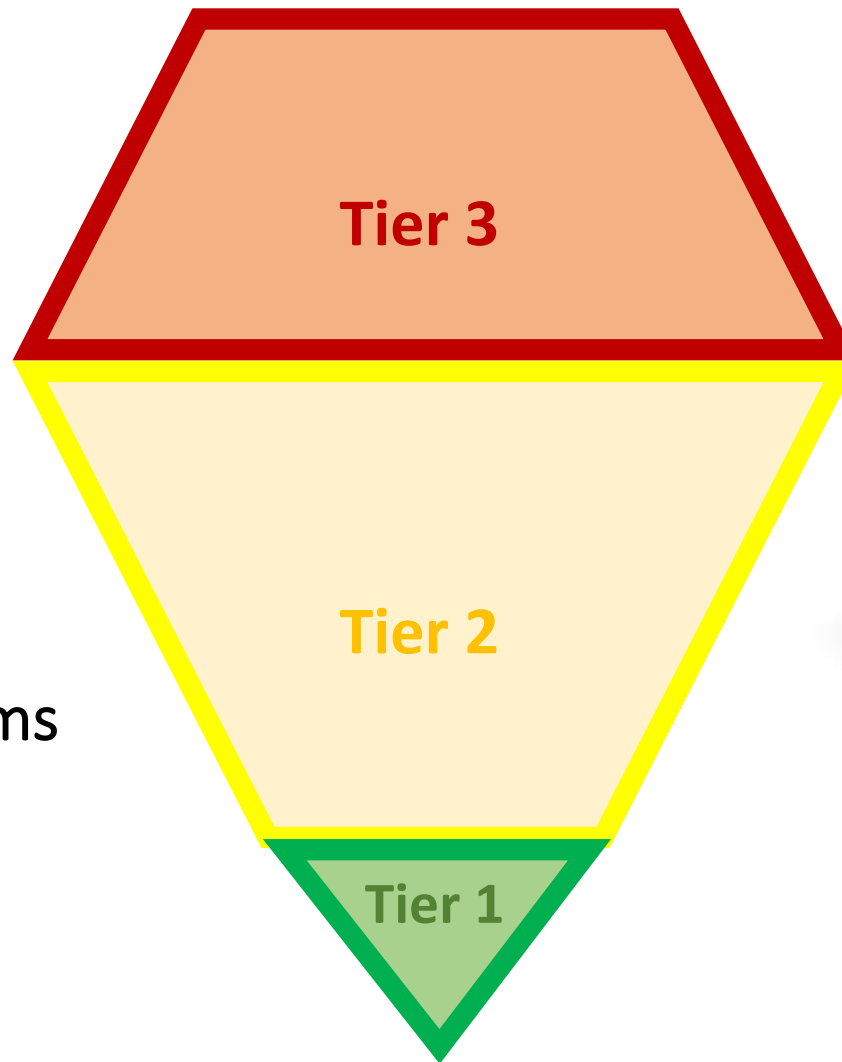# Framework for a Multi-Tiered System of Support

- We recommend the same conceptual framework for adolescents and their mental health related challenges

  - **Tier I** focuses on class-wide procedures that address varying mental health needs

  - **Tier II** aimed at preventing low-level mental health challenges and can be used with specific individuals, groups, or, at times, an entire class of students

  - **Tier III** involves individualized and intensive interventions for students with the most serious need
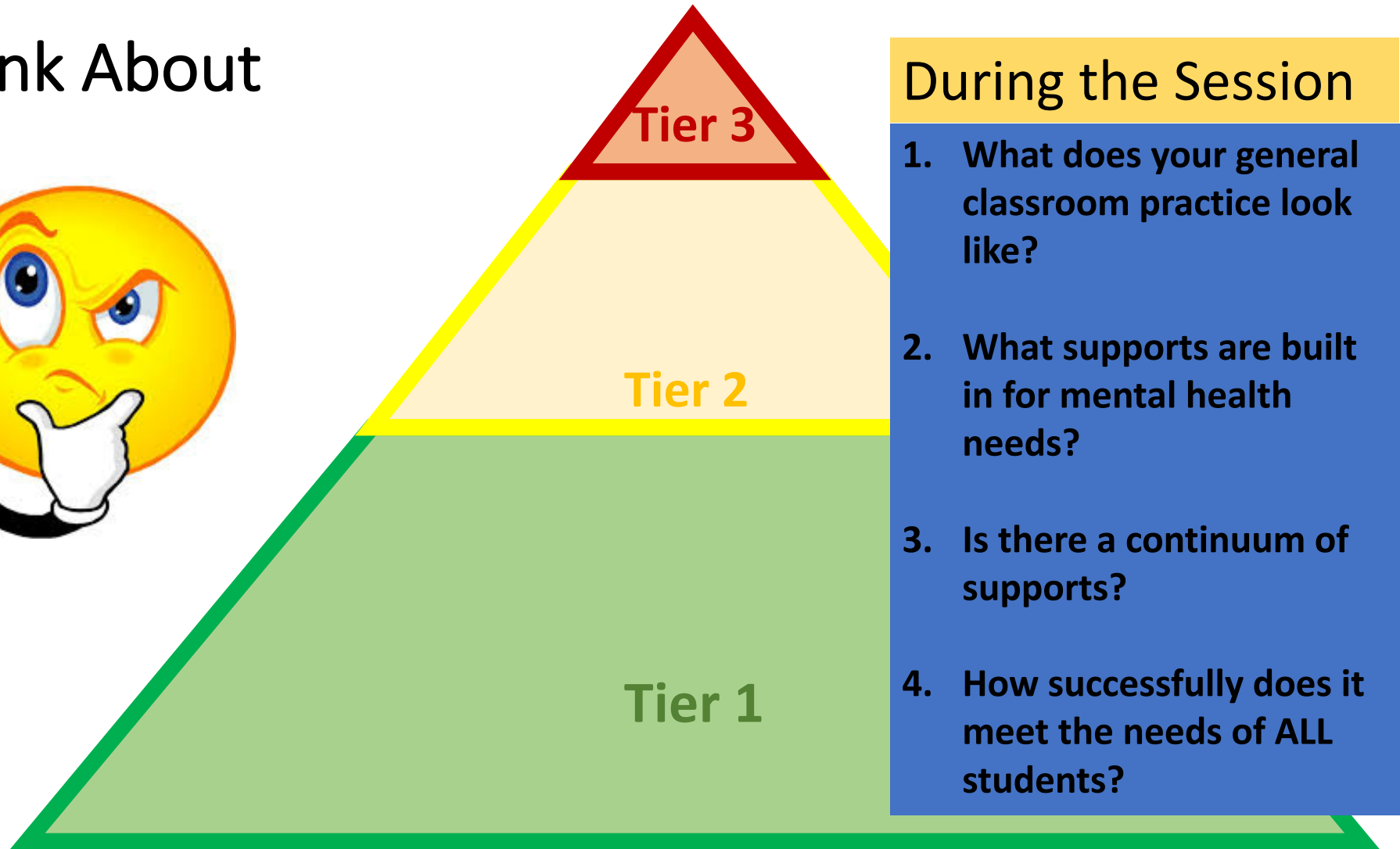
Tier 3

Tier 2

What we don't want
"Upside down Triangle"

Tier 1

Tier 3

Tier 2

Tier 1

What many classrooms
look like
"The Diamond"

Think About

Tier 3

Tier 2

Tier 1

During the Session

1. What does your general classroom practice look like?

2. What supports are built in for mental health needs?

3. Is there a continuum of supports?

4. How successfully does it meet the needs of ALL students?

Special Considerations for Adolescent Developments

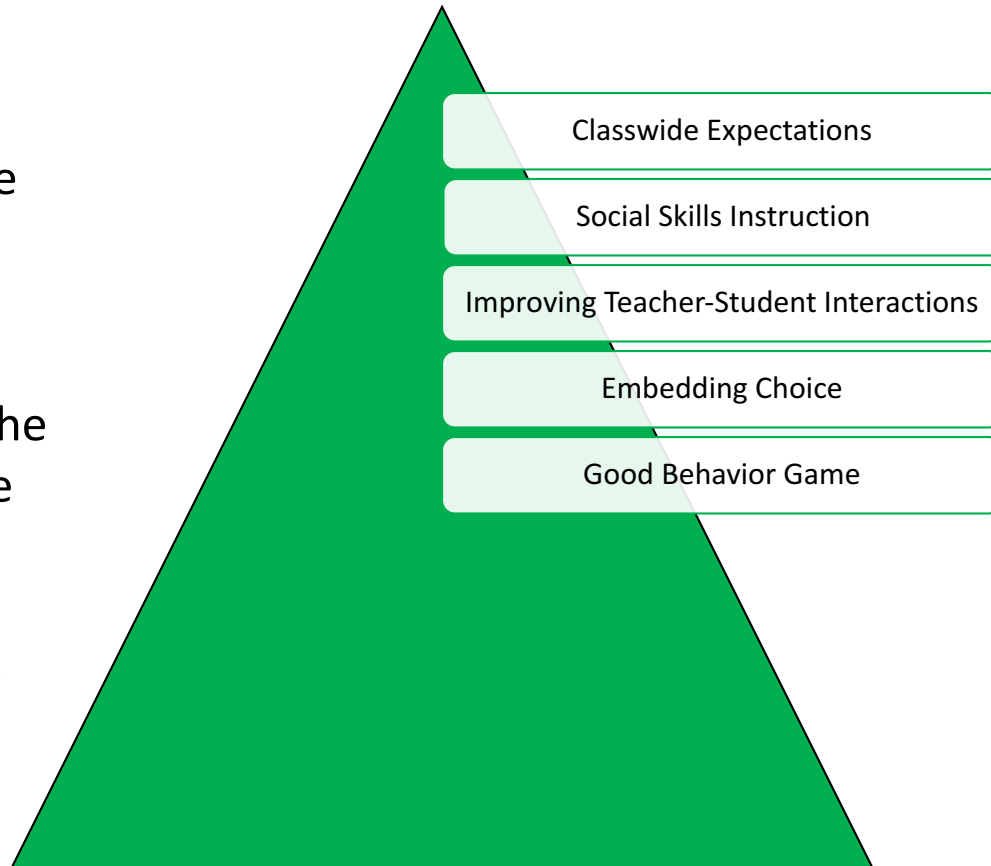| Developments	Issues	Suggestions for Educators
Physical	Students experience rapid growth, changes in physical appearance, changing hormone levels, varying developmental rates, etc.	Educators can ensure the physical safety and emotional safety of students (e.g., prevent bullying, teach social skills, reinforce positive behaviors), provide information , health nutrition and opportunities for physical activity
Cognitive	Brain development continues during adolescences, contributing to increases in critical thinking, information processing speed	Educators can provide appropriate levels of cognitive challenges, link what is previously known to what is being taught, and provide clear, logical rationales for rules and expectations
Social	Students' experience changing social roles, opportunities, needs for adult guidance, and perceptions of authority; peers may become more important, and peer relationships more intimate	Educators can support positive social development by providing social opportunities, teaching and reinforcing positive social skills, and providing clear guidelines and expectations for social interactions
Autonomy and Responsibility	Adolescents are navigating adults, peers, and personal expectations regarding autonomy and responsibility as they develop physically and cognitively	Educators can clearly define adult and student responsibilities, teach self-management, and increase student participation in education decisions
Identity and Self-Concept	Adolescents are exploring new roles and opportunities, trying to make sense of emerging self-concepts and making initial commitments to an identity	Educators can provide opportunities for safe exploration of social and occupational roles while facilitating social, academic and behavioral competence
Moral Awareness and Functioning	Adolescents become aware of different perspectives on values, beliefs, and behavioral expectations, and may challenge, thoughtfully consider, or accept alternative views	Educators can clearly define expectations, encourage students to share their perspectives, and provide rationales for behavioral expectations that are meaningful to students.

Young, Caldarella, Richardson and Young, 2012
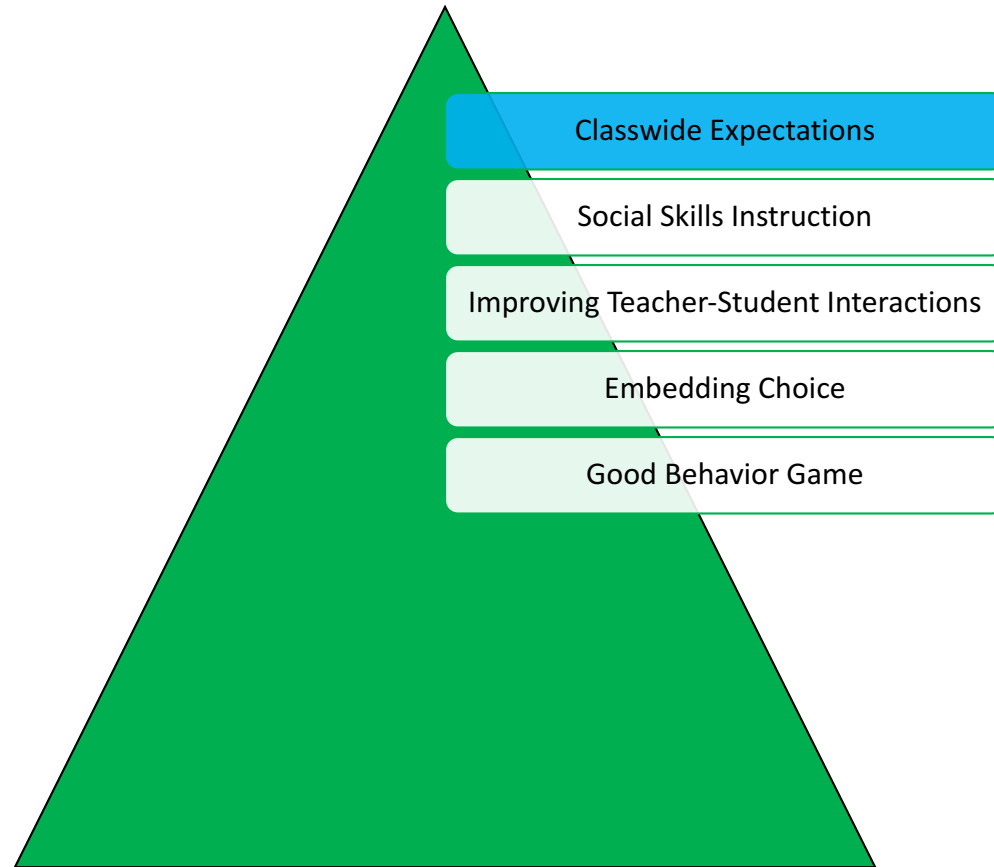
Getting Started Early!

- We recommend that teachers introduce a tiered framework at the start of the school year or semester
  - Students become familiar with classroom expectations and routines early on
  - Little time is wasted addressing problems that may have been prevented

- Can improve the classroom atmosphere and can reduce emotional and behavioral problems
  - It's never too late to start implementing!

Tier 1 Universal Classwide Practices

- Increase classroom organization and structure and maximize instructional time.

- The procedures can be easily integrated into the daily classroom routine

- Students with more intensive needs can be more easily and accurately identified.

Classwide Expectations

Social Skills Instruction

Improving Teacher-Student Interactions

Embedding Choice

Good Behavior Game

Tier 1 Universal Classwide Practices

Classwide Expectations

Social Skills Instruction

Improving Teacher-Student Interactions

Embedding Choice

Good Behavior Game

Classroom Expectations/Values

- Classroom expectations create a supportive environment where students feel comfortable and safe, which is essential for promoting academic growth and mental health

- Help students remember what they need to be doing in order to be successful

- Can reduce stress and anxiety among students with internalizing problems by providing consistency and predictability

Examples of Expectations

- Be Safe

- Be Responsible

- Be Respectful

- Be there be ready

- Be a problem solver

Expectations and Rules

Expectations

- Keep to 5 or fewer
- State Positively
- Use common and fewer words

- Expectations are broadly stated

- Expectations apply to all people in all settings

- Expectations describe the general ways that people will behave

Rules

- Rules describe specific behaviors
  - Observable
  - Measurable

- Rules may apply to a limited number of settings

- Rules clarify behaviors for specific settings/task

- Keep to 3 or fewer
- State Positively (appropriate behavior)
- Use common and fewer words

Emphasis is on Teaching Functional & Prosocial Replacement Behaviors

Stop Rule:

 No Running in the Halls

Start Up Rule:

Walk one behind another in a straight line

Teaching Matrix

Expectations

Setting / Expectations	Classroom	Hallway	Cafe	Bathroom	Auditorium
Be Respectful	- Stay in your assigned area - Use positive and peaceful language - Accept consequences without arguing - Silently focus on the speaker	- Walk to the right - Use quiet voices - Keep body and possessions to yourself - Use positive and peaceful language - Accept consequences without arguing	- Walk to get your food - Put trash in the trashcan - Keep body and possessions to yourself - Use positive and peaceful language -Accept consequences without arguing	- Give others privacy - Use positive and peaceful language - Keep the bathroom clean	- Participate in the activity - Silently focus on the speaker - Walk to assigned section - Use positive and peaceful language - Accept consequences without arguing
Be Responsible	- Follow directions first time given - Come to class with all needed supplies - Be on time - Electronics should be turned off and stored from 8:25 to 3:04	- Walk - Take the most direct route - Stay with your teacher - Have a hall pass - Electronics should be turned off and stored from 8:25 to 3:04	- Follow directions first time given - Sit with legs under the table - Electronics should be turned off and stored from 8:25 to 3:04	- Wash your hands - Be quick - Flush the toilet - Use bathrooms on your floor - Electronics should be turned off and stored from 8:25 to 3:04	- Follow directions first time given - Sit in assigned section - Electronics should be turned off and stored from 8:25 to 3:04
Be a Peaceful Problem Solver	- Think before you act - Speak to an adult you trust for help to solve a problem - Use self reflection area when directed - Use kind words to solve problems	- Report all hazards to a school employee - Use kind words to solve problems	- Report all hazards to a school employee - Use kind words to solve problems	- Report all hazards to a school employee - Use kind words to solve problems	- Report all hazards to a school employee - Use kind words to solve problems

Settings

Rules

Purpose of Teaching Matrix

- Enhances communication and create common language across everyone in the classroom

- Defines the expected behavior for each setting (e.g., classrooms, cafeteria, bedroom, bathrooms) = rules

- Creates the "SEL curriculum" that will guide the teaching of expected behavior
  - Used to teach social skills

Tier 1 Universal Classwide Practices

Classwide Expectations

Social Skills Instruction

Improving Teacher-Student Interactions

Embedding Choice

Good Behavior Game
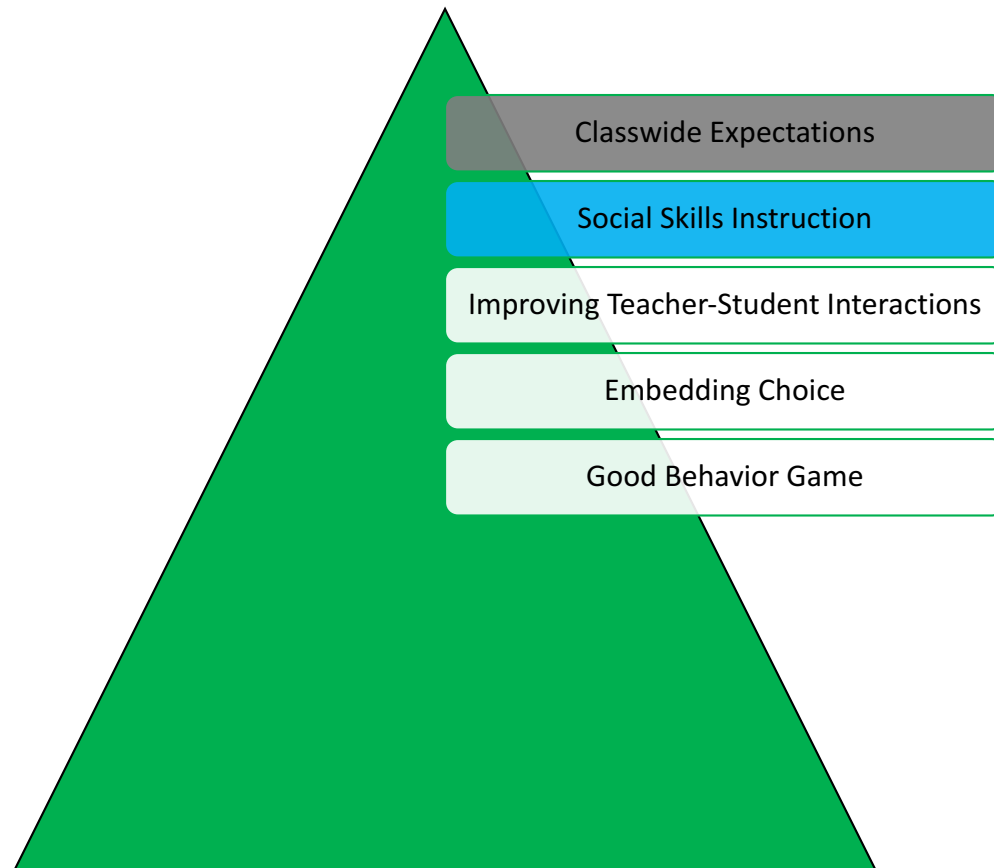
Teaching Social Skills

- *Full instruction* – scripted lesson plans presented to all students at scheduled times in the actual setting

- *Booster sessions* – scripted lessons presented based on data (e.g., certain groups, specific settings, specific expectations)

- *Orientation for new students* – passport and peer mentor

Steps to Teaching Social Skills: Lesson Plans

Planning

1. Define students and describe the key rule for the skill being taught

2. Break into teachable component steps – set students up for high rates of success

3. Select examples that sample the range of circumstances, settings, and contexts under which the skill is appropriate in the student's world.

4. Sequence examples to show full range and to help the learner discriminate right and wrong

Teaching

1. Facilitate student engagement within each lesson – provide opportunities to respond

2. Provide frequent and immediate feedback on student performance

3. Guide student practice to facilitate high levels of success and continue to mastery

4. Facilitate Generalization – make success happen in the real world

Informal Teaching
Incidental/Naturalist Teaching, Occurs in the moment

- *Pre-corrections* – a prompt/reminders of the expected behavior for different situations

- *Re-teaching* – reviewing & practicing the expected behavior

- *Praise* – verbal or non-verbal expression of approval used to identify & encourage prosocial behavior

- *Redirections & Warning*– expression of disapproval used to discourage the problem behavior & encourage the alternative prosocial behavior

- *Problem solving* – process that involves identifying, analyzing, and solving problems in order to encourage alternative prosocial behavior in the future

Existing Evidence-based Social Skills Programs

- **Social Skills Intervention Guide (K-12)**
  - Gresham, F.M. & Elliott, S.N. (2008) Social skills intervention guide. Minneapolis, MN: Pearson. Frank M. www.pearsonassessments.com/ssig.aspx

- **Skill Streaming the Elementary School Child (2-6)**
  - McGinnis, E. & Goldstein, A.P. (1997). Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills. Champaign, IL: Research Press.

- **PATHS: Promoting Alternative Thinking Strategies (K-6)**
  - Kusche, C.A. & Greenberg, M.T. (1997). PATHS: Promoting alternative thinking strategies. South Deerfield, MA: Channing-Bete. www.channing-bete.com/prevention-programs/paths/

- **The ACCEPTS Program**
  - Walker, H., McConnell, S., et al (1988). The Walker Social Skills Curriculum: A Curriculum for Children's Effective Peer and Teacher Skills (ACCEPTS). Austin , TX: Pro-ed www.proedinc.com

ELEMENTARY

Existing Evidence-based Social Skills Programs

- **Think first: Addressing Aggressive Behavior in Secondary Schools (7-12)**
  - Larson, J (2005). Think first: Addressing aggressive behavior in secondary schools. NY, NY: Guilford Press. www.guilford.com

- **Skill Streaming the Adolescent (7-12)**
  - Goldstein, A.P. & McGinnis, E. (1997). Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills. Champaign, IL: Research Press. www.researchpress.com

- **Prepare Curriculum: Teaching Prosocial Competencies (7-12)**
  - Goldstein, A. P. (1999). The prepare curriculum: Teaching prosocial competencies. Champaign, IL: Research Press www.research press.com

- **The ACCESS Program**
  - Walker, H., Todis, B.., Holmes, D., & Horton, G. (1988). The Walker Social Skills Curriculum: Adolescent curriculum for communication and effective social skills (ACCESS). Austin , TX: Pro-ed www.proedinc.com

SECONDARY

Tier 1 Universal Classwide Practices

Classwide Expectations

Social Skills Instruction

Improving Teacher-Student Interactions

Embedding Choice

Good Behavior Game
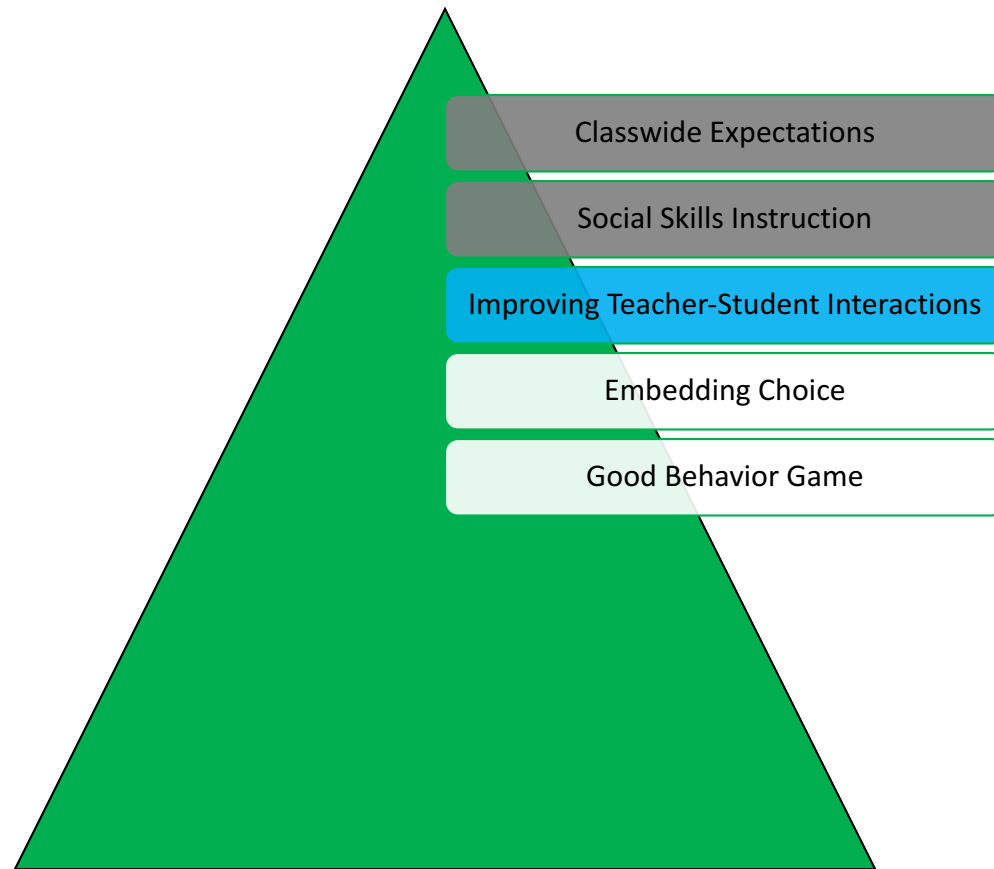
Improving Student-Teacher Interactions

- Teachers can create a positive classroom community through their interactions with students
    - This occurs when teacher are accepting of individual differences, are friendly, and take the time to build a positive rapport with each student

- There are simple strategies that are meaningful to students and set the classroom tone

- Research shows that student-teacher interactions can help improve student outcomes, both academically and behaviorally, especially if they result in good student-teacher relationship

Tier 1 Universal Classwide Practices
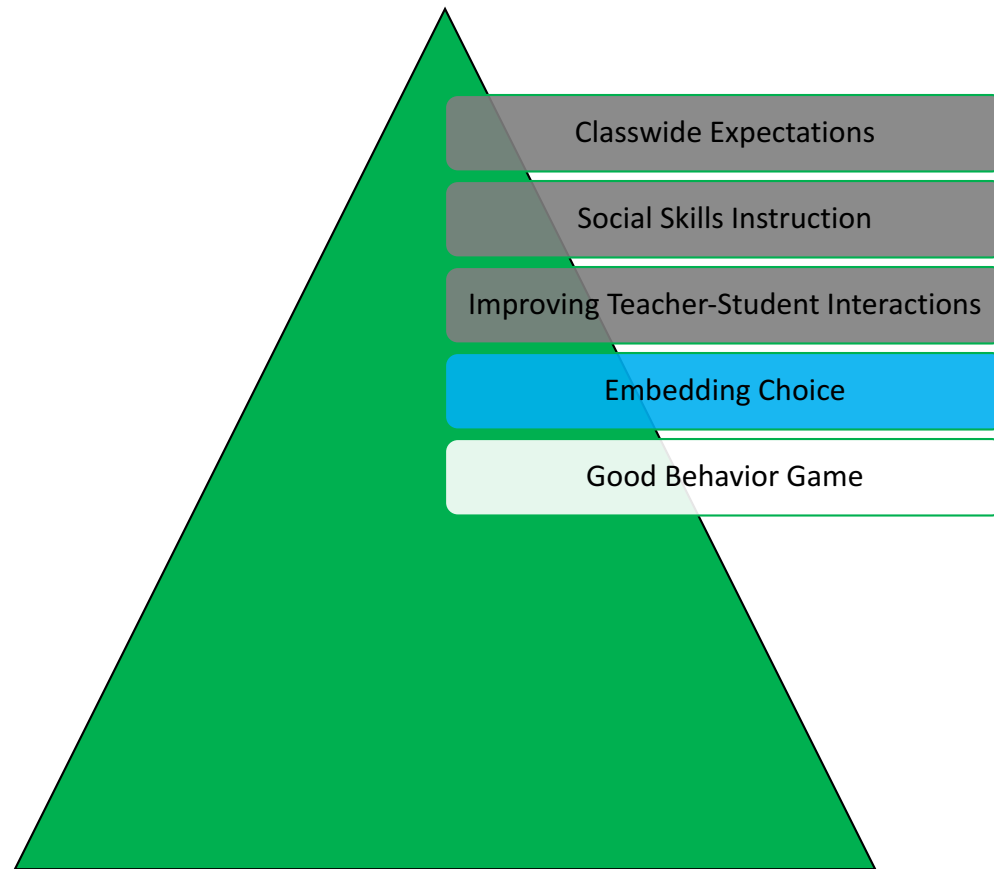
Embedding Choice

- A central quality of **self-determination** is the perception of choice (Reeve, Nix, & Hammon, 2003)

- Choice is defined as the act of selecting or making a decision when faced with two or more possibilities

- Offering and embedding choices
  - Promote elevated levels of interest and attention
  - Provide a sense of control, purpose, and competence

Embedding Choice Continued

- Teachers can embed choice in many ways without altering an assignment

- Select the topical unit of study, how they would complete activities (e.g., on the computer, with a partner), and with whom they would work (Kern, Bambara, and Fogt, 2002).
  - Lead to higher levels of student engagement and a reduction in disruptive behavior.

- Choice can promote effort and persistence with tasks (Carey et al., 2013)
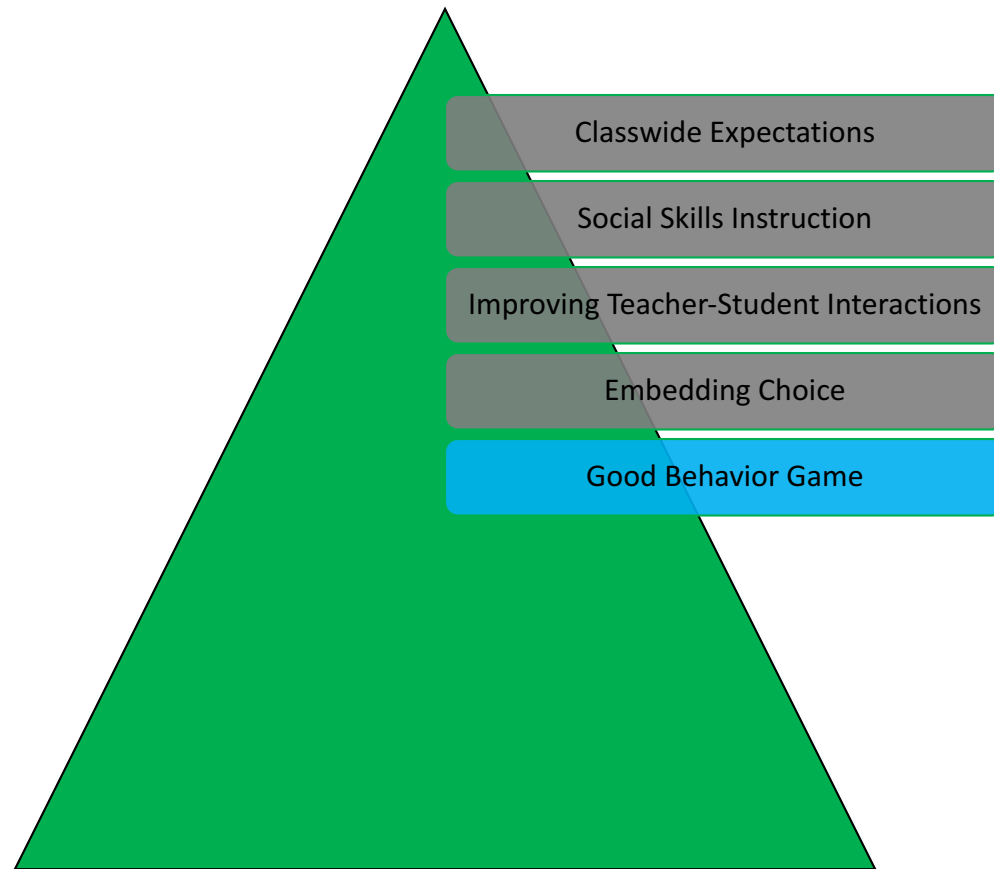
Good Behavior Game

- The **Institute of Medicine Report on the Prevention of Mental, Emotional, and Behavior Disorders** (National Research Council, 2009) stated that this strategy was one of the most influential prevention approaches that teachers can implement
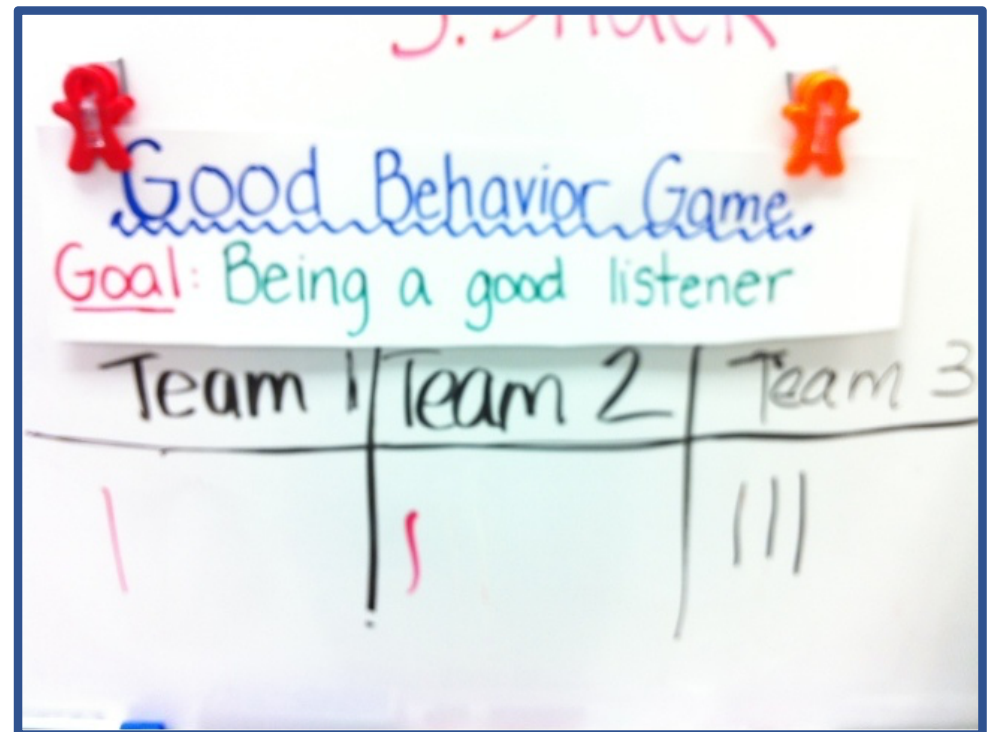
Good Behavior Game

- A group behavioral strategy- "Interdependent Group Contingency"

- Relies on peer pressure

- Teaching children to "Inhibit" select behaviors
  - Improving prosocial behaviors

- Outcomes- one of the most successful interventions
  - Immediate- reduces problem behaviors
  - Long-term (5,10, 20 years out)- decrease aggression, less likely to use drugs, better careers, better marriages

Why is this intervention so successful?

- Teaches self-control→ How can I inhibit behaviors that will make my team lose point?

Marshmallow Test
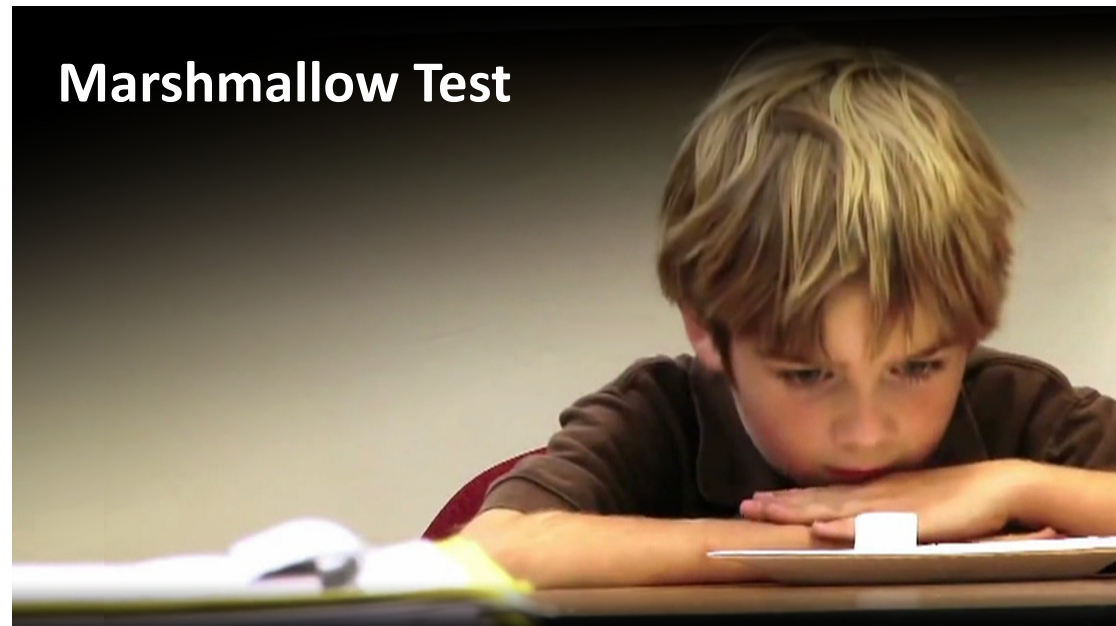
https://www.youtube.com/watch?v=QX_oy9614HQ

Math Period

100

75

50

25

0

1 3 5

9th-graders reduced disruptive behaviors

1. 100% of students felt they learned more when the GBG was implemented

2. 89% reported improvement in peer behavior

3. 66% reported improvement in their own personal conduct

Kleinman & Saigh, 2011

BASELINE   GAME₁   REV.   GAME₂
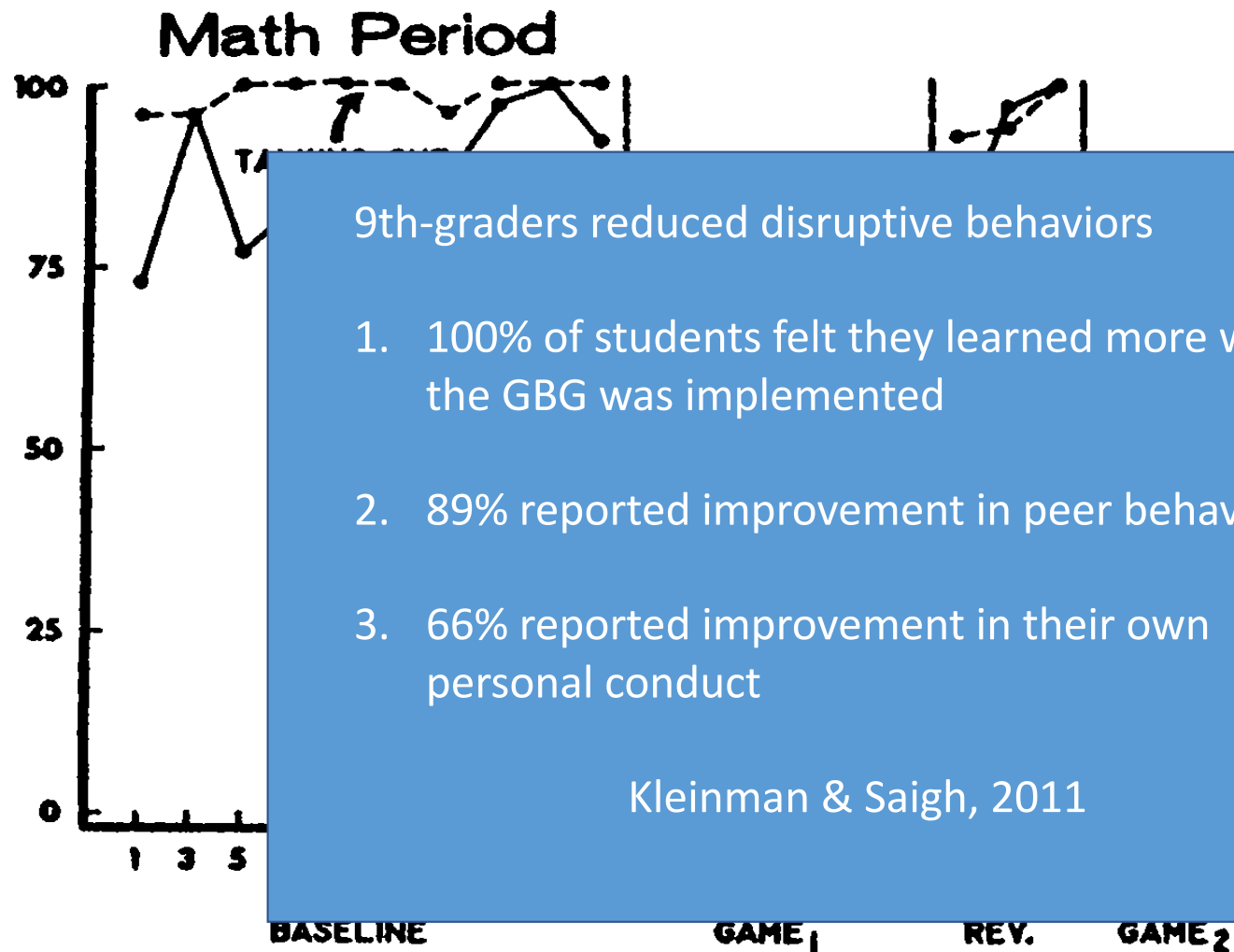
Good Behavior Game: Barrish, Saunders & Wolf, 1969

Cooperative Learning Activity

- Get materials and plan
  - Handout: Good Behavior Game (www.interventioncentral.org)

- Create teams (typically 2 to 3)
  - Select leader (typically shy student)
  - Team name

- Explain the rules of the game to the students
  - Rules are simple, team with ___ or fewer marks at the end of the game wins

- Start game!

http://goodbehaviorgame.org

Tier 1 Universal Classwide Practices

Classwide Expectations

Social Skills Instruction

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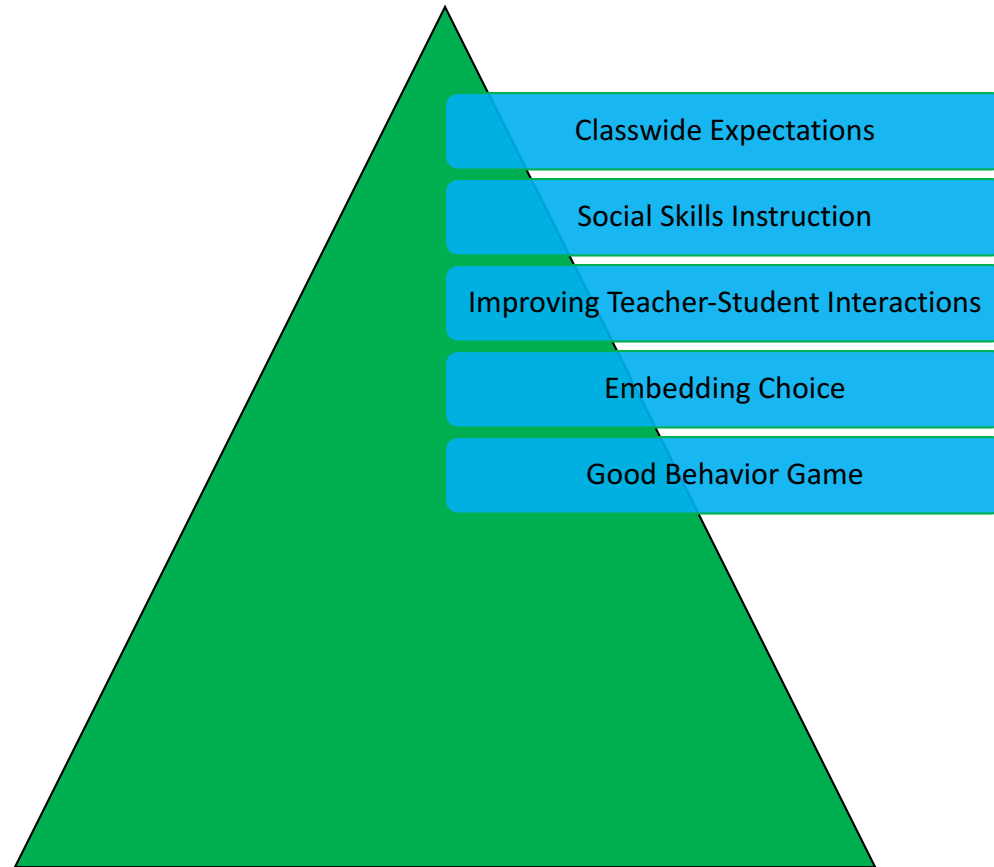
Tier 2 Secondary Supports

- Tier II strategies target just a few students in any given classroom
  - Typically about 15% of the students

- Tier II interventions require individualization, they are more effort than Tier I interventions.

- Not as time consuming and intensive as tier 3

Individual Goal Setting

Self-Management

Check in/Check out

Tier 2 Secondary Supports

Individual Goal Setting

Self-Management

Check in/Check out
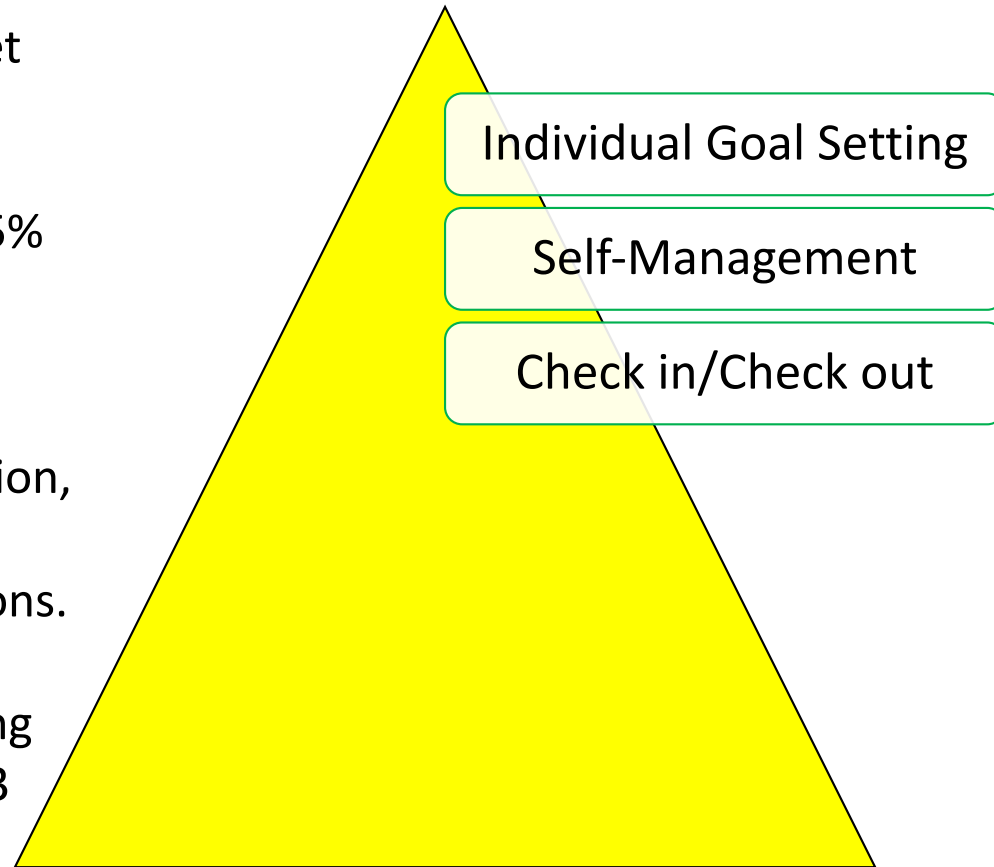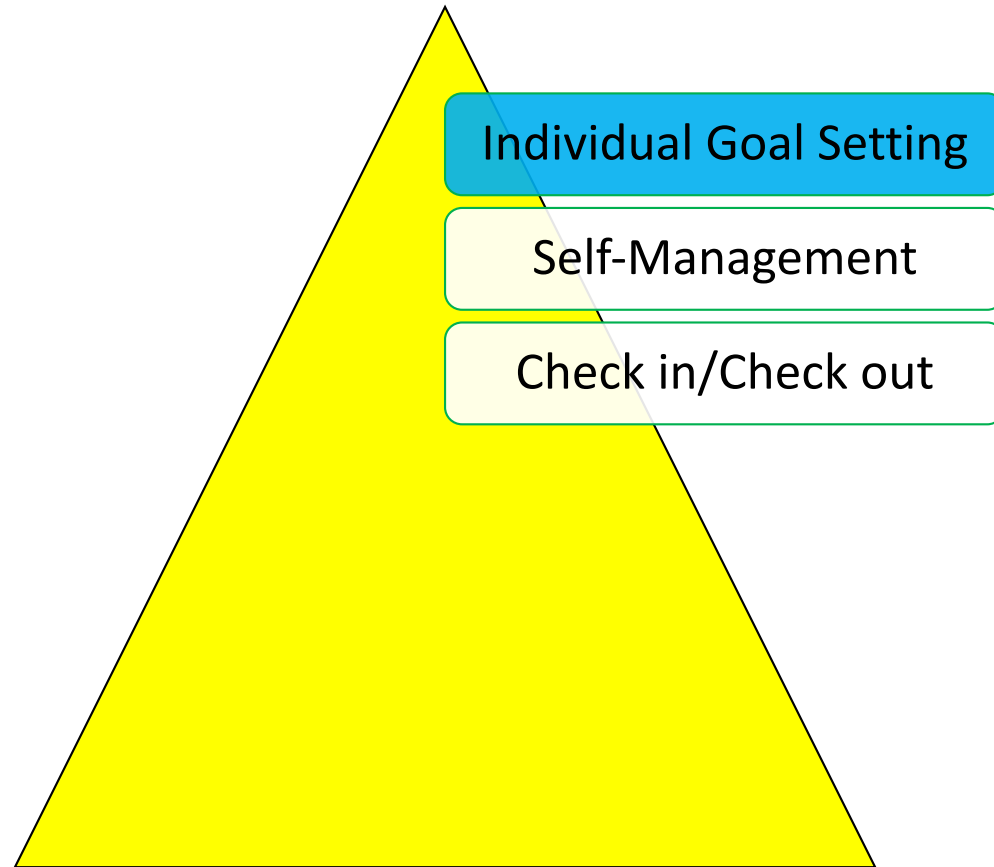
Individual Goal Setting

- Goal setting is a relatively simple intervention strategy that is particularly well suited to Tier II because it can be easily customized to address specific student needs

- Goal setting is defined as student participation in planning a future goal, followed by self-evaluation of performance

- Behavior change that will be most meaningful and positively impact the student's life

Classroom expectations/values

VALUES

Goals

• **Broad and on-going**

• **Identify "direction" the student and/or teacher want to go**

VS.

• **Measurable**
• **Observable**

• **Step by step**

• **Evaluation criteria**

Individual Goal Setting

- Collaborative Identification of values and goals

- **Steps:**
  - Determine a goal to be achieved (e.g. min on-task, assignments completed, kind acts)

  - Choose a timeframe

  - Select a reward-- if the goal is achieved within the designated timeframe

SUCCESS

KEEP ON DOING

DO AGAIN

DO

TRY

PLANNING

ANALYSIS

THINK

START

Individual Goal Setting

- Goal Attainment Scaling is an effective and easy tool to monitor and record goal progress towards goal completion

- Typically the GAS has five indicators of possible outcomes, ordered from least to most desirable

- At regular times, the teacher rates the student's progress in attaining his/her goal (Sheridan & Kratochwill, 2007)

Goal Rating

At the end of the week, please use the following scale to rate how closely the above goal was met.

|___|_____|_____|_____|_____|

| Situation significantly worse | Situation somewhat worse | No progress | Goal partially met | Goal met |
| -2 | -1 | 0 | +1 | +2 |

Level of Expected OUTCOME 3 months after the course	Rating	Behavioral Statement of EXPECTED OUTCOMES: - GOAL 1	Behavioral Statement of EXPECTED OUTCOMES: - GOAL 2
MUCH *MORE* Than EXPECTED	+2		
MORE than EXPECTED	+1		
EXPECTED Outcome	0		
LESS than EXPECTED	-1		
MUCH *LESS* Than EXPECTED	-2		

Individual Goal Setting

- **Data-based Feedback**
  - Measuring goals can also be further enhanced by providing data-based feedback to students about their progress toward meeting their goals.

  - Research indicates that when students receive positive feedback regarding their goals, they are more likely to set higher goals and to achieve their goals (provided the goals are perceived as attainable; Krenn, Würth, & Hergovich, 2013).

  - Feedback should be specific, positive and constructive to encourage student growth.

Tier 2 Secondary Supports

Individual Goal Setting

Self-Management

Check in/Check out
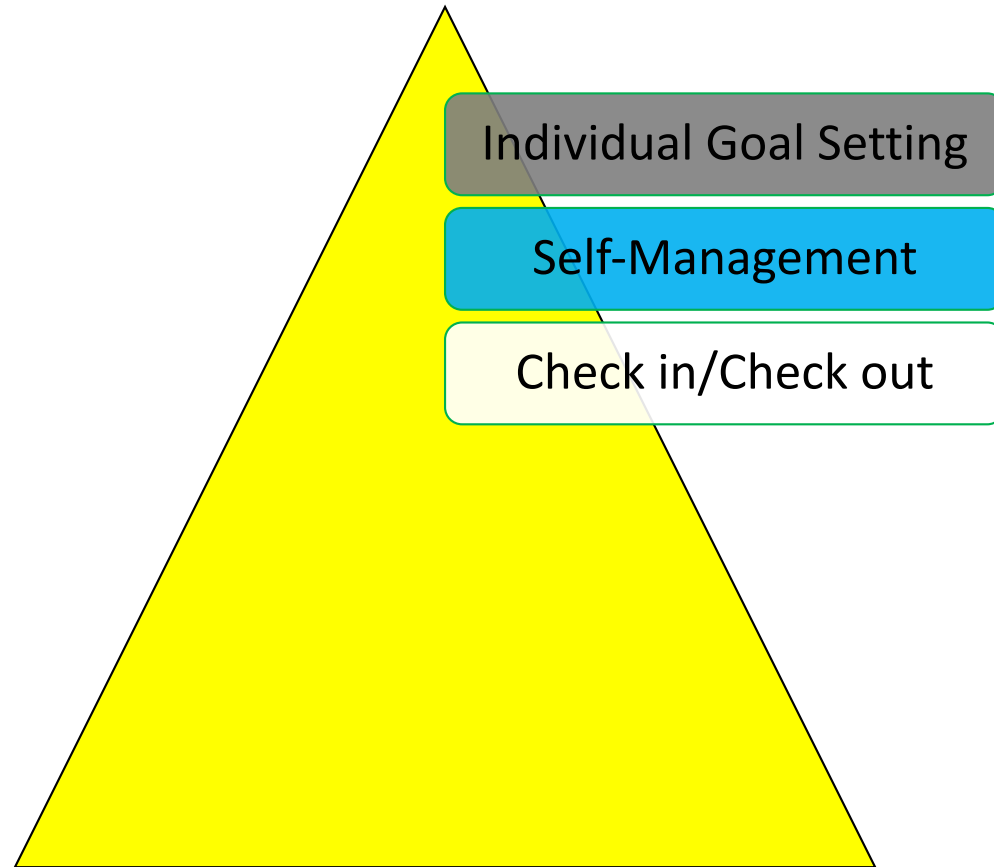
Self-Management

- Self-management procedures are highly adaptable to address a wide range of behaviors, including decreasing problem behaviors and increasing appropriate behaviors

- Self-management procedures teach students to take responsibility for their actions, which places fewer intervention demands on teachers (Cole, 1992)

- The process involves observing and documenting occurrences of one's own behavior

Self-Management Steps

1. Determine the values/expectation and targeted behavior (observable/measurable)

2. Create forms for the student to monitor his/her behavior

3. Identify and monitor the target behavior by providing examples and non-examples of the behavior and practicing how occurrences will be coded

4. When the student is reasonably accurate, he or she is ready to self-manage independently.

Tier 2 Secondary Supports

Individual Goal Setting

Self-Management
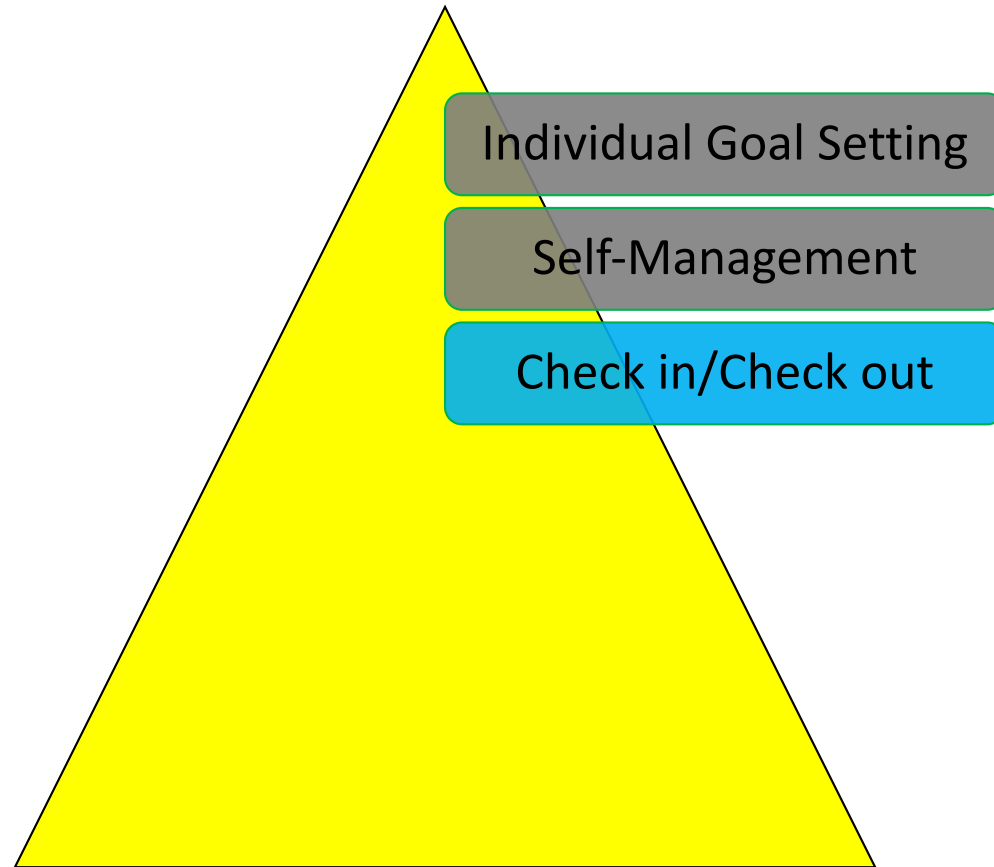
Check in/Check out

Check In Check Out

- School based program for providing daily supports and monitoring to students who are at risk for developing serious or chronic problem behaviors

- Teacher(s) "Checks in" with a student in the morning and at specified interval to provide feedback on behavior
  - Based on expectations and target behaviors

- End of the day, the student "Check's out"

CICO Components and Process

- Components
    - Increases instruction on expectations and social skills
    - Increases reinforcement and motivation
    - Provides opportunities for corrective consequences
    - Built in data collection on point cards
    - Includes home-school component

- Check Card
    - A sheet that track student's behaviors across expectations and provide students feedback on earning points

Student Name_____

Date_____

2 = Met all expectations, no prompts
1 = Met most expectations, one prompt
0 = Did not meet expectation, more than one prompt

Teacher Name_____

Phase_____

Subjects	Be Safe				Be Responsible				Be Respectful				Total	Staff Initials
Week 1	**Check in**		Check out		**Check in**		Check out		**Check in**		Check out			
1 Monday	**0 1 2**		0 1 2		**0 1 2**		0 1 2		**0 1 2**		0 1 2			
2 Tuesday	**0 1 2**		0 1 2		**0 1 2**		0 1 2		**0 1 2**		0 1 2			
3 Wednesday	**0 1 2**		0 1 2		**0 1 2**		0 1 2		**0 1 2**		0 1 2			
4 Thursday	**0 1 2**		0 1 2		**0 1 2**		0 1 2		**0 1 2**		0 1 2			
5 Friday	**0 1 2**		0 1 2		**0 1 2**		0 1 2		**0 1 2**		0 1 2			

Total Be Safe Points

Total Be Responsible

Total Be Respectful

Total Points

Comments:_____
_____
_____

Points needed for reward
_____

Teacher Signature _____   **Parent Signature _____**

Student Name_____   Teacher Name_____

Date_____   Phase_____

	Subjects	Be Safe	Be Responsible	Be Respectful	Total	Staff Initials
1	Homeroom	0 1 2	0 1 2	0 1 2		
2	Math	0 1 2	0 1 2	0 1 2		
3	Reading	0 1 2	0 1 2	0 1 2		
4	Lunch	0 1 2	0 1 2	0 1 2		
5	Specials	0 1 2	0 1 2	0 1 2		
6	Social Studies	0 1 2	0 1 2	0 1 2		
7	Dismissal	0 1 2	0 1 2	0 1 2		

Teacher Signature _____

Parent Signature _____

Total Be Safe Points	Total Be Responsible	Total Be Respectful	Total Points	Points needed for reward _____

Comments: _____

Student Name_____   Teacher Name_____

Date_____   Phase_____

	Subjects	Be Safe	Be Responsible	Be Respectful	Total	Goal Met?	Strategies Used?	Staff Initials
1	Homeroom	0 1 2	0 1 2	0 1 2		Yes No N/O		
2	Math	0 1 2	0 1 2	0 1 2		Yes No N/O		
3	Reading	0 1 2	0 1 2	0 1 2		Yes No N/O		
4	Lunch	0 1 2	0 1 2	0 1 2		Yes No N/O		
5	Specials	0 1 2	0 1 2	0 1 2		Yes No N/O		
6	Social Studies	0 1 2	0 1 2	0 1 2		Yes No N/O		
7	Dismissal	0 1 2	0 1 2	0 1 2		Yes No N/O		

Teacher Signature _____

Parent Signature _____

Total Be Safe Points	Total Be Responsible	Total Be Respectful	Total Points	Total Yes____ Total No____ Total N/O____	Total Strategies Used? _____	Points needed for reward _____

Comments: _____

Student: Jonathan ██████   Step/Day: 3/22   Date: 8/29   Bank: Total Points = 328
                                                                        (Subtract as Spent & Initial) −50 aw

Centennial School Daily Point Sheet / High School Progress Report
To "Earn Day" Must Earn Each Goal Area Based On Step: 18/22 = 80%(Steps 1 &2) / 19/22 = 85%(Step 3) / 20/22 = 90%(Steps 4 & Transition)

Missing Work (Y/N)														
Behavioral Goals	HR Rm. 29	Lit I Rm. 30	Lit I Rm. 30	Break Rm. 29	Math Rm. 28	Gym M,Tu Art Th, F Rm.29	Lunch Rm. 29	Social Studies Rm 30	Transition Lab Rm. 29	Study Hall Rm. 29	Close Rm. 29	Total Pts/All	Total %	*Bonus Pts/ Totals
1. Be There, Be Ready	2	2	2	2	2	2	2	2	2	2	2	22	100	10
2. Be Responsible	2	2	2	2	2	2	2	2	2	2	2	22	100	10
3. Be Respectful	2	2	2	3	1	2	2	2	2	2	2	21	95	5
4. Personal Space	2	2	2	2	2	2	2	2	2	2	2	22	100	10
5. Follow Directions	2	2	2	2	2	2	2	2	2	2	2	22	100	10
Did I use an Anger Management Strategy when I was upset? Y/N	/	/	/	/	/	/			II	/	/	2 2		
Problem Solving Opportunities														
Time Owed														
Bonus/Self Management Points(Max.10 per period)												(+32)		
Teacher Initials	AW	NK	NK	CK	AW	NK	AW	AW	KH	AW	AW			

*Bonus Points end of day per goal: 10 Bonus Points = 100% or all 2's / 5 Bonus Points = meets criteria based on Step (80%-99%)   #Each Ticket = 2 Bonus Points/write total value not total # of tickets

Key

2	1	0	N
Meets Expectations	Close To Expectations	Below Expectations	Not Measured

Daily Progress Report

Teacher Comments: Excellent job making your day! Have a wonderful 3-day weekend!

Homework Tonight?: YES or NO (Subject(s) Circled Above) / Date Due: ___   Teacher Signature: A.███

Parent Comments: On the way home Monday we saw a   Parent Signature: K.███
street sign for "Picketts Charge". Isn't that Civil War?

Check Card

- Incorporates
  - Teaching of expectations/rules

  - Acknowledgment system

  - Hierarchy of corrective consequences

  - Data management

Reduction in challenging behaviors
- disruption, disrespect, disorganization, work completion, impulsive behaviors

Increase academic engagement and achievement

Tier 2 Secondary Supports

Individual Goal Setting

Self-Management

Check in/Check out
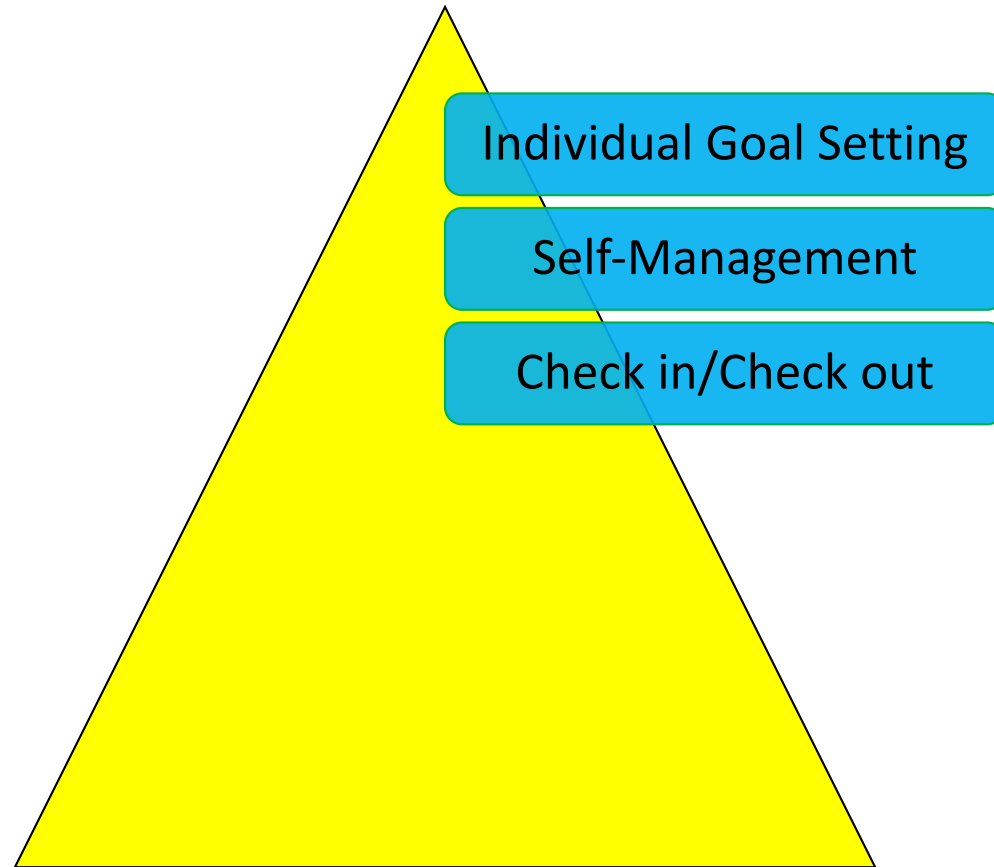
Tier 3 Tertiary

- To identify appropriate interventions and supports, an assessment-based approach is best practice due to its long and successful track record in the school setting for guiding the selection of intervention and mental health services (e.g., Bambara & Kern, 2005).

- Complex needs require support team of specialists in area of need (social, emotional, academics, etc.)

- As such, we will highlight the process and not specific interventions

Assessment Based Strategies

Accommodations

http://www.intensiveintervention.org
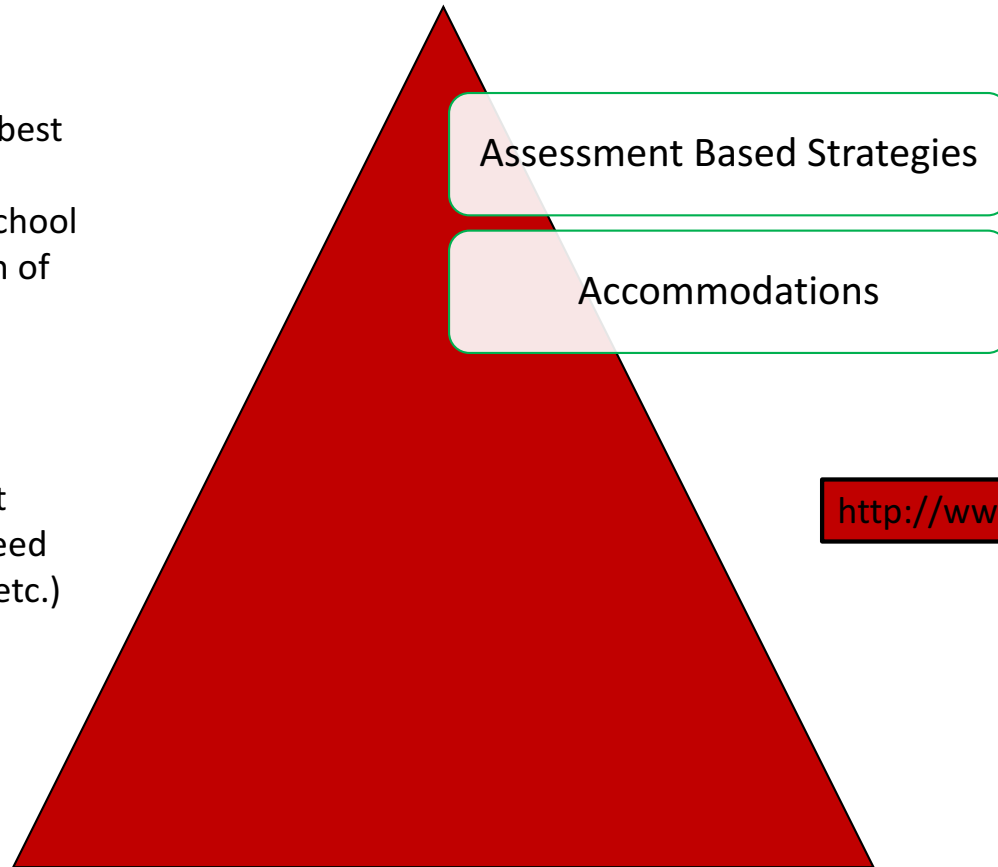
Tier 3 Tertiary

Assessment Based Strategies

Accommodations
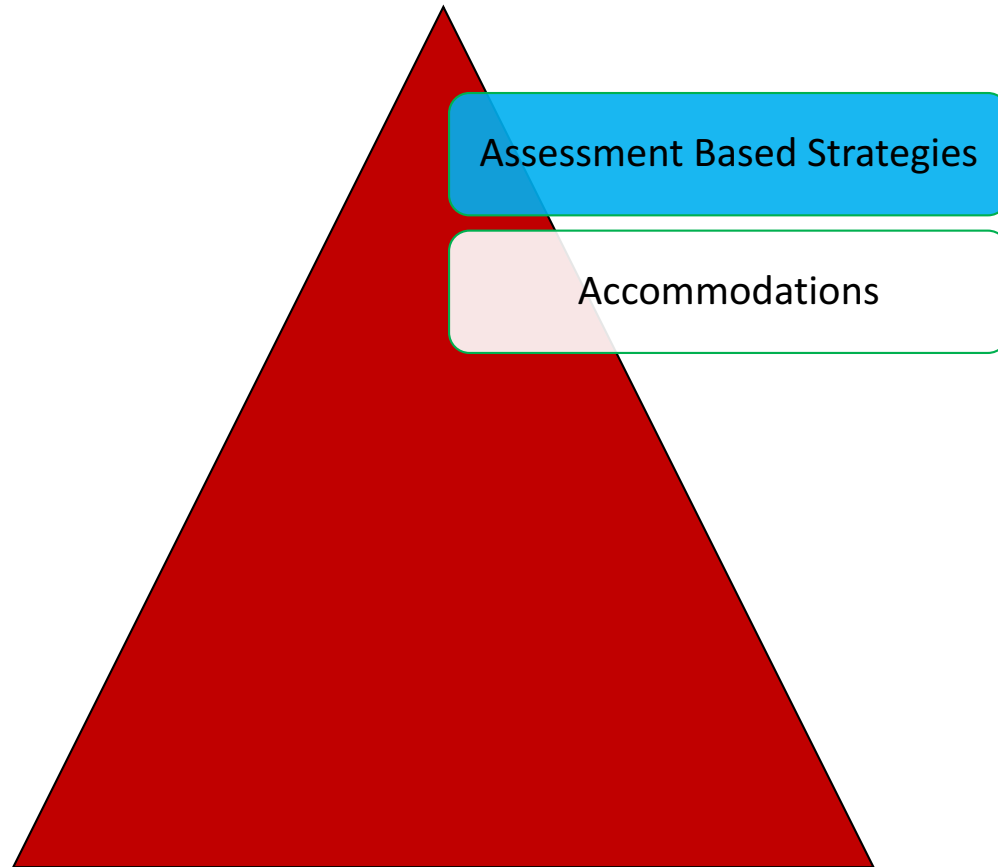
Assessment-Based Intervention Development

- Because of the complex needs of adolescents with intensive mental health problems, we recommend assessment to evaluate both academics, classroom performance as well as mental health/social issues.

- Academic/classroom assessments should examine broad competencies, including organization and study skills.

- More specific skills that should be considered include attention and academic strengths and needs.

Assessment-Based Intervention Development

- In the area of mental health, assessments should determine whether a student is at-risk for major mental health disorders, including depression and anxiety.
    - should identify any documented occurrences of behavioral outbursts.

- Potential social skills deficits should be considered.

- Each of these areas of assessment should link directly to specific interventions. This multi-dimensional approach to assessment and intervention identification leads to a comprehensive multi-component intervention plan.
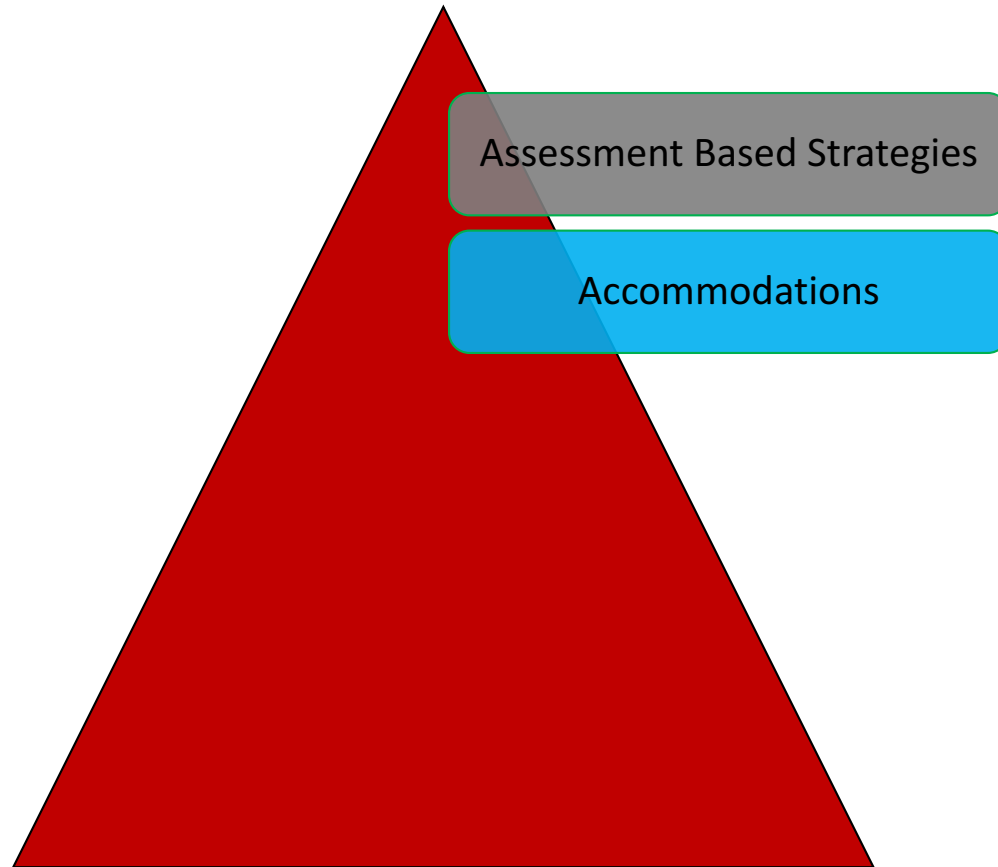
Accommodations

- In the previous sections, we described a tiered system of intervention to match the level of support with student need

- Accommodations offer another opportunity to facilitate learning

- Accommodations are changes to some aspect of instructional delivery or student participation that does not substantially alter the curriculum or associated expectations (Thompson, Morse, Sharpe, & Hall, 2005)

Accommodations

- Goal of accommodations
  - Remove barriers to learning and full participation, thereby offering students equal access to the curriculum,

- Particularly important for students with EBD at the secondary level because most spend at least some time in general education classrooms (Wagner et al., 2006)

- Designed to maintain the academic standards required of students without disabilities while mediating the impact of the student's disability (Harrison, Bunford, Evans, & Owens, 2013)

Accommodations

Accommodations fall into four broad categories (Christensen, Braam, Scullin & Thurlow, 2011)

1. Presentation
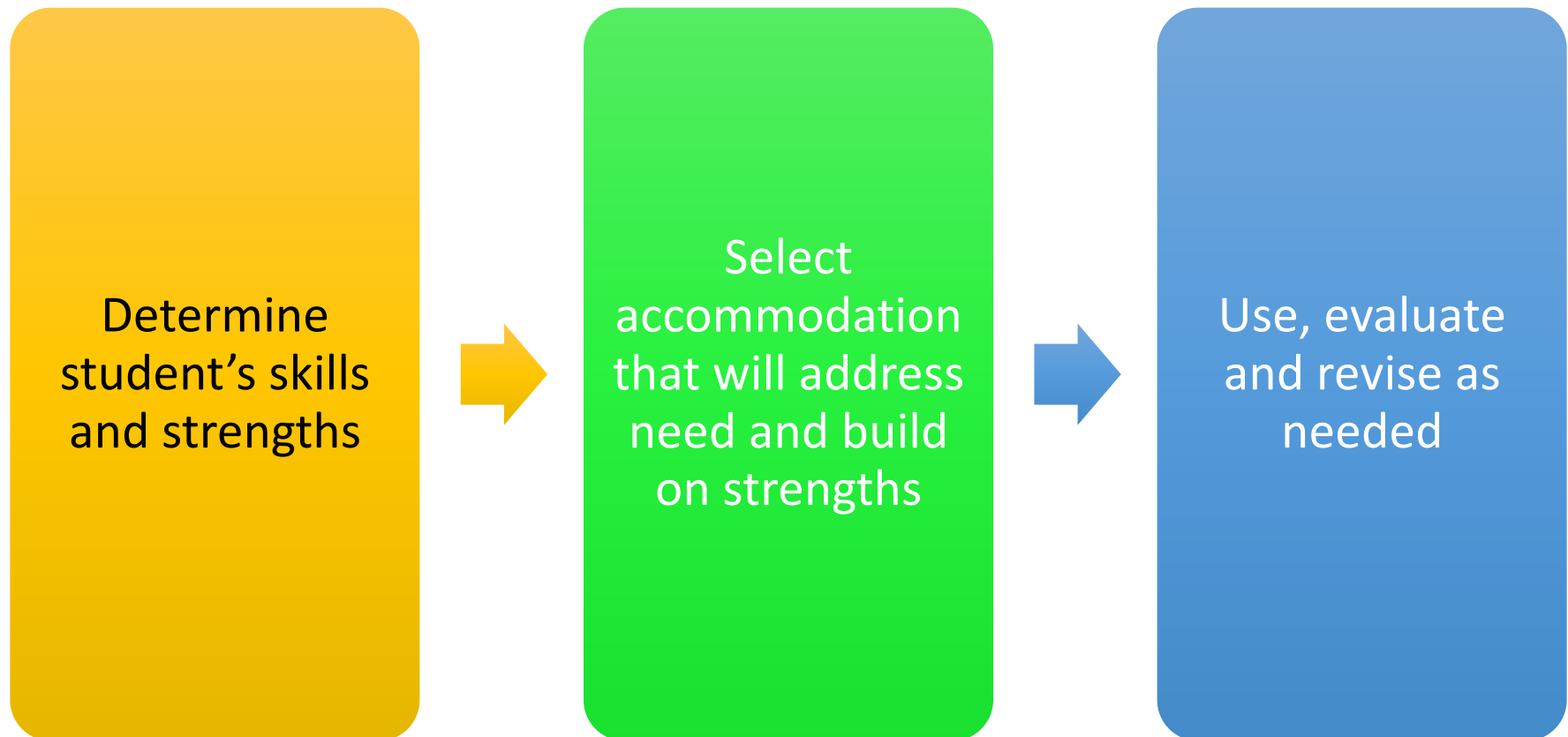2. Response/Scheduling
3. Timing
4. Setting

However, there is limited research demonstrating what accommodations are effective, especially for students with EBD

No good guide as to which accommodation to pick and difficulty with implementation

Accommodations

- In spite of these limitations, we believe that accommodations have the potential to make a significant difference in student outcomes.

- We offer several recommendations for their selection and implementation
  - Need to be individualized and linked to each student's specific deficits and skills

  - Accommodations should not be selected based on disability label, ease of implementation, or teacher preference

  - Teachers (in conjunction with the support team) should self-assess the manner in which they select accommodations to assure that they are not the result of the aforementioned processes

Accommodations

Determine student's skills and strengths → Select accommodation that will address need and build on strengths → Use, evaluate and revise as needed

Three Tiers of Support

Classwide Expectations

Social Skills Instruction

Improving Teacher-Student Interactions

Embedding Choice

Good Behavior Game

Individual Goal Setting

Self-Management

Check in/Check out

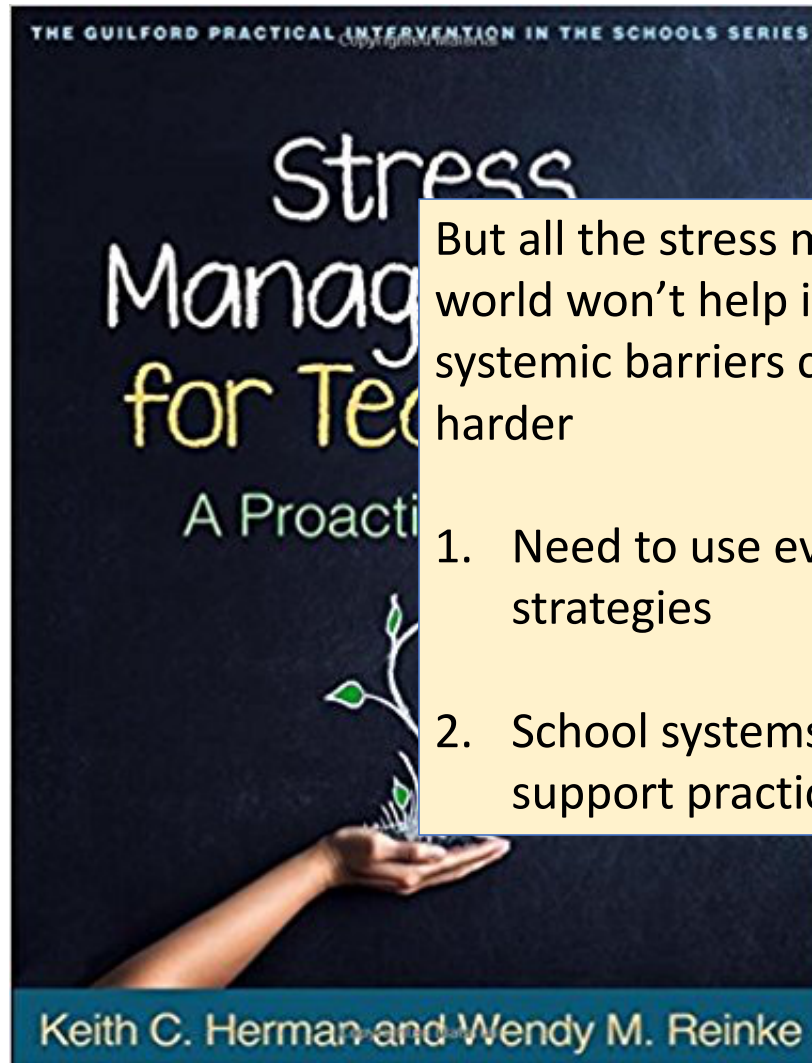**Assessment Based Strategies**

Accommodations
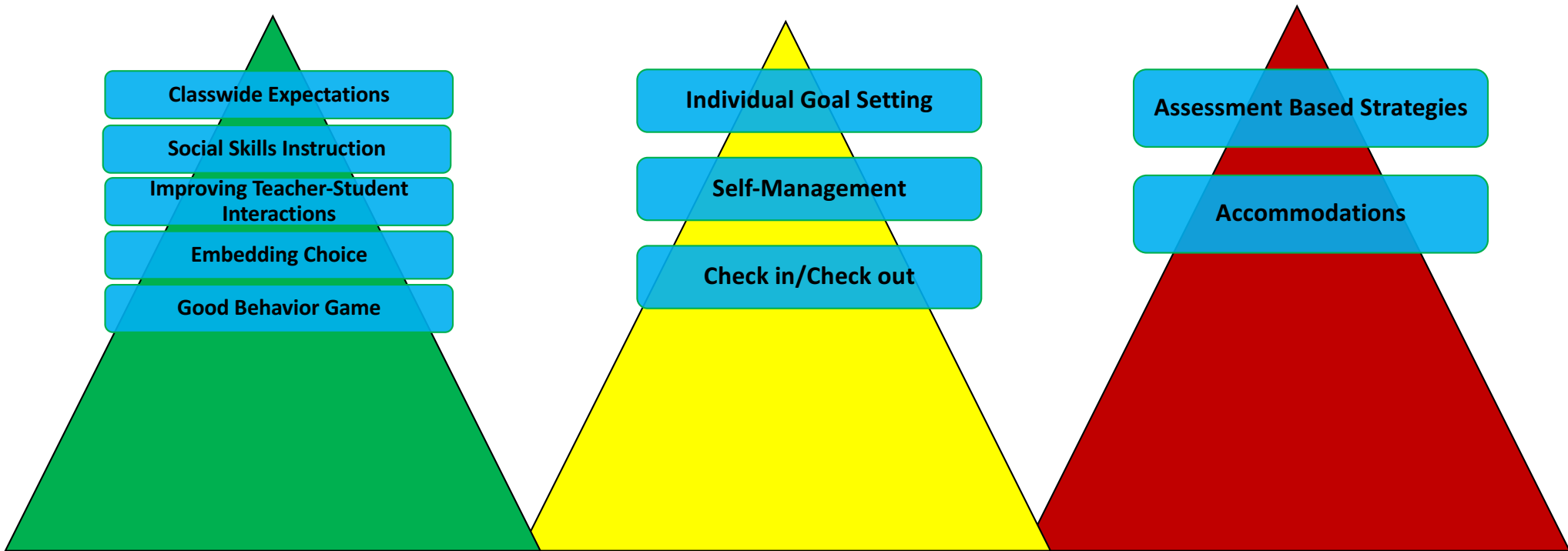
Barriers to Implementation

- Resistance to mental health programs

- Acceptability of interventions

- Knowledge and training

- Teacher/school staff stress and burnout

Some Potential Solutions

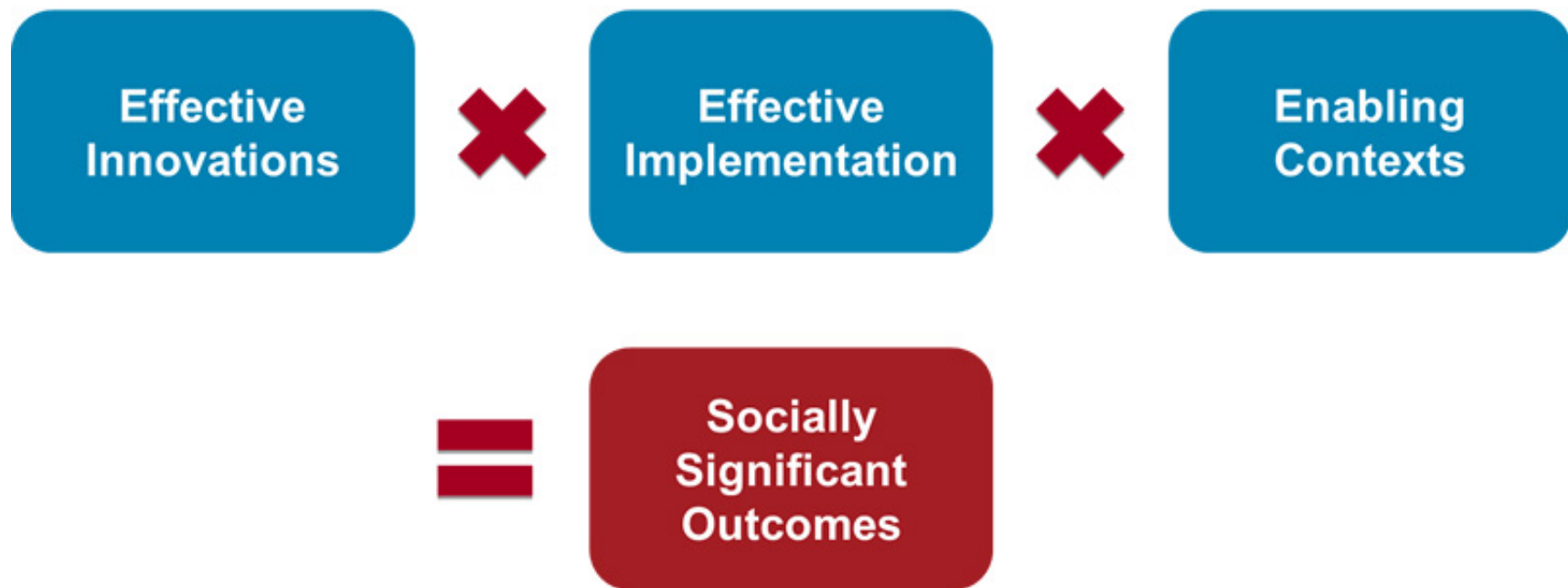- Provide training on importance of mental health and how good classroom practices positively impact mental health as well as academics

- Modify and fit interventions developed to fit into schools to make them more acceptable and contextually appropriate

- Provide skills resources, training and supports for teachers

- Actively work to reduce teacher stress and invest in making sure we are also addressing teacher stress and burnout

Stress
Manag
for Te

A Proacti

Keith C. Herman and Wendy M. Reinke

But all the stress management in the world won't help if stressors remain and systemic barriers continue to make tasks harder

1. Need to use evidence-based strategies

2. School systems need to be change to support practices and practitioners

Formula For Success

Effective Innovations	✖	Effective Implementation	✖	Enabling Contexts

= Socially Significant Outcomes

for your participation and attention, you were wonderful!

Questions?

Follow ups

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