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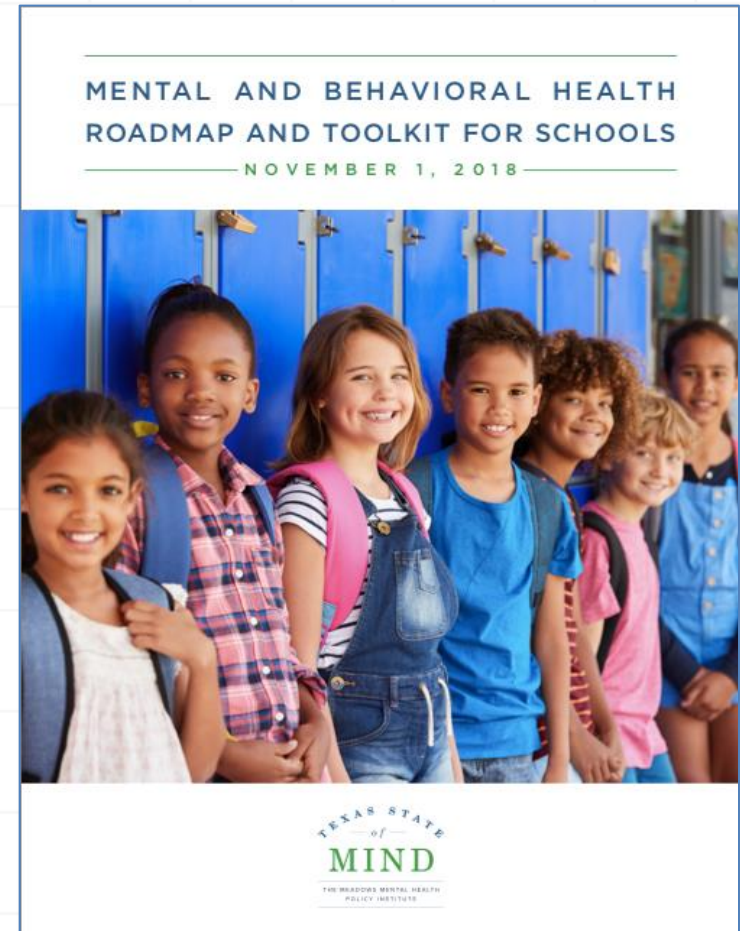
Mental and Behavioral Health Roadmap and Toolkit for Schools

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Objectives

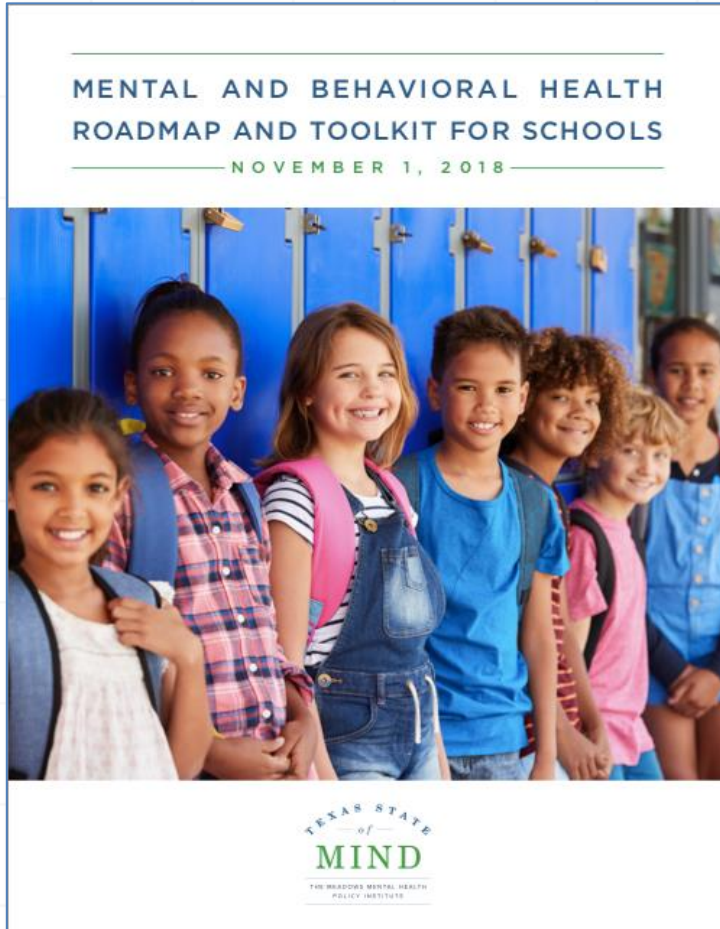
- Overview of Roadmap and Toolkit
- Multi-tiered System of Supports
- Interconnected Systems Framework
- Implementation Science





ROADMAP AND TOOLKIT OVERVIEW

Roadmap and Toolkit



View full report here.



bit.ly/SchoolRoadmapToolkit

Mental and Behavioral Health Roadmap and Toolkit for Schools: Project Overview

Background

- While schools are not mental health providers, they're well positioned to prevent or minimize student's mental health challenges.
- We have learned that in order for schools to accomplish this they need additional guidance and information.

Purpose: The Roadmap and Toolkit was developed to provides Texas schools and districts with:

- Information on research-driven, evidence-based practices and
- Practical guidance to more effectively assess and address student mental and behavioral health needs.

Format: This document has two sections – a Roadmap and a Toolkit

Roadmap Component

The Roadmap includes:

- Definitions;
- Research;
- Evidence-based practices;
- Issues impacting education and mental health;
- Alignment of education and mental health frameworks;
- Multi-tiered System of Supports (MTSS); and
- Implementation science.

Toolkit Component

The Toolkit includes practical information to support implementation of school-linked mental and behavioral health programming, with tools that address:

- Funding opportunities;
- State legislation;
- Trauma-informed care in schools;
- Mental Health First Aid and Youth Mental Health First Aid;
- Staff self care;
- State and community providers, coalitions, and partnerships; and
- Telemedicine and telehealth.

Toolkit Component (cont.)

The Toolkit also includes federal, state, local, and private funding opportunities that support the implementation of school-linked mental and behavioral health programming. Examples of federal funding include:

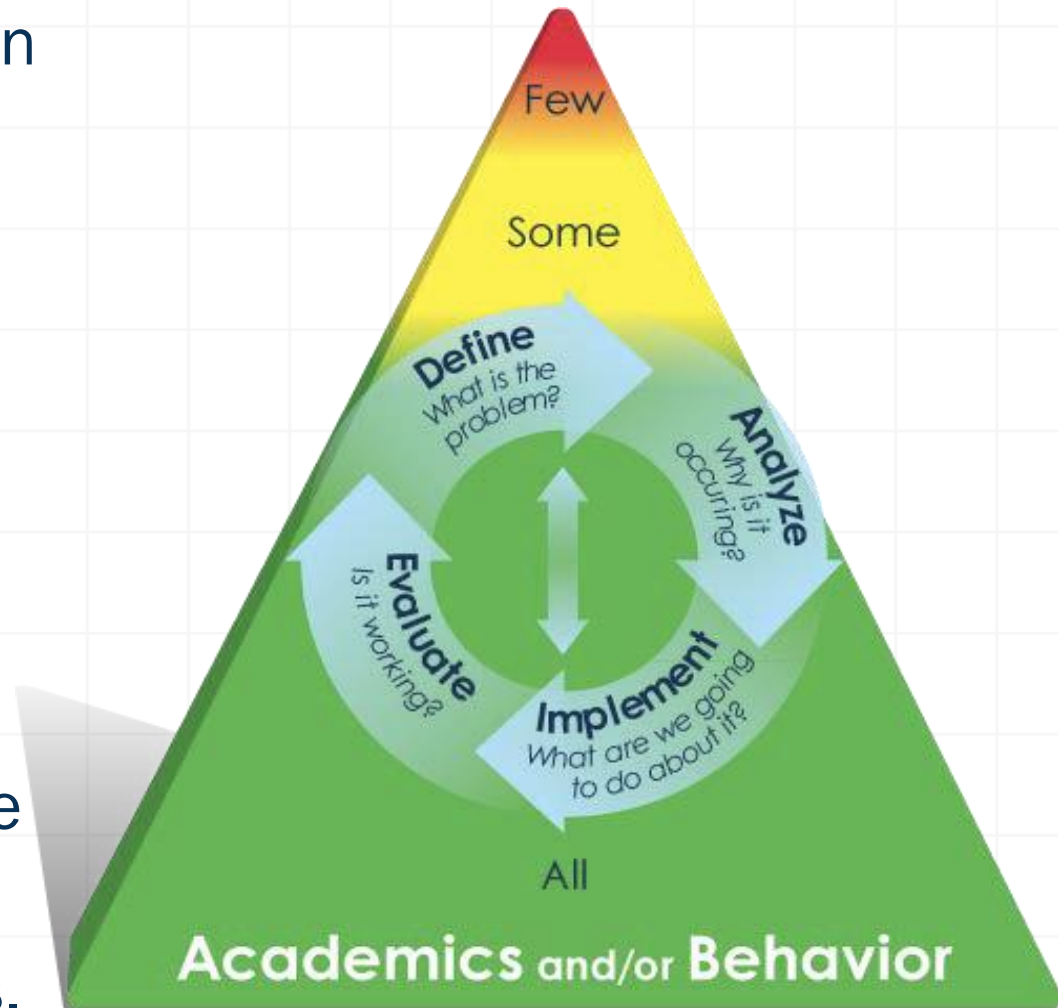
- U.S. Department of Education (Toolkit, page 93)
- Substance Abuse and Mental Health Services Administration (SAMHSA) (Toolkit, page 101)
- Health Resources & Services Administration (HRSA) (Toolkit, page 102)
- Department of Justice (DOJ) (Toolkit, page 103)



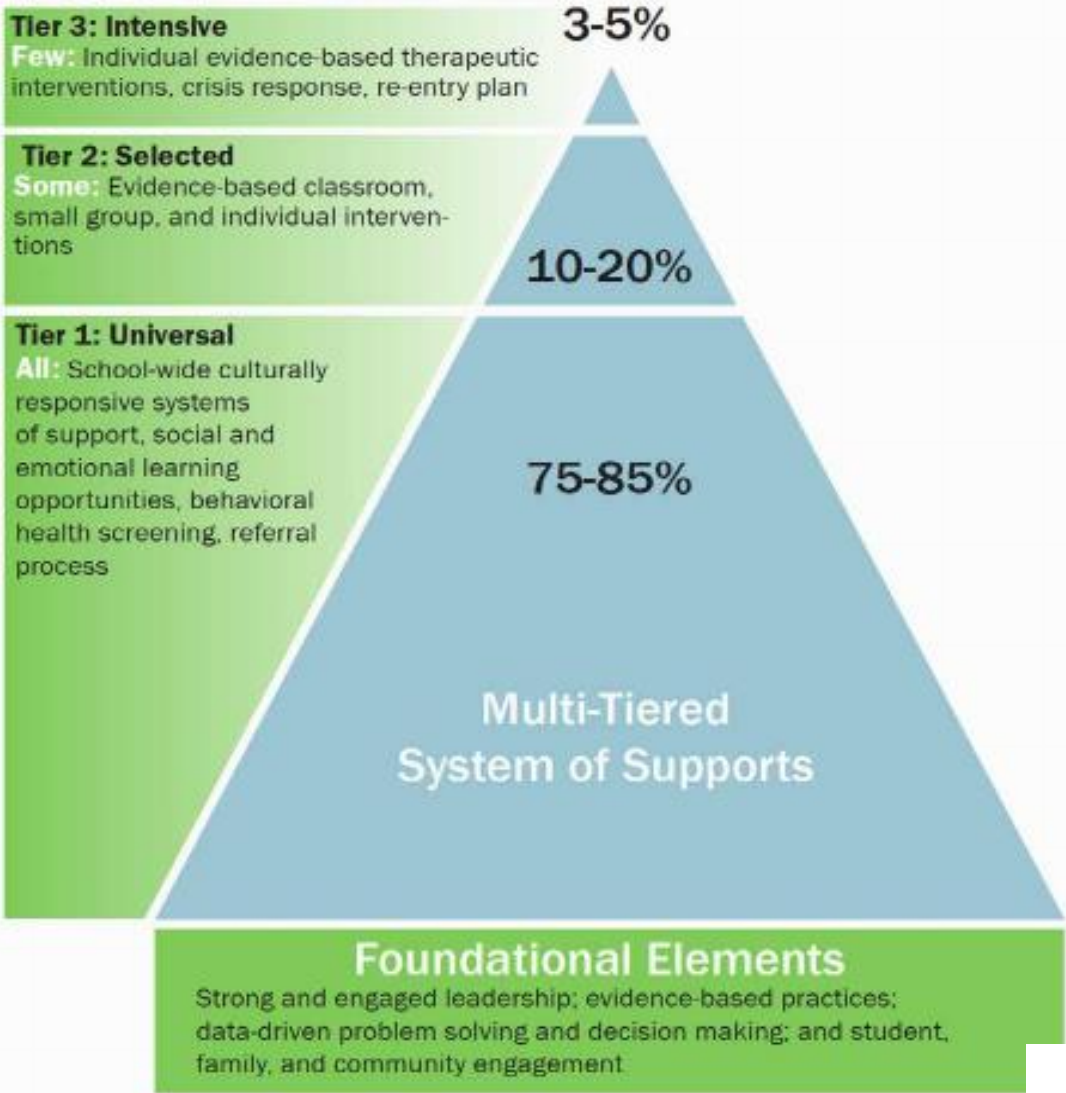
MULTI-TIERED SYSTEM OF SUPPORTS

Multi-tiered System of Supports (MTSS)

- High-quality instruction and interventions, matched to need;
- Monitors progress frequently to make decisions about changes in instruction/goals;
- Applies child response data to important educational decisions.



Multi-tiered System of Supports (MTSS)



MTSS Tiers: Overview and Additional Information

The Roadmap also includes an overview and information related to each of the MTSS tiers, which includes:

- Identifying and assessing needs,
- Addressing identified needs,
- Measuring outcomes,
- Examples of interventions, and
- Considerations for district and school leadership.

MTSS Evidence-Based Practices

Examples of evidence-based practices for each tier:

- Universal Supports and Interventions
(Roadmap, page 50)
- Targeted Supports and Interventions
(Roadmap, page 62)
- Intensive Supports and Interventions
(Roadmap, page 70)

Considerations for Implementing Universal Supports and Interventions, Pages 49-50

- **Superintendent and Senior Leadership:** Agree to use MTSS practices at the district level and identify how it aligns with strategic policy and goals.
- **Principal and School Leadership:** Engage staff and build consensus and articulate a vision for the building that aligns with district priorities.
- **Educators:** Deliver instruction and intervention with high levels of fidelity.
- **Families, Guardians, and Caregivers:** Are engaged by schools, in a concerted way, as early as possible, beginning with instruction on the core curriculum.

Considerations for Implementing Targeted and Intensive Supports and Interventions

- Additional considerations for implementing targeted supports and interventions can be found on pages 61-62
- Additional considerations for implementing intensive supports and interventions can be found on pages 69-70

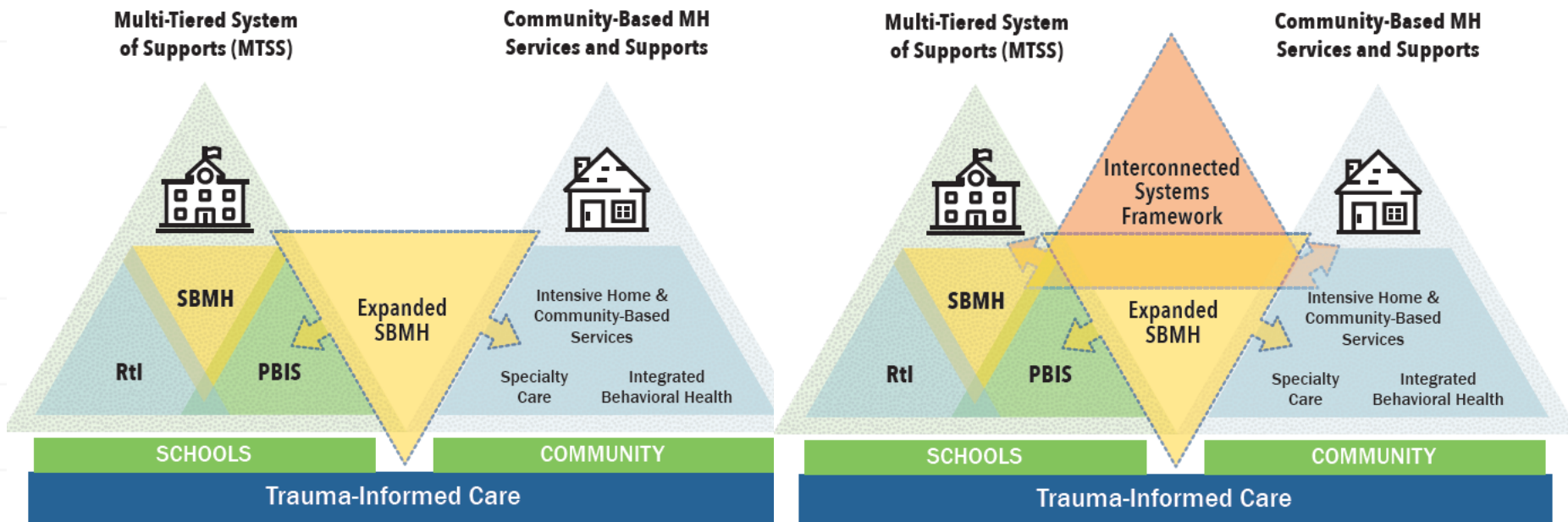




INTERCONNECTED SYSTEMS FRAMEWORK

Interconnected Systems Framework (ISF)

The ISF combines MTSS with community-based MH services. By fostering relationship and joint efforts between schools and local service providers, students and their families are able to access more comprehensive services.



Examples of ISF in MTSS for Tier 2

Comprehensive Tier 2 Targeted Interventions and Supports for SOME STUDENTS results in students receiving the support they need to achieve improved behavioral and academic performance.

Examples include:

- Evidence-based group and individual interventions, and
- Progress monitoring is integrated into the school day.



Examples of ISF in MTSS for Tier 3

When Tier 1 and Tier 2 interventions do not sufficiently meet students' needs, then for a FEW STUDENTS, Tier 3 Intensive Supports and Interventions are appropriate.

Examples include:

- Individual and group counseling/therapy during the school day,
- Re-entry program for students transitioning back from hospitalization or residential treatment, and
- Crisis response plans.



Engaging Districts & Community Providers

How districts can engage with community mental health providers:

- Identify mental health needs within district.
- Conduct asset mapping of community resources and make connections.
- Establish Memorandum of Understanding (MOU) with a community provider (Toolkit, page 186).

How community mental health providers can engage with school districts:

- Identify services and supports that can be delivered to students in a school setting.
- Clearly lay out services that can be offered, funding sources for services, and program needs.
- Establish Memorandum of Understanding (Toolkit, page 186).



IMPLEMENTATION SCIENCE

Implementation Science

Implementation science is the way research is put into practice. It offers a clear set of strategies to address the challenges inherent in effectively implementing innovative practices in education and mental health.

Implementation science requires specific actions:

- Specifying needs and outcomes (RM pg. 30)
- Selecting appropriate evidence-based practices (RM pg. 30-31)
- Understanding implementation drivers (RM pg. 31)
- Establishing systems for continuous progress monitoring – improvement cycles (RM. Pg. 33)

Specify the Need and Outcome

When adopting new approaches or innovations, school implementation teams are more likely to succeed when they use a strategic approach that specifies the identified needs and has clearly established outcomes.

Questions to consider include:

- What needs are you trying to address?
- How will addressing these needs affect other priorities?
- How will success be demonstrated?

Select Appropriate Evidence-Based Practices

Select a practice that is supported by evidence, aligns with the identified need and expected outcome, and is consistent with other practices and approaches that are currently in place.

Once a practice has been identified schools must consider:

- Local context and culture,
- Support for local implementation teams, and
- Multi-level distributed leadership and organizational support.

Implementation Drivers

Implementation drivers are the organizational structures that enable the implementation process.

The following key implementation drivers should be addressed:

- Professional development
- Coaching
- Evaluation
- Leadership
- Practice expertise

System for Continuous Progress Monitoring – Improvement Cycles

Continuous project monitoring and planning reviews is a process that assesses implementation fidelity and student progress in order to maximize the effectiveness, efficacy, and relevance of the program.

This process:

- Allows the leadership and implementation teams to make adjustments to support the efficient use of supports and resources,
- Ensures implementation is sustainable, and
- Determines if expected outcomes are achieved and considers the next phase of implementation.

Accessing the Roadmap and Toolkit

This resource is available for download on our website:

www.texasstateofmind.org

Focus → Children

Progress → Projects → Children

Or by direct link:

bit.ly/SchoolRoadmapToolkit

Or, we will hand out cards after this presentation!

Questions?

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QUESTIONS



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The truth is: mental illness affects more people than you may think, and we need to talk about it. It's Okay to say..." okaytosay.org
