Spotlight on SEL & Mental Health: Enhancing Systems of Student Support

January 10, 2023

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Supporting Student's Social Emotional Learning, Behavioral & Mental Health, & Wellness(SEL & Mental Health Grant)

- *Supporting Students' SEL, Behavioral & Mental Health (MH), and Wellness through MTSS (SEL & MH Grant)*
  - Purpose: To support Massachusetts public school districts and communities to adapt, expand, or strengthen multi-tiered systems of support to respond to the social-emotional and behavioral health needs of students, families, and educators and to build strong partnerships with community-based mental health agencies and/or providers.

  - *FY23 FC 311 Supporting SEL, Behavioral & Mental Health, and Wellness Board Package*

Grantee Overview

- 40 Districts

- $3,662,869 allocated

- Total of 111 SEL/MH grantees

- More than 10,424 students served by grantees
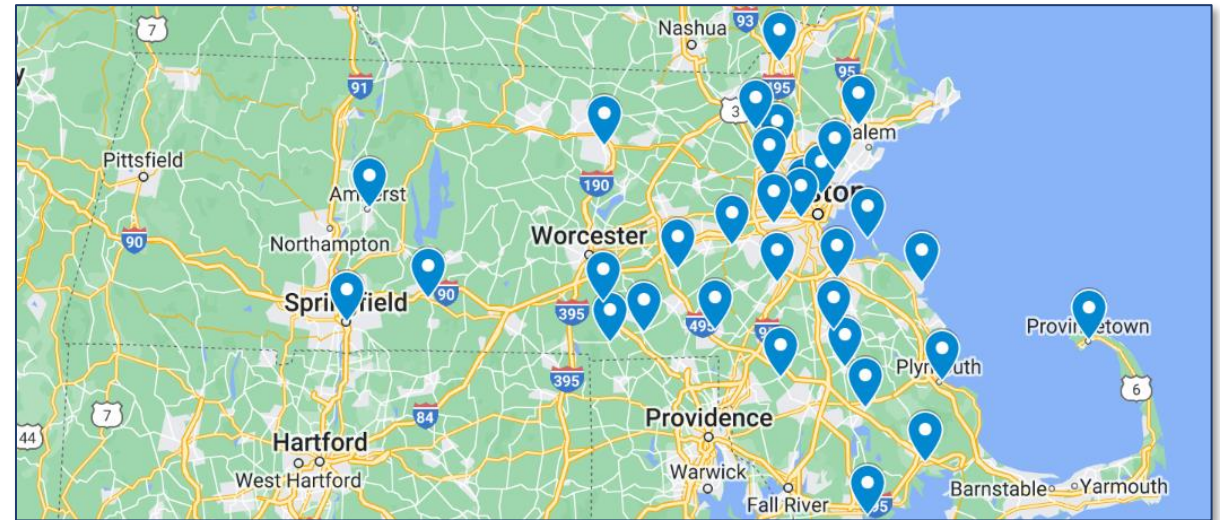
Breakout Rooms: Introductions + Discussion Questions

1. *Introduce yourself*
   1. *Name*
   2. *Role*
   3. *School district*
2. *Why did you apply for this grant?*
3. *What do you hope to get out of your participation in this program?*

Gathering our thoughts

○ *What do you hope to get out of your participation in this program?*

- *Please share a grant-related aspiration you have for this year!*
- *Padlet code: klp11v61q88h0gm5*

Key Principles of MTSS to Support Students' Mental Health & Wellbeing

Taking A System Approach To Mental Health & Wellbeing

Tweet

Secretary Miguel Cardona ✓
@SecCardona

In the past, student access to structured mental health services in schools hasn't been implemented in a functional way. It's been ancillary & after the fact. We have the opportunity now to redesign schools & make sure that mental health services are a core part of school's DNA.
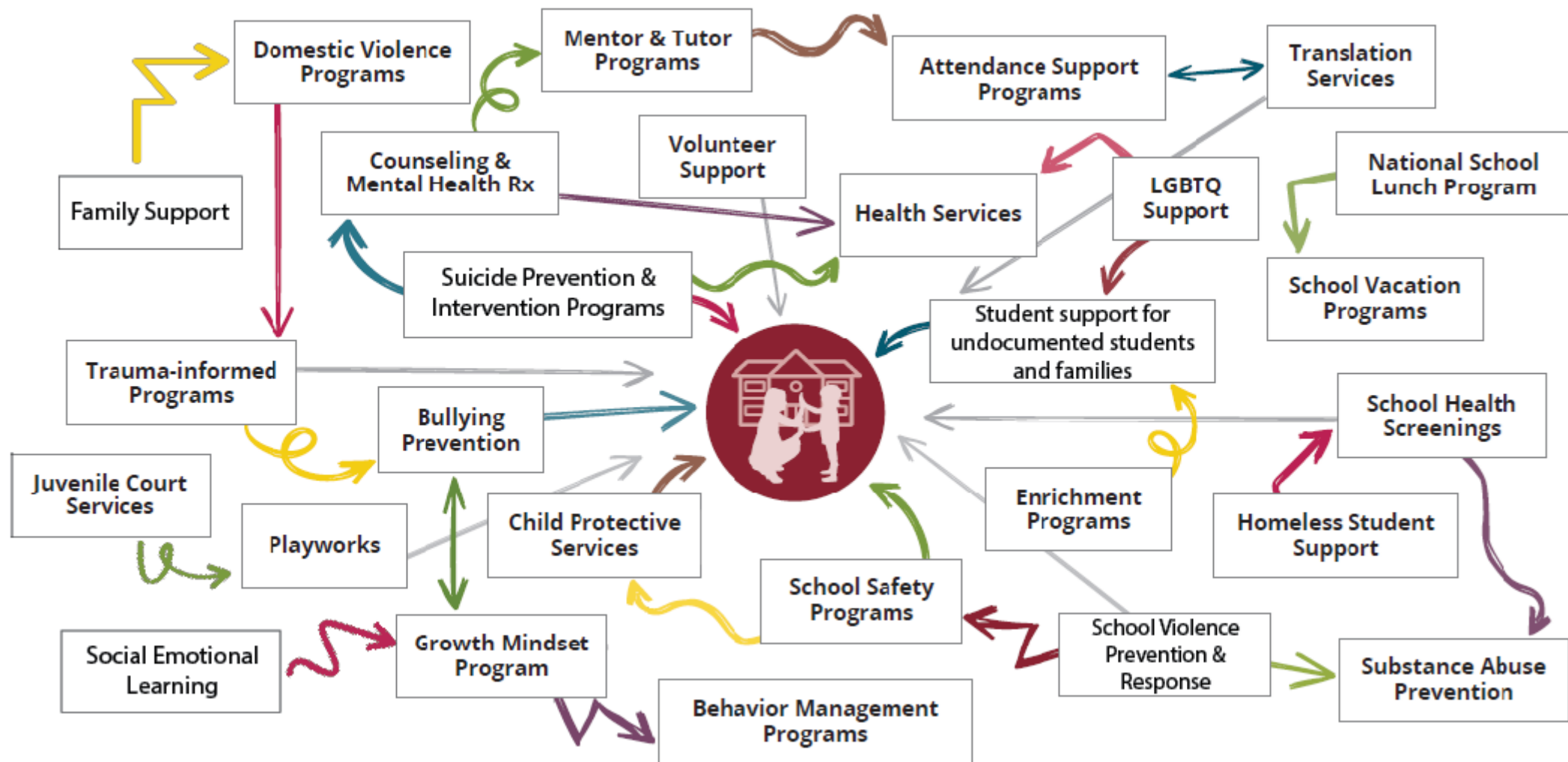
12:11 PM · Mar 27, 2021 · Twitter Web App

vs.

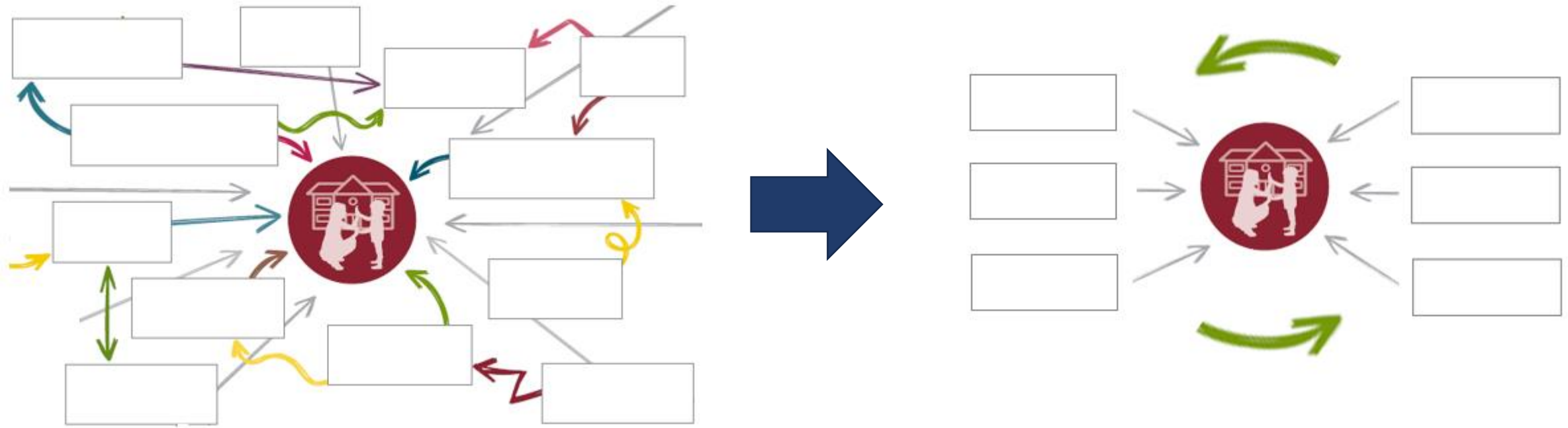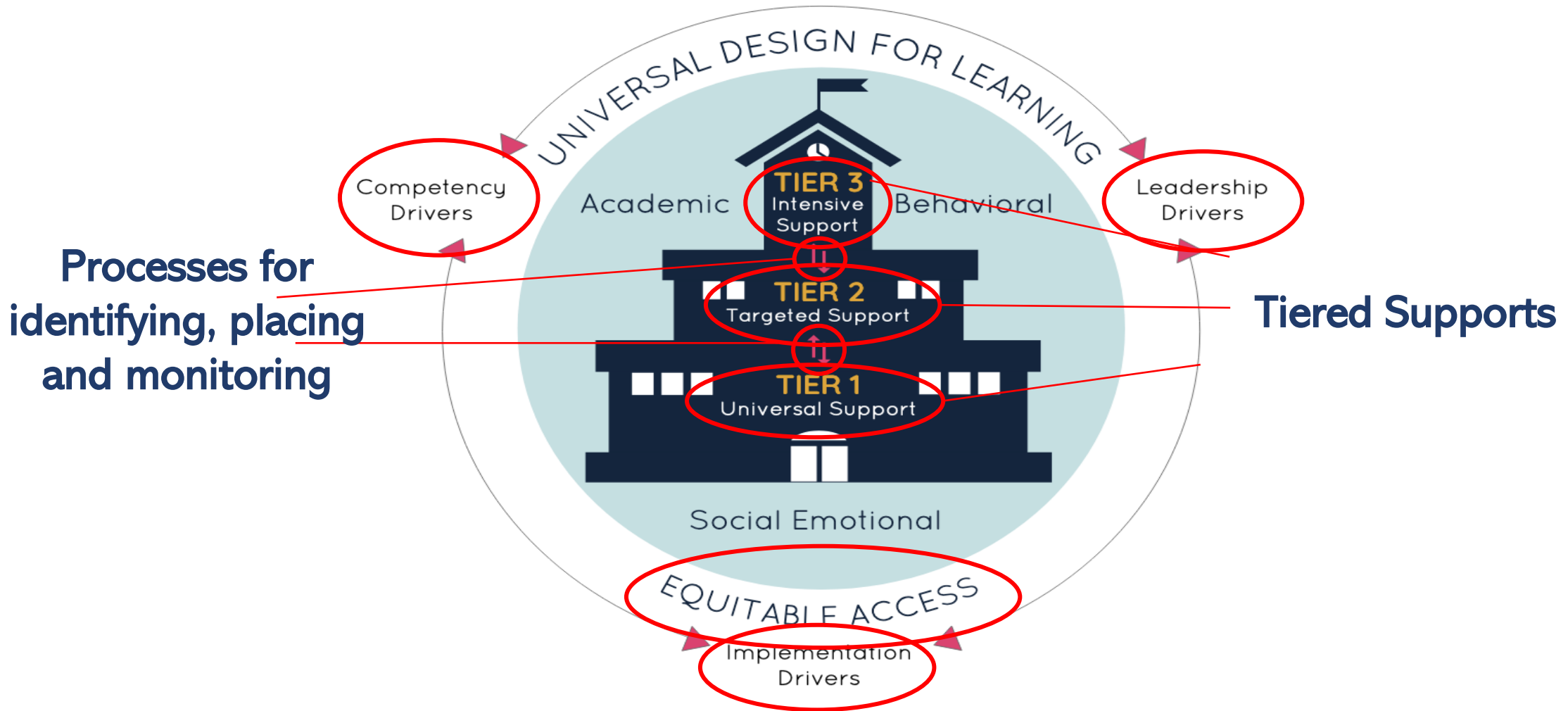# Taking A System Approach To Mental Health & Wellbeing

Taking A System Approach To Mental Health & Wellbeing

DESE's MTSS Framework

Processes for identifying, placing and monitoring

Tiered Supports

UNIVERSAL DESIGN FOR LEARNING

Competency Drivers

Leadership Drivers

Academic

Behavioral

TIER 3 Intensive Support

TIER 2 Targeted Support

TIER 1 Universal Support

Social Emotional

EQUITABLE ACCESS

Implementation Drivers

What MTSS Is...

- All students are capable of grade-level learning with adequate support
- MTSS is rooted in proactivity and prevention
- The system utilizes evidence-based practices
- Decisions and procedures are driven by school and student data
- The degree of support given to students is based on their needs
- Implementation occurs school-wide and requires stakeholder collaboration

(Harlacher, 2014)

... and What It Is Not

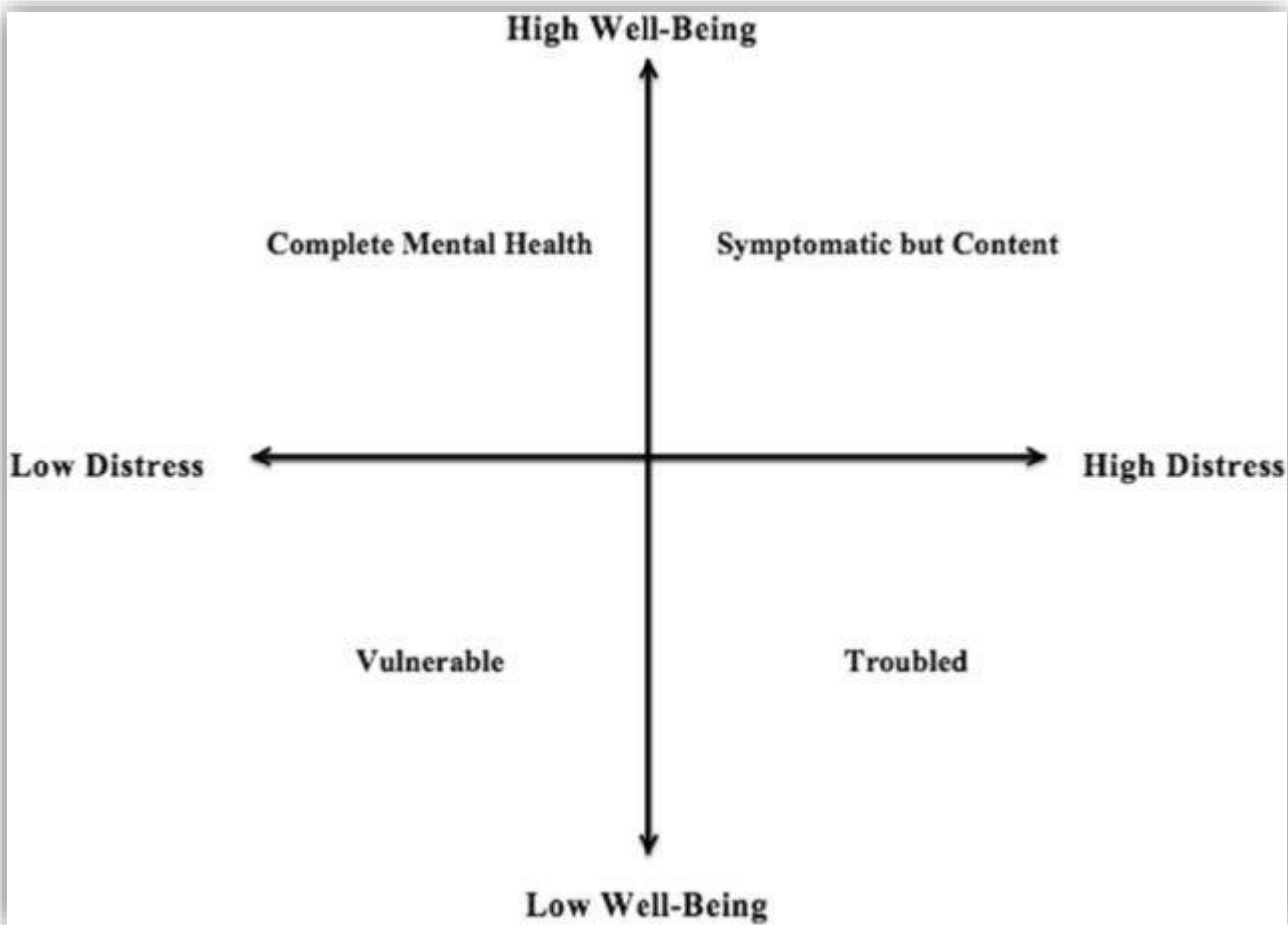| Misconception		Better Conception
MTSS is tiered interventions	→	Interventions are used within the broader MTSS framework
MTSS is the new special ed pre-referral process	→	MTSS can be used to help determine what services a student needs, but it is applied in many situations
Tier 1 = teaching Tier 2 = student support Tier 3 = special education	→	Teaching and student support take place at all times, across all tiers
Tier 1 = whole group Tier 2 = small group Tier 3 = individual	→	Tiers aren't defined by grouping strategies but by the intensity of the supports provided
MTSS is Response to Interventions (RTI) + Positive Behavioral Intervention and Support (PBIS)	→	RTI and PBIS can both fit within the MTSS framework, but they do not define it

What Is Mental/Behavioral Health?

High Well-Being

Complete Mental Health | Symptomatic but Content

Low Distress ← → High Distress

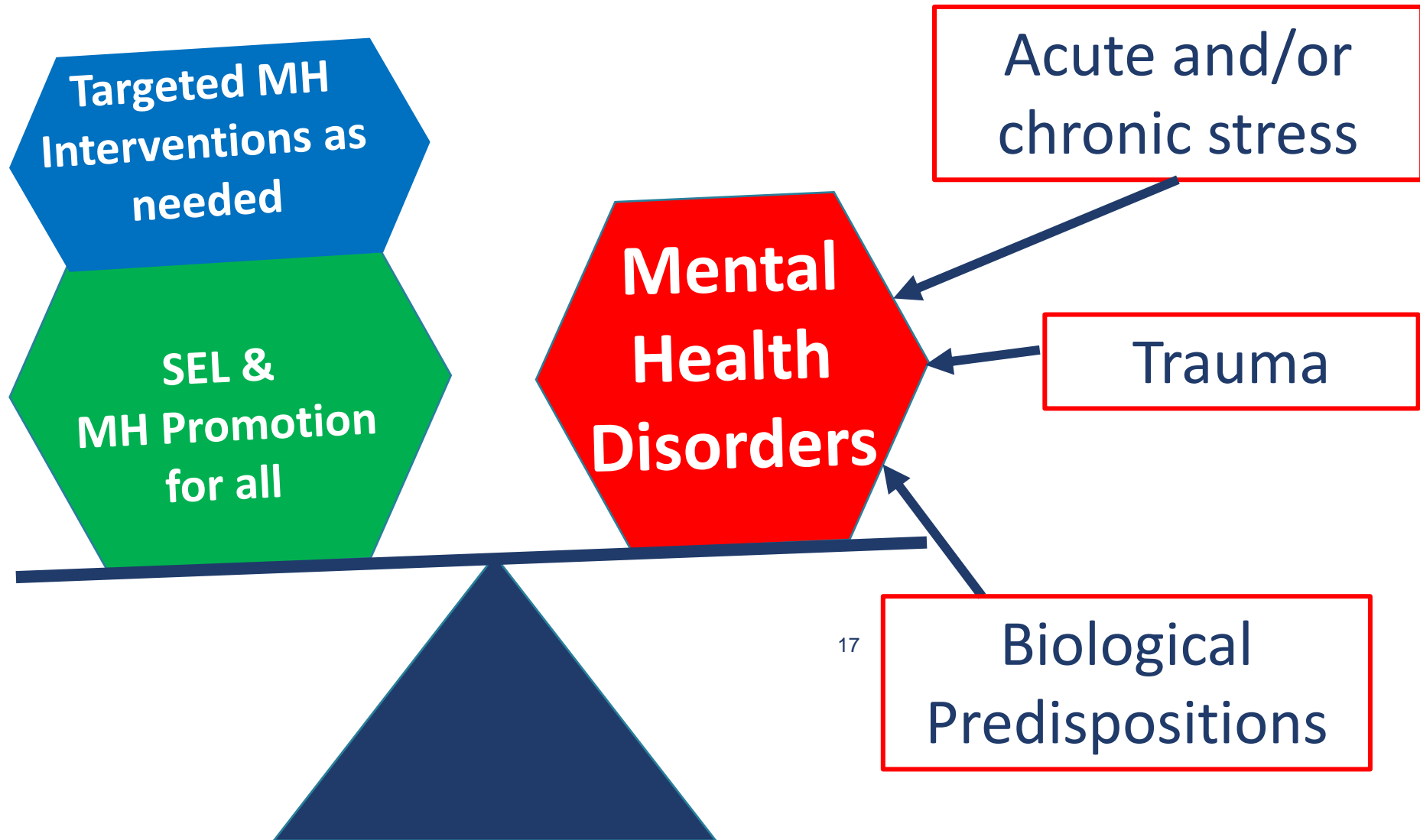Vulnerable | Troubled

Low Well-Being

*"**Good mental health is important for everyone.** Mental health is as important as physical health to our quality of life. Mental health is not simply the absence of mental illness, but also means having the skills necessary to cope with life's challenges. If ignored, mental health problems can interfere with children's learning, development, relationships, and physical health"*

-National Association of School Psychologists

SEL & Mental Health In MTSS Context

Mental Health

SEL

Additional SEL and MH Supports

SEL & Mental Health Promotion for All

Intersection Of SEL & Mental Health

Targeted MH Interventions as needed

SEL & MH Promotion for all

Mental Health Disorders

Acute and/or chronic stress

Trauma

Biological Predispositions

17

If MTSS is the car, the Student Support Team (or the equivalent) is the motor, and data is the fuel

Vision & Commitment From Leadership

MTSS is effective when leaders:

✓ Acknowledge the importance of SEL and mental health

✓ Understand the benefits of an MTSS framework

✓ Provide clear vision for the district's MTSS framework

✓ Create and implement the needed policies and structures to enable the MTSS framework to succeed

✓ Bring together diverse voices to develop and implement an MTSS framework

Effective Implementation

MTSS is effective when programs and practices are:

✓ Selected using data to inform students' needs

✓ Aligned with district's priorities and vision

✓ Well-integrated into MTSS structure

✓ Implemented and monitored for fidelity; though adapted as needed

✓ Implemented by the right/trained staff

✓ Culturally appropriate and reflect the traditions, values, and beliefs of the various groups in the schoolcommunity

Communication & Coordination

MTSS is effective when all educators:

✓ Understand and feel comfortable playing a role in the MTSS framework

✓ See their value in the larger system

✓ Know who to go to, when, and for what purpose

✓ Communicate effectively with each other, with students, and with families

✓ Communicate in culturally respectful and responsive ways

# Effective teams are essential for integrating leadership, implementation strategies, and communication/ coordination to make MTSS work

Team names and specific functions will vary by school:

- Student Support Team (SST)
- Wellness Intervention Team
- Tier Teams (Tier 1, Tiers 2&3)
- Student of Concern Team

Etc.

On the **systems** level, teams can receive, generate, and use data to:

→ Determine which supports and interventions to make available to students based on available resources

→ Align supports and interventions across tiers

→ Offer direction/content to Teaching & Learning Teams, Grade-Level Teams, etc.

→ Inform PD planning

→ Review and assess quality of implementation of supports and interventions

→ Shed light on data-driven budget needs, hiring needs, etc.
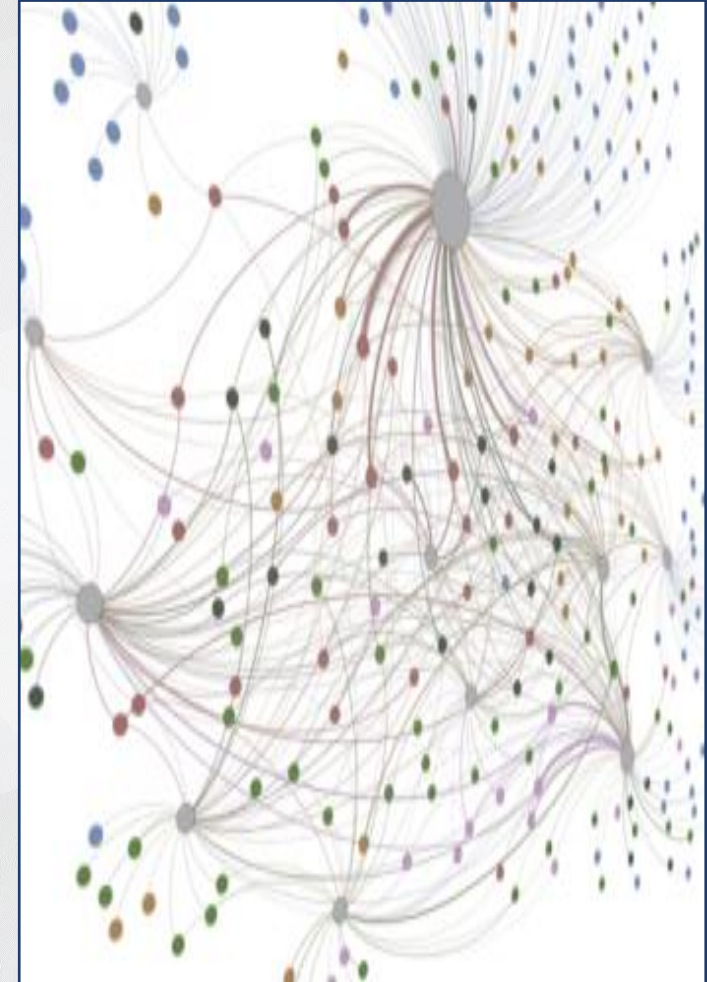
On the **individual student** level, teams can determine:

➔ Who gets what
➔ For how long
➔ How progress will be monitored
➔ Whether supports and interventions have been successful for that student, and thus whether to
  ◆ release the student after success has been achieved;
  ◆ continue with the same supports/interventions for more time; or
  ◆ move the student to a different level and/or set of interventions
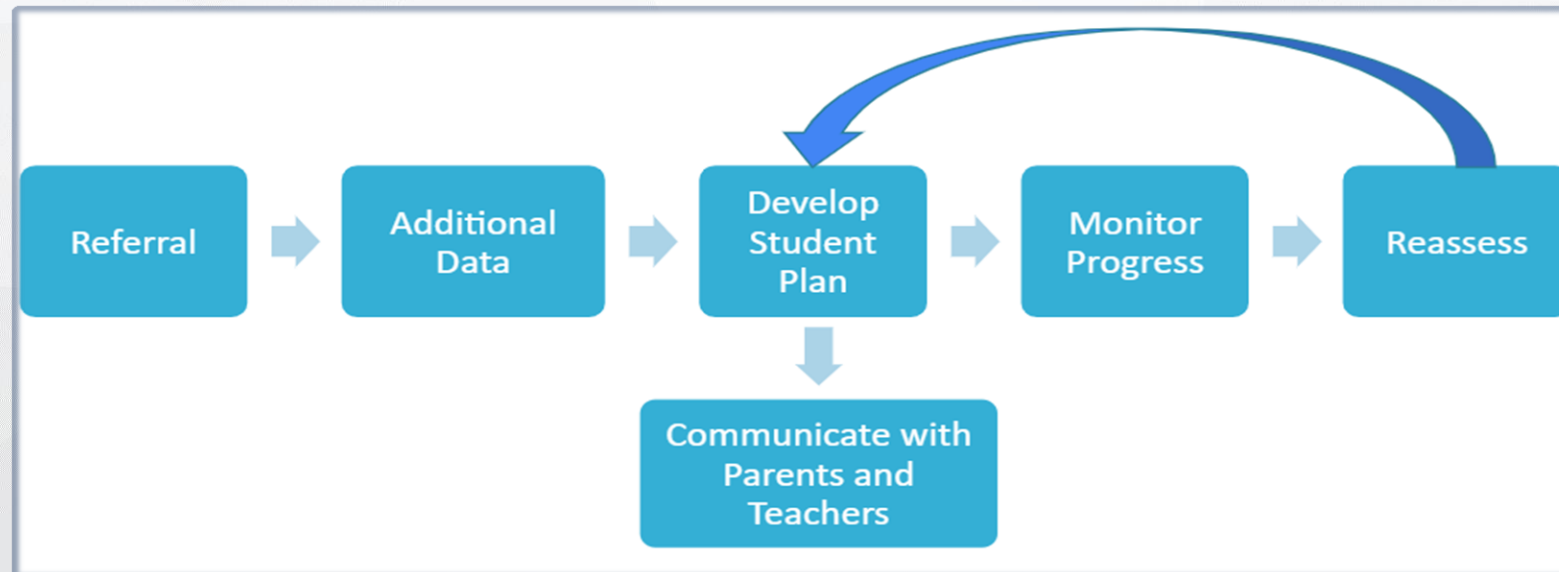
It's Hard To Pull Off An Effective Team!

Common challenges:

- Meetings aren't frequent enough
- Inconsistent participation
- The wrong people at the table
- Roles and responsibilities undefined
- "Admiring the problem"
- Lack of protocols for progress monitoring and assessment of outcomes

Student Support Teams (Or Equivalent) Need To Be Well-organized

➔ Very clear purpose/function/ membership

➔ Regular meeting schedule

➔ Expectations for preparation, participation, and follow-up

➔ Clear processes including agenda, referral protocols
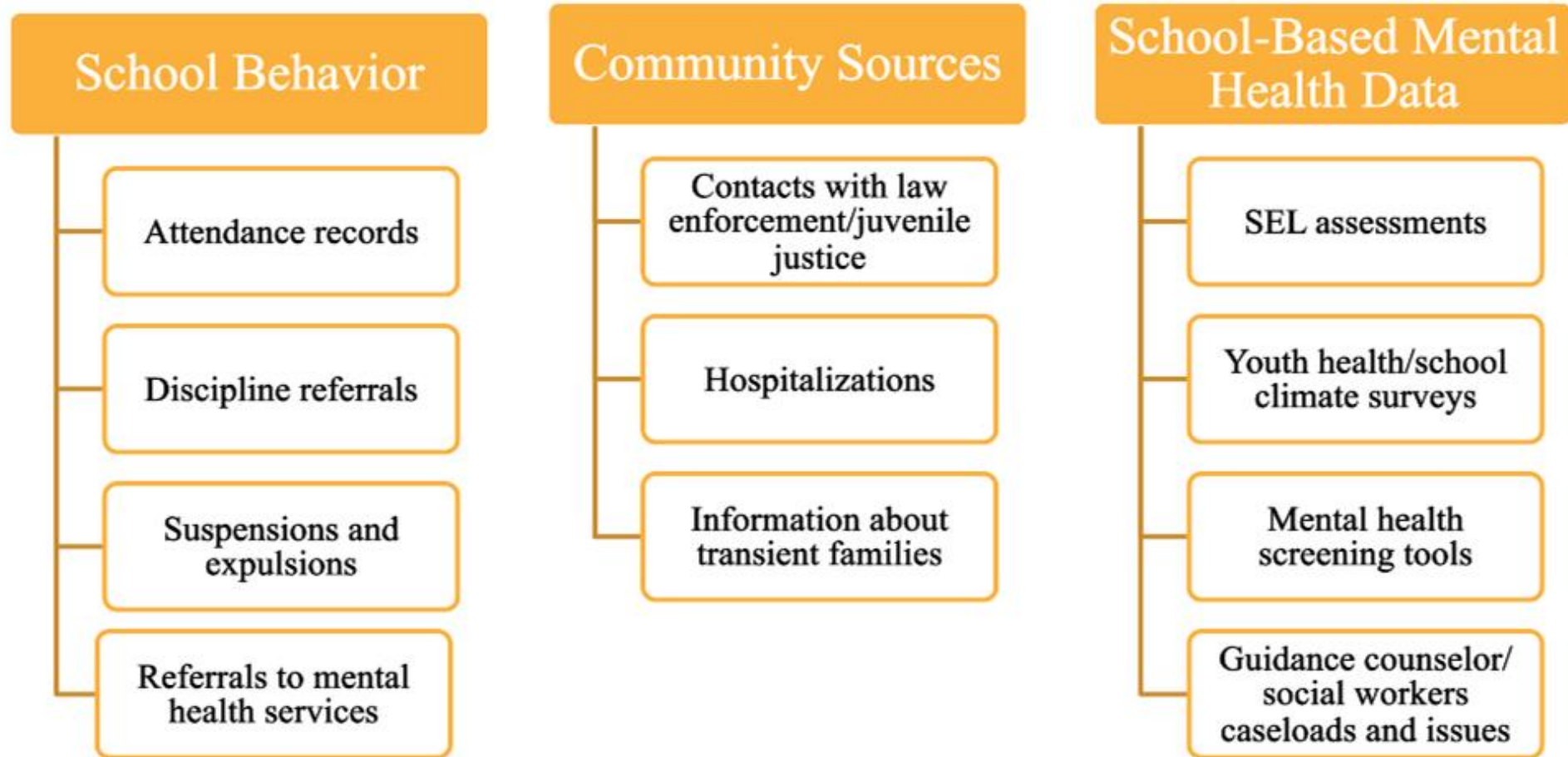
➔ Progress monitoring systems

Data-Driven Decision-Making

- The team collects and triangulates various forms of data to understand students' strengths and challenges

- Team members have access to the data

- Team is trained to use the data for decision-making

- Data is secured to protect confidentiality

- Data is collected in culturally responsive ways, in a manner that allows the detection of inequities, and is interpreted through various cultural lenses

Many Types & Sources Of Data

School Behavior
- Attendance records
- Discipline referrals
- Suspensions and expulsions
- Referrals to mental health services

Community Sources
- Contacts with law enforcement/juvenile justice
- Hospitalizations
- Information about transient families

School-Based Mental Health Data
- SEL assessments
- Youth health/school climate surveys
- Mental health screening tools
- Guidance counselor/ social workers caseloads and issues

What Data Do You NEED?

Questions

- What are our students' SEL strengths and weaknesses?
- What mental health challenges do our students face?
- What are the main stressors facing our students?
- What type of negative behaviors are our students manifesting?

Examples

- Strong interpersonal skills, weak emotional management
- Depression, anxiety
- Familial trauma, academic stress
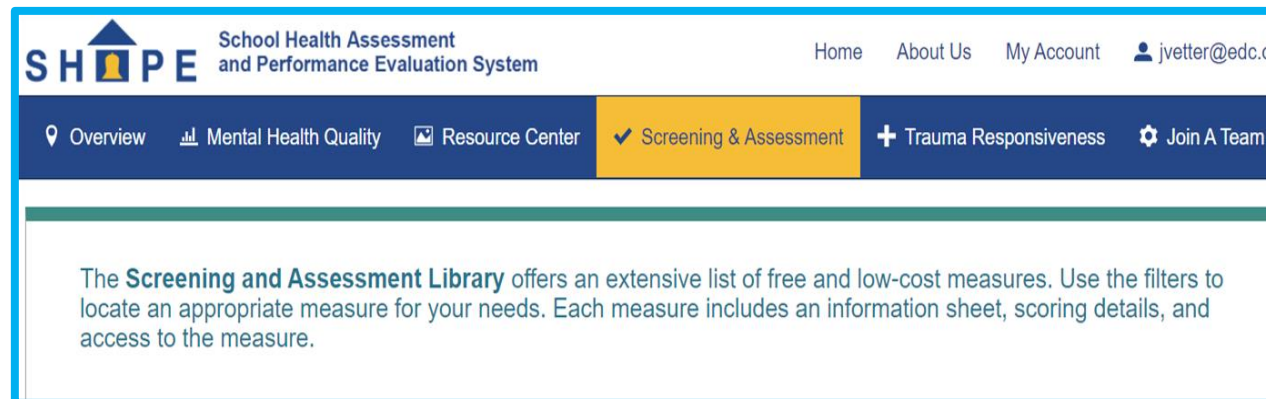- Substance misuse, absenteeism

Data Sources

- SEL assessments
- Mental health
- Qualitative data, data from
- Health surveys, school records

Identifying Mental Health Needs

- All adults should know red flags and where to refer students

- Use mental health screeners to adjust Tier 1 instruction and identify students who need additional support

- Make sure you are prepared to refer/support students who are identified

- Build collaboration with community-based mental health providers to increase capacity

Whole-Class Review Can Generate Important Mental Health Data

Ms. Fuentes Third Grade Class

Use Of Data Doesn't Stop With Screening & Referral!
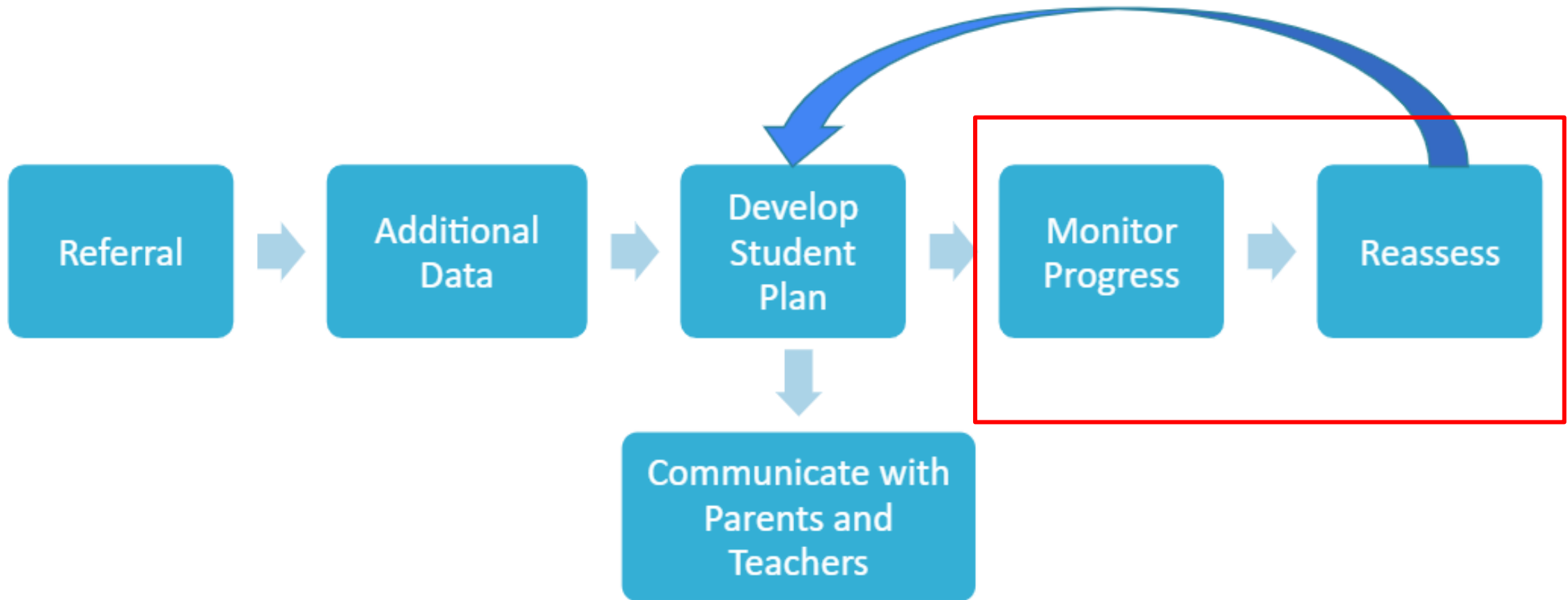
Implementing a Tiered Model

Internal Alignment
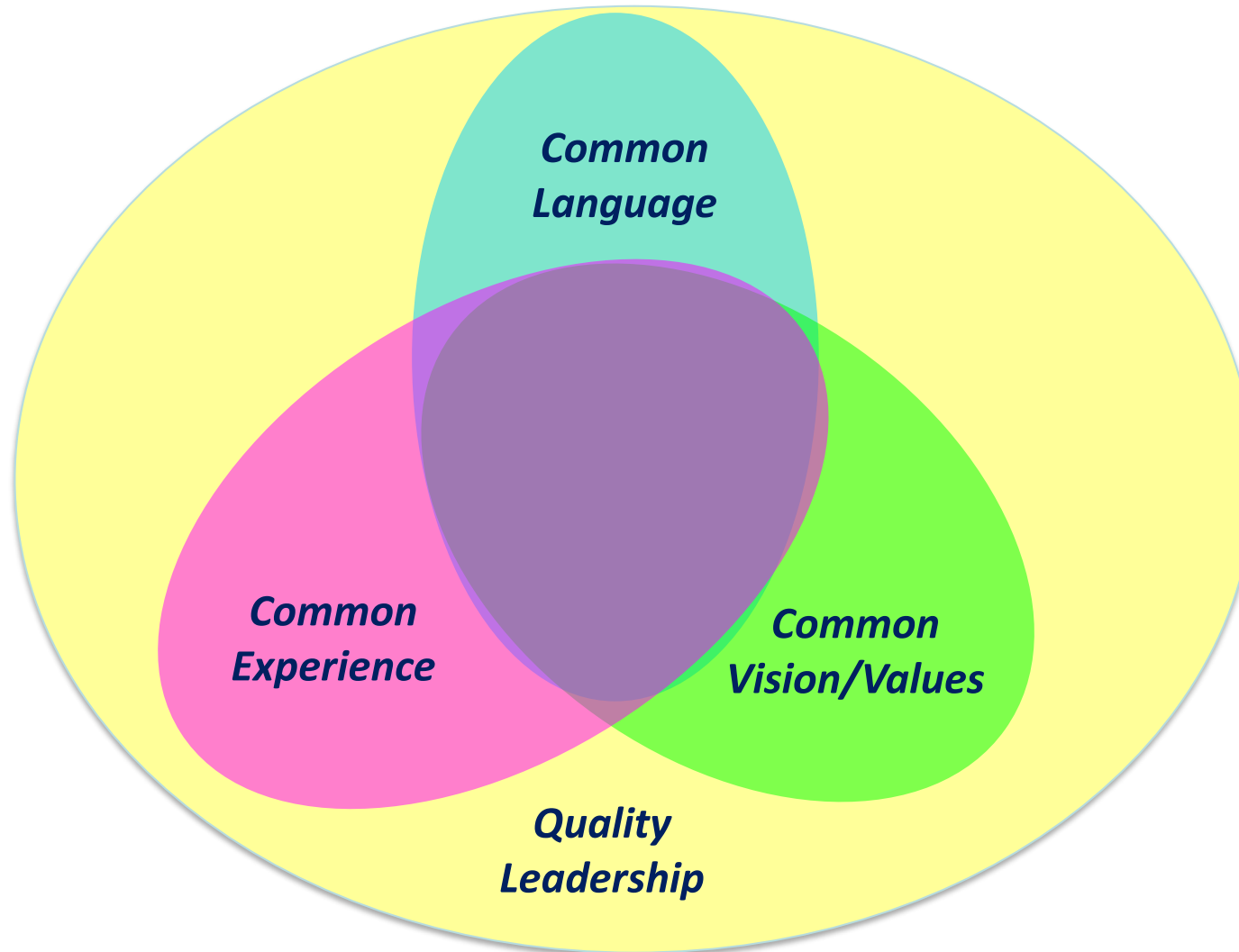
Internal Alignment
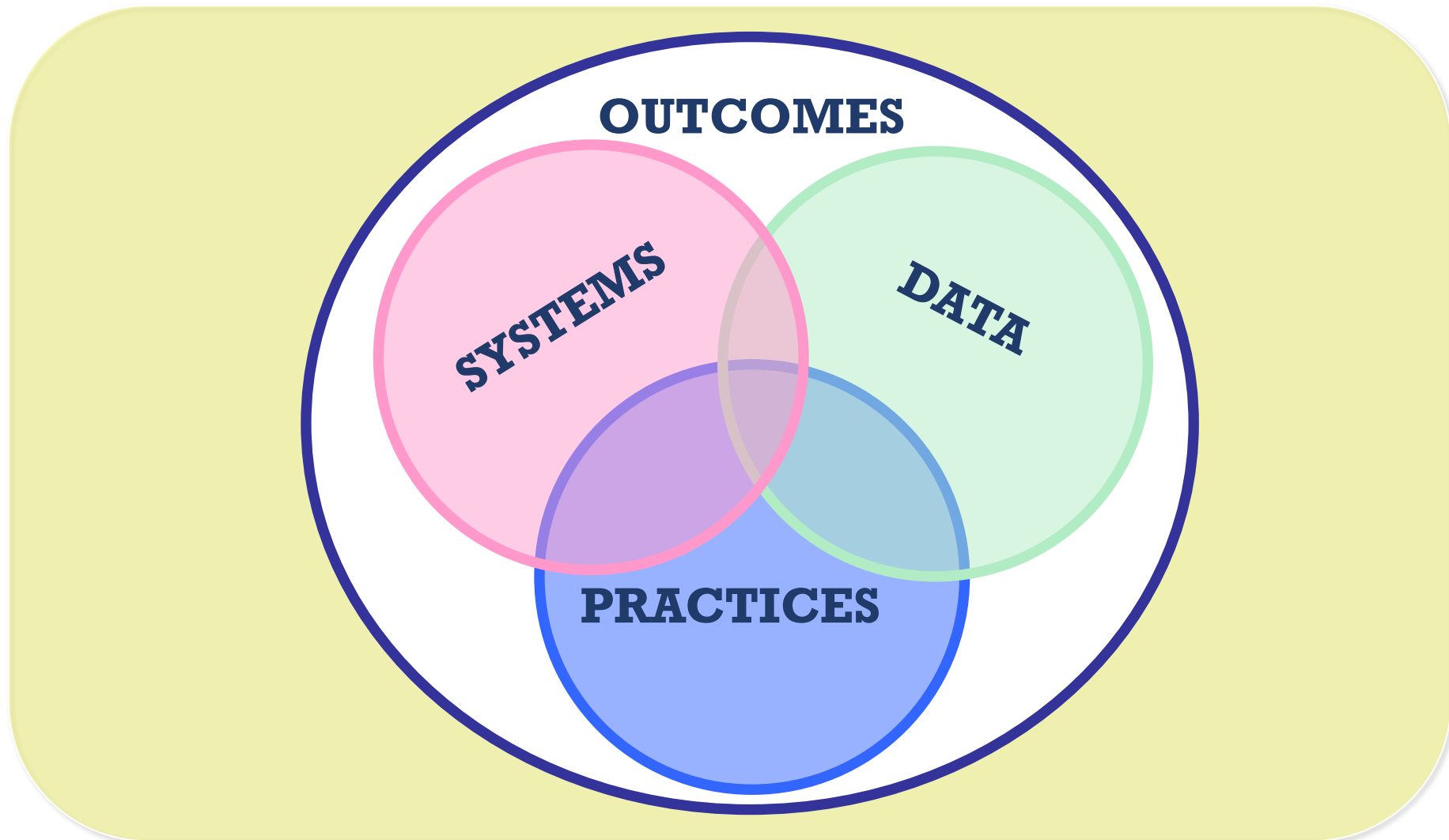
How To Align?

- **Prioritize** and Identify schoolwide needs (Outcomes & Data)

- Select a limited number of practices/approach based on instructional needs (Practices)

- Develop *explicit* routines to support practices (Systems)

  - Routines for student learning

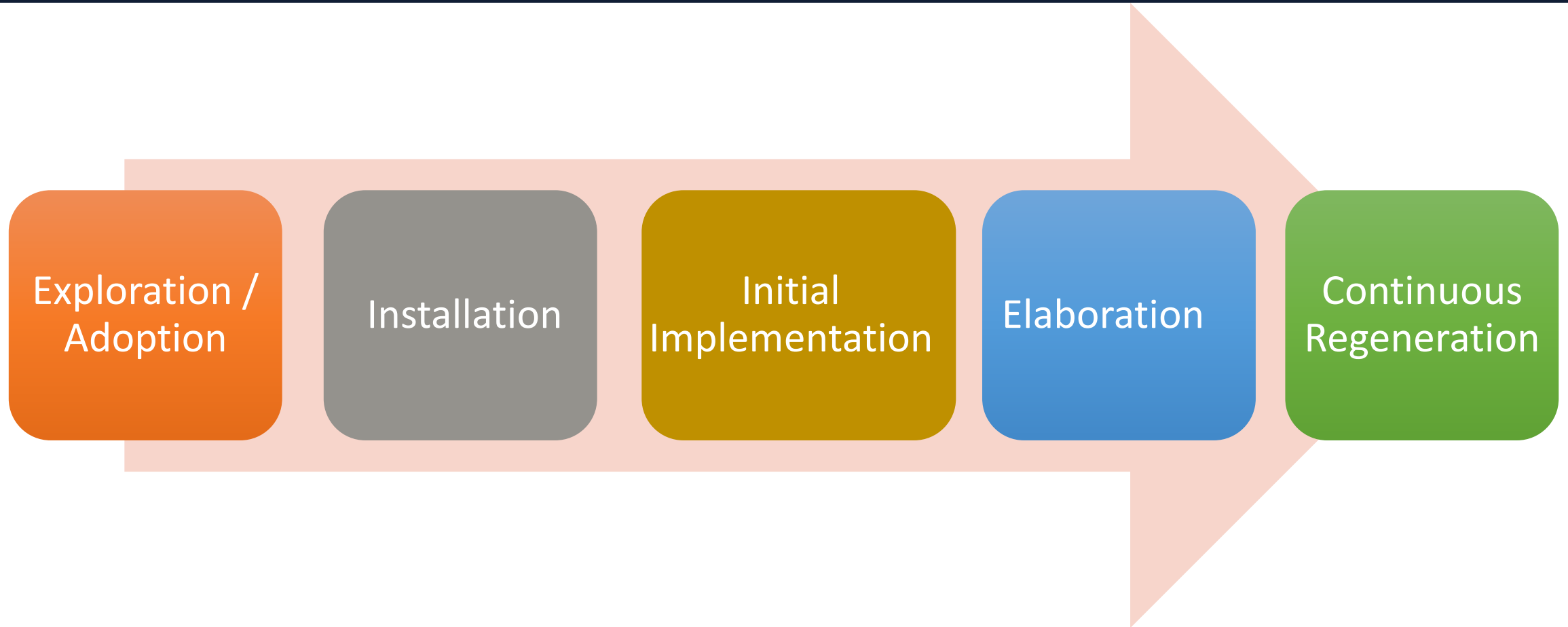 - Routines for staff learning

- Monitor and evaluate practices (More data!)

Capacity For Renewal

Exploration / Adoption	Installation	Initial Implementation	Elaboration	Continuous Regeneration

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature.*

Tier 1

FOR
FEW

FOR SOME

FOR ALL
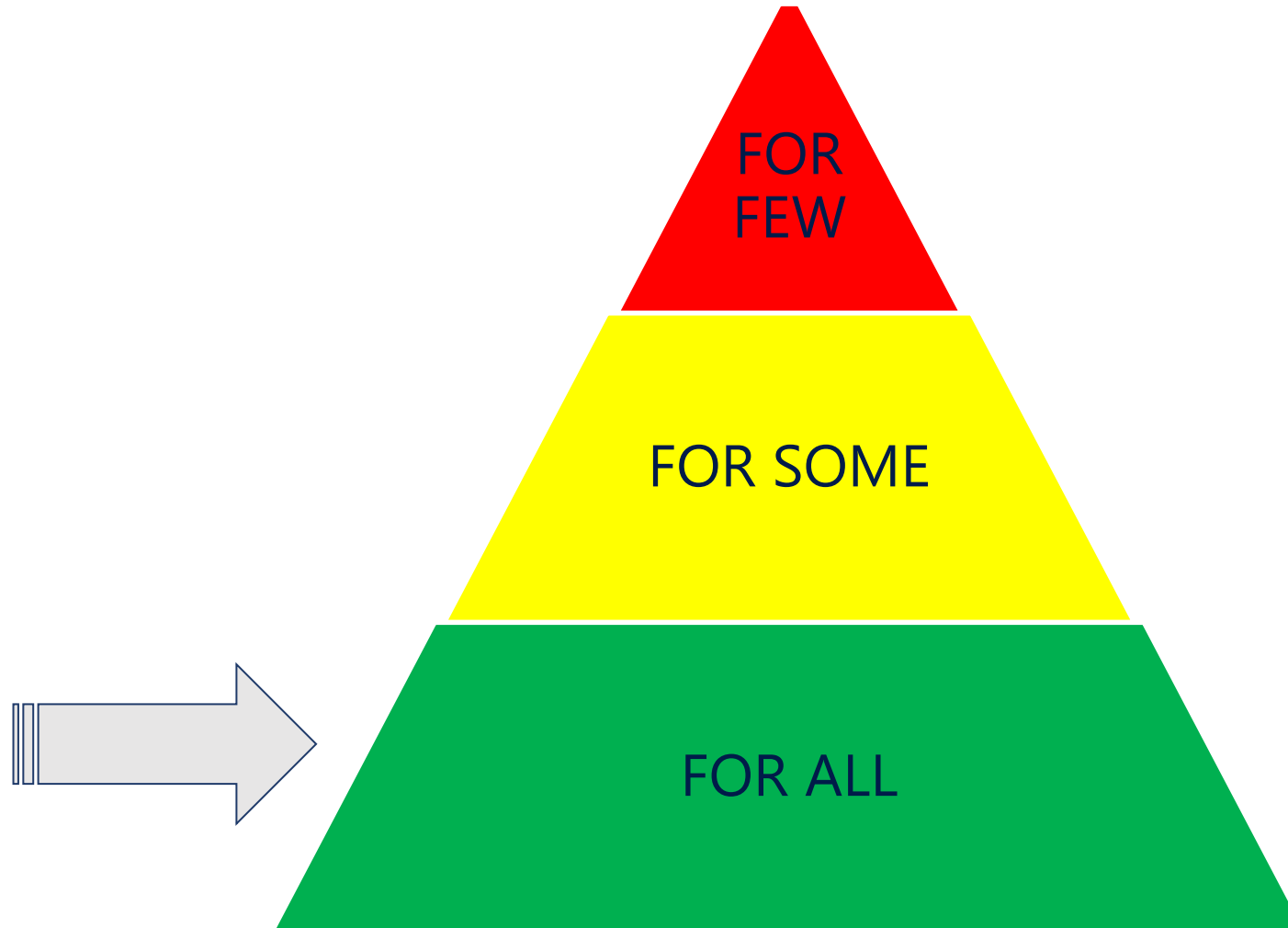
Tier 1: Key Features

Programs and practices should be:

- Intentional and well aligned

- Systemic

- Implemented consistently and well

- Vertically and horizontally aligned

- Focus is on instruction–both explicit and embedded within classroom interactions

Approach	Description	Key Practices
Positive behavioral interventions and support (PBIS)	Organizes school into a multitiered system to support students' behavior and improve climate	• Teaching students between three and five schoolwide expectations • Focusing on explicit lessons and reinforcement of schoolwide expectations • Providing a clear discipline structure
Restorative practices (RP)	Focuses on building and maintaining relationships and repairing harm from conflict	• Morning meetings • Classroom circles • Repair conversations
Social and emotional learning (SEL)	Uses strong instructional practices to teach core social and emotional learning (SEL) competencies	• Explicit teaching of SEL with lesson plans • Cooperative learning • Other techniques to embed competency practice throughout school day and across school settings
Trauma-informed practices (TIP)	Ensures a safe environment for students to learn coping skills and to process their emotions	• Teaching and reinforcement of coping skills, such as mindfulness and deep breathing • Creating relationships with students • Developing predictable learning environments

Positive Climate

Trauma informed

SOCIAL AND EMOTIONAL LEARNING

PBIS

Restorative Practices

Use of data

Consistency
Connection
Compassion

(Harlacher & Whitcomb, 2022)

Tier 1 Programs & Practices

- Stand alone programs

- Classroom practices

- Integration of SEL into academic instruction

- School-wide policies and practices
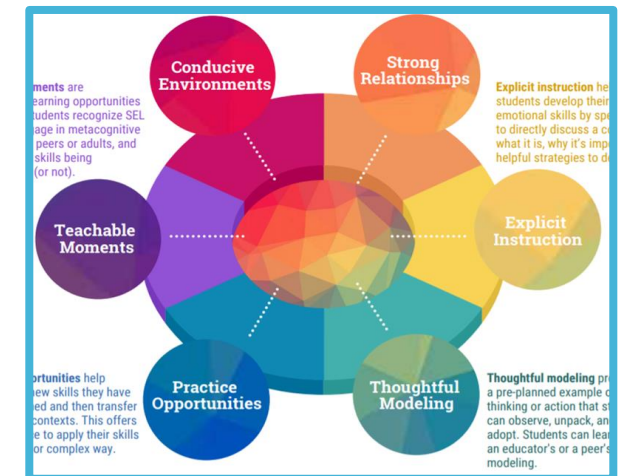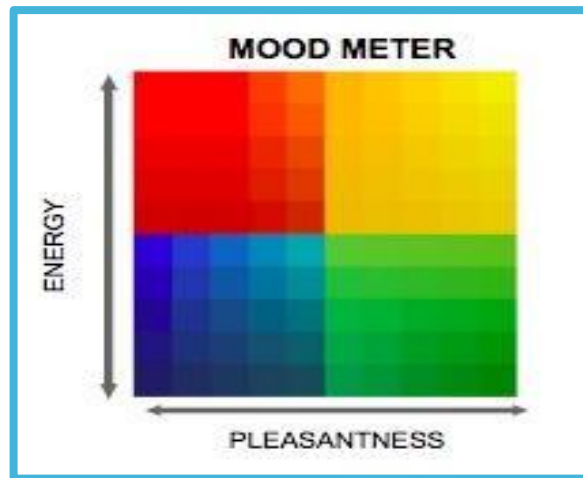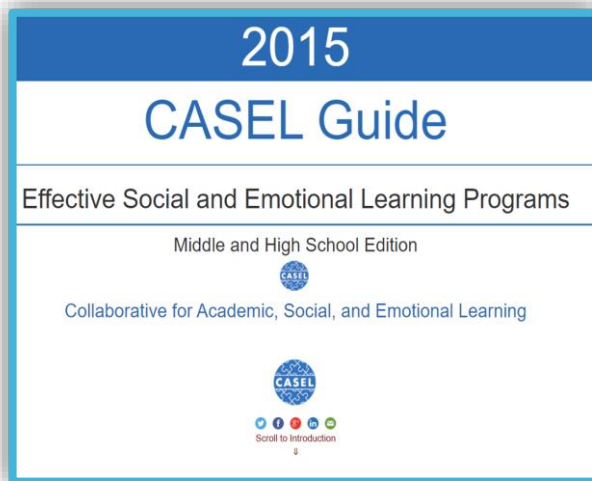
Practices: How Do We Teach These Skills?

Teach:

Sequenced

Active

Focused

Explicit

Lessons

Embed:

Practice opportunities across non-classroom, classroom, and community settings
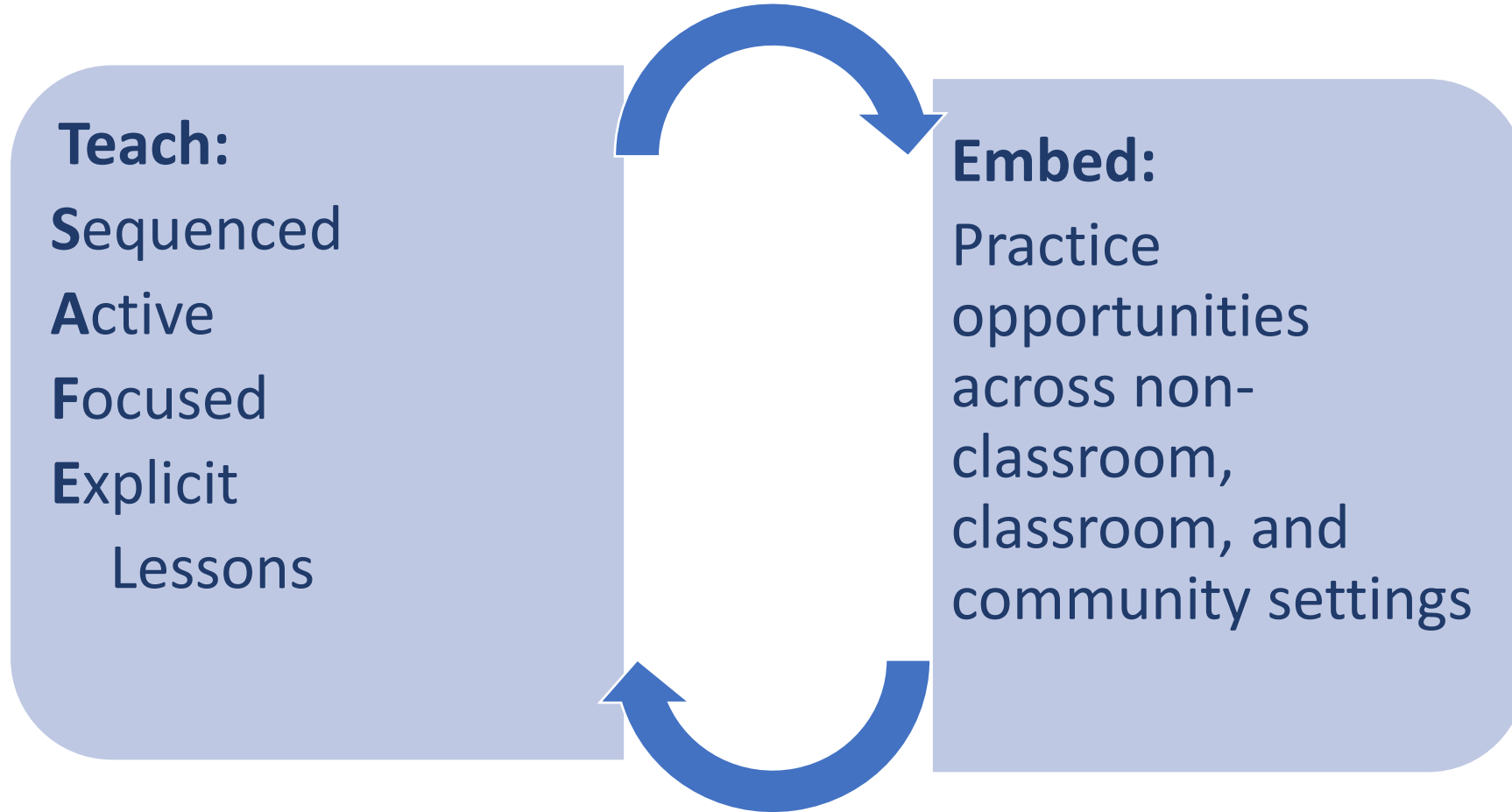
Explicitly Teach & Embed Practice Opportunities

School-wide

Classroom

Non-classroom

Family

Student

- Morning Greeting
- Cool Down Station
- Problem-Solving Meetings
- Integrated with academics
- Modeling skills
- Praise
- Validate/rediredirect

- Common language/
- Scripts
- Teachable moments
- Visuals to prompt practice

- Family Newsletters
- Suggested strategies
- Suggested children's literature
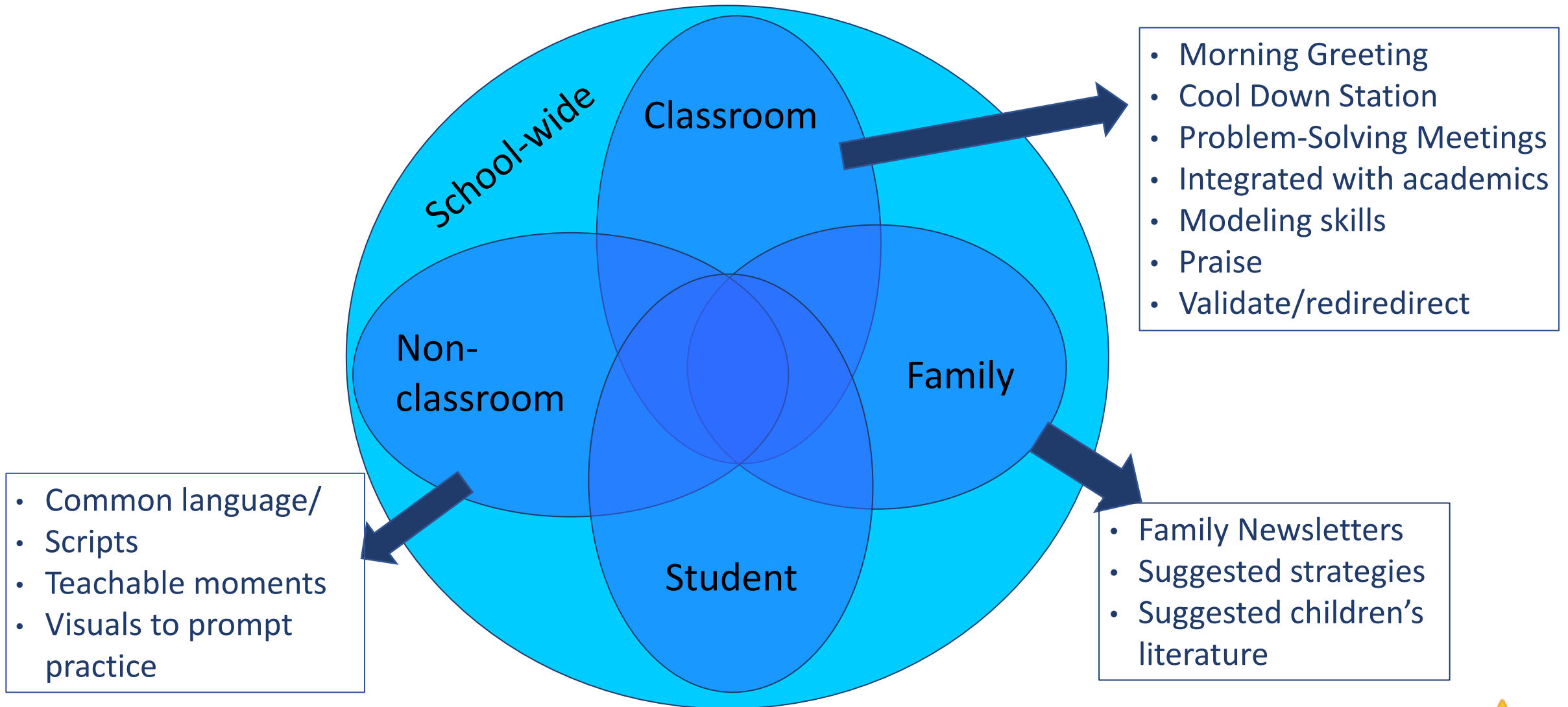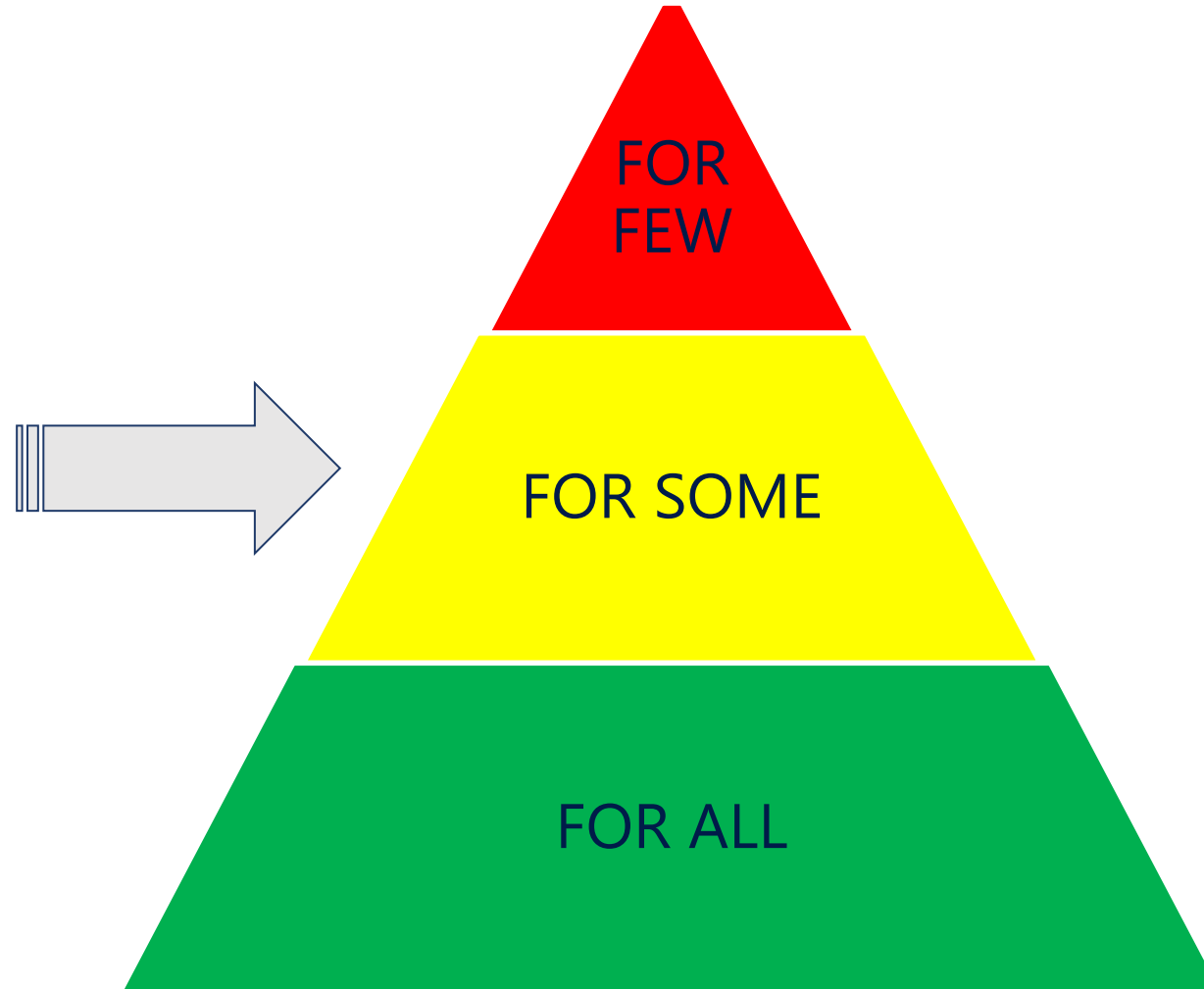
Tier 2: Key Features

Some students need:

- Increased structure
- Increased feedback/connection
- Increased skill development

To support students:

- Use screening data, child study procedures
- Use a problem-solving model to plan for more targeted solutions

Tier 2 Readiness

- Tier 1 Fidelity

- Data collection, management, and analysis in place

- Administrator involvement

- SST formed

- Staff capacity to coordinate Tier 2 interventions

- System developed for progress monitoring

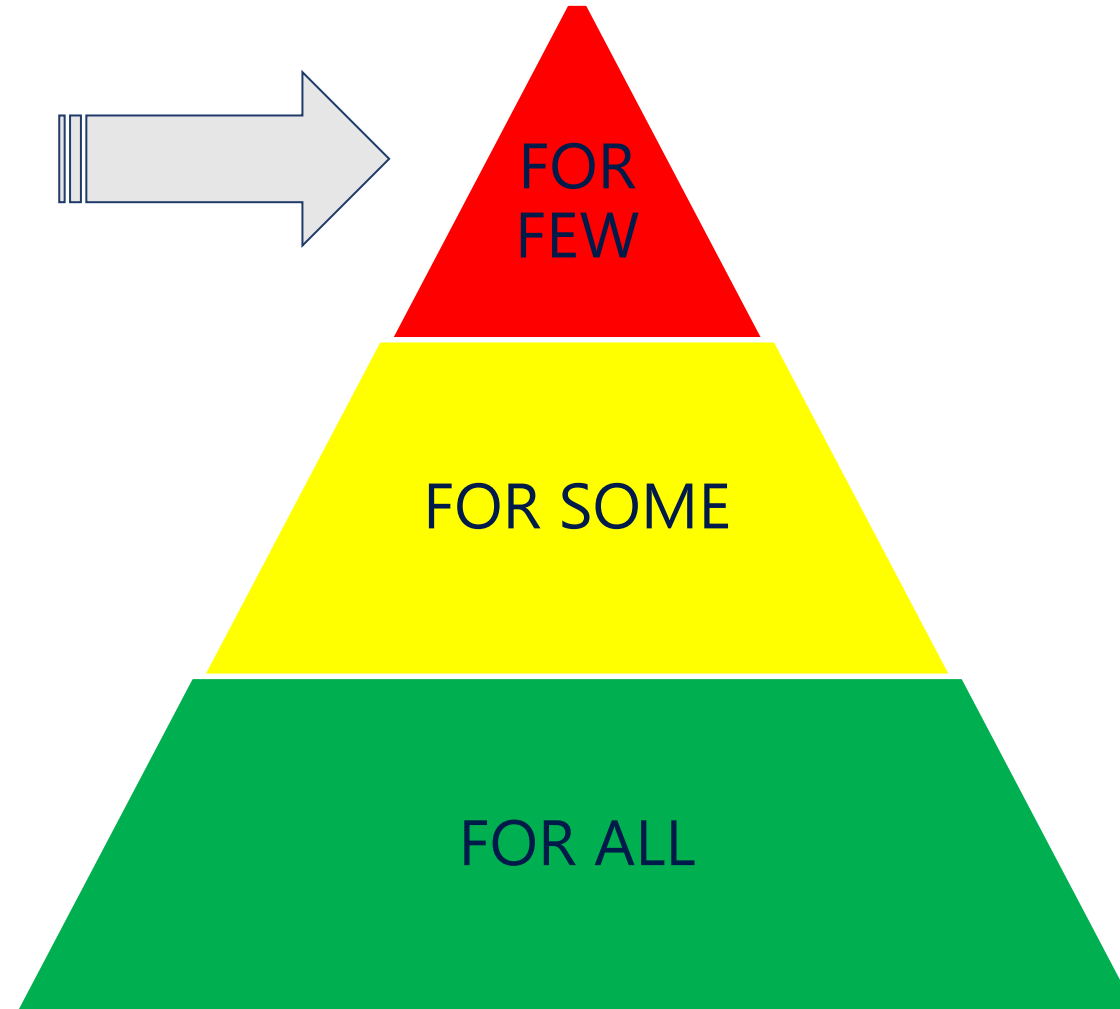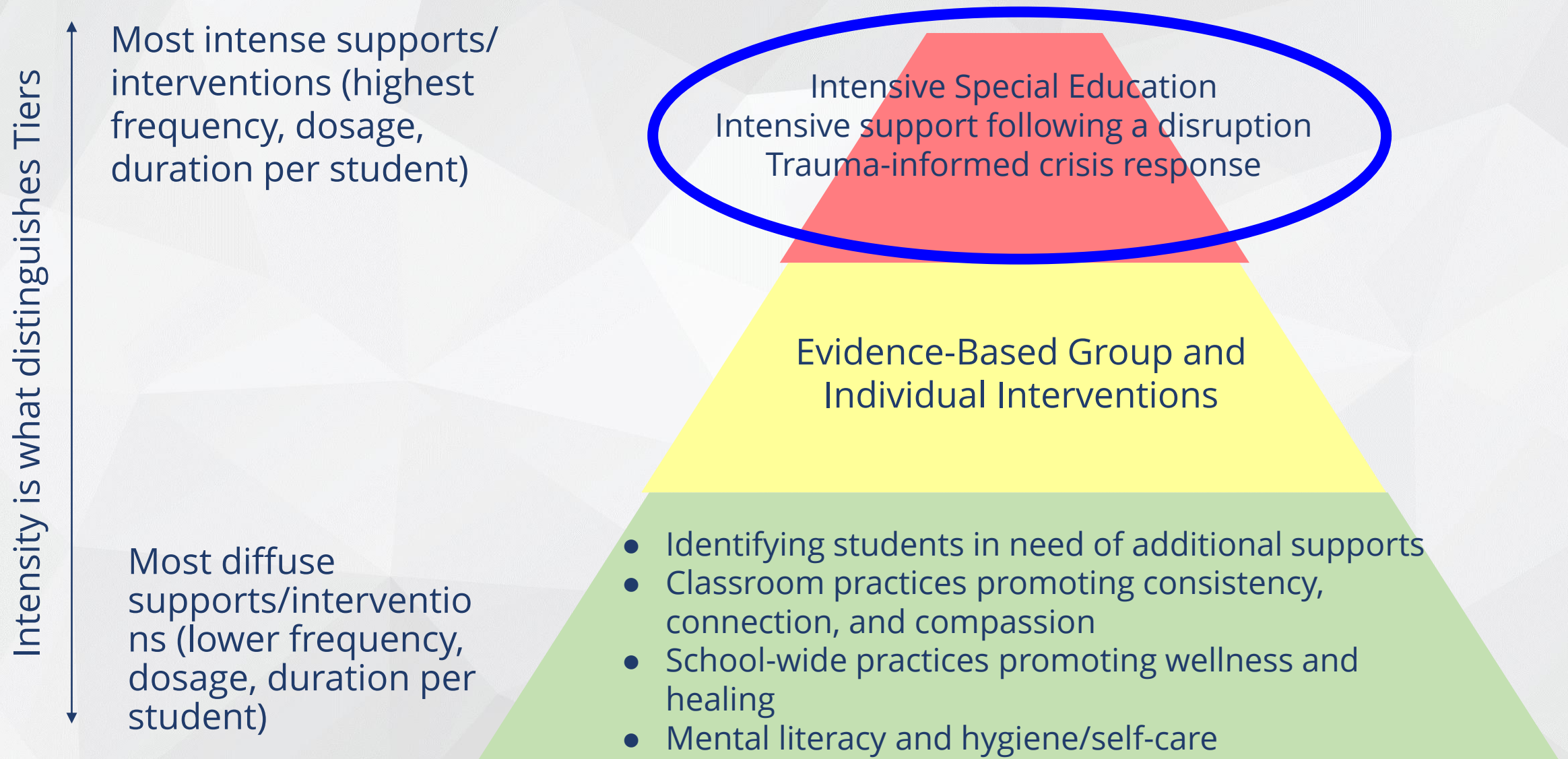| Intervention	Description	Helpful for
SEL Group	Provide small group instruction focused on need SEL competencies.	Targeted instruction and increased practice on key social-emotional skills
Check In, Check Out	An intervention in which students are provided increased feedback throughout the day on their use of schoolwide expectations.	Increased structure, consistency and feedback around key skills
Time-Limited Counseling	Group or individual opportunities for evidence-based approach to therapy (e.g. CBT, DBT)	Increased opportunity to connect, to build self-awareness, and increase coping
Positive Parent Contact	A relationship-focused family engagement strategy, which includes 2+ positive contacts with family per week	Increased connection for family and decreased challenging classroom behavior

Tier 3

Sample Schoolwide System Of Multi-tiered Mental Health Supports

Intensity is what distinguishes Tiers

Most intense supports/ interventions (highest frequency, dosage, duration per student)

Most diffuse supports/interventions (lower frequency, dosage, duration per student)

Intensive Special Education
Intensive support following a disruption
Trauma-informed crisis response

Evidence-Based Group and Individual Interventions

- Identifying students in need of additional supports
- Classroom practices promoting consistency, connection, and compassion
- School-wide practices promoting wellness and healing
- Mental literacy and hygiene/self-care

Tier 3: Key Features

Will include:

- Individualized assessment (multi-modal, multi-source, multi-setting approach)
- Individualized intervention
- Crisis response
- Short-term intensive response and long-term therapeutic intervention
- Student/family voice

May include:

- Behavior Support Plan (BSP)
- Wraparound Services
- School-Community Partnerships
- Individualized Education Plan

Tier 3 Readiness

- Tier 1 and 2 Fidelity
- Screening/existing data suggest that 80% of student needs are met by universal intervention
- Consistent use of schoolwide data for making decisions
- Documentation of Tier 1 and 2 data, systems, and practices
- Teaming structures
- Behavioral health staff capacity

Identification of Students

1. Nonresponse to Tier 1 supports and Tier 2 interventions
   - No change or increasing trend in behavior
2. Chronic behaviors
   - Persistent and repeated (7+ ODR)
3. Intense behaviors
   - Harm to self or others
4. Teacher nomination
   - Internalized behavior/behavior not documented
5. Universal screening
   - internalizing and externalizing behavior rated 'at risk'

Tier 3 Intensive Support

- Inventory mental health resources and supports inside and outside the schools

- Refer students to mental health programs as needed and as appropriate

- Consider School-Community partnerships (including on-campus support)

Mental Health Agencies
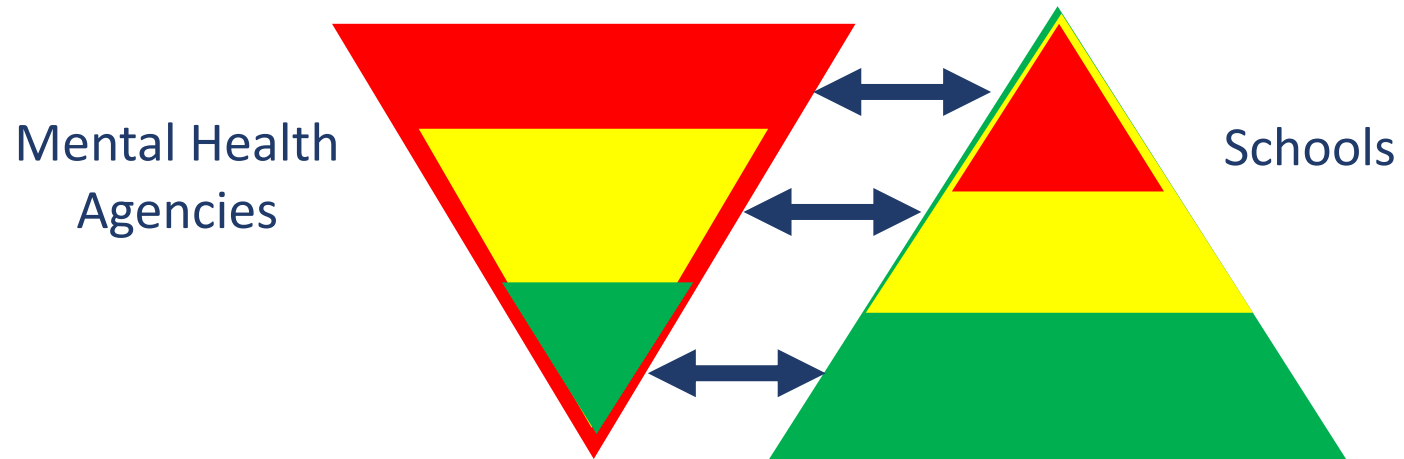
Schools

Adapted from Hoover, S. L. (2019). Advancing Comprehensive. Baltimonre: National Center for School Mental Health. Retrieved from www.schoolmentalhealth.org/AdvancingCSMHS

First steps for implementation

Small steps that lead to larger change

The Importance of Starting Small

Tests on a smaller scale help to steer clear of the disaster zone.

Consequences of a failed test are rarely minor:

- Impact on patients
- Resource utilization
- Morale
- Momentum
- Buy-in

- [School Mental Health National Quality Assessment Overview](#)

- Schools and districts can use the SHAPE System 2.0 to complete assessments to determine their progress toward adopting the national performance measures

- Individuals, schools, and districts can now complete the measures and results can be aggregated by teams, staff roles, etc.

School Mental Health National Quality Assessment
Overview of Domains and Indicators

Teaming
- Have multidisciplinary team
- Use best practices for meetings, role delineation, and data sharing
- Avoid duplication and promote efficiency
- Make mental health referrals to school-based and community-based services
- Meaningfully involve youth and families
- Facilitate effective school-community partnerships
- Address each tier of the multi-tiered system of support
- Use data to determine service needs

Needs Assessment/ Resource Mapping
- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment to determine appropriate services and supports
- Conduct or access current resource mapping
- Use current resource map to inform decisions about services and supports
- Align existing mental health services and supports

Mental Health Promotion Services & Supports *TIER 1*
- Allocate time for staff to deliver needed Tier 1 evidence-informed services
- Determine evidence to support Tier 1 services
- Ensure Tier 1 services match unique school considerations
- Support training and monitor fidelity for Tier 1 services
- Assess and improve school climate and staff well-being
- Determine and implement school-wide positive behavior expectations
- Reduce exclusionary discipline practices
- Proactively build healthy relationships and community
- Promote mental health literacy
- Support social & emotional learning

Early Intervention and Treatment Services & Supports *TIER 2&3*
- Determine evidence to support Tiers 2 & 3 services
- Ensure Tiers 2 & 3 services match unique school considerations
- Support training for Tiers 2 & 3 services
- Monitor fidelity of Tiers 2 & 3 services
- Monitor individual student progress across tiers
- Implement systematic protocol for crisis response
- Create SMART intervention goals
- Place staff with allocated time to deliver needed Tier 2 evidence-informed services
- Place staff with allocated time to deliver needed Tier 3 evidence-informed services

Screening
- Screen for student distress and well-being to identify and refer students for additional supports.

Impact
- Document and report the impact of your comprehensive school mental health system on educational, social/emotional/behavioral and services outcomes to a wide range of stakeholders

Funding and Sustainability
- Use multiple and diverse funding and resources
- Leverage funding and resources to attract potential contributors
- Have strategies to retain staff
- Maximizer expertise and resources of all stakeholders
- Monitor federal, state, and local policies that impact funding
- Support funding and resources at each tier
- Maximize opportunities to bill for eligible services

For a full copy of the school mental health national quality assessment, visit **www.theSHAPEsystem.com**

Shrinking the Change

Teaming

Begin with a national performance measure

Have best practices for meetings, role delineation, data sharing

Schedule meetings with a multidisciplinary team

Distill goals into attainable action steps

Set an agenda for meetings

Start here!

Select a theme for the next MTSS meeting
Ex: Data, Tier 1 implementation, etc.

Shrinking the Change

Mental Health Promotion Services & Supports

Ensure Tier 1 services match unique school considerations

Identify one Tier 1 area for improvement

Pick one practice from the SEL CASEL 3 signature practices playbook to employ

Start here!

Trial run an optimistic closure practice with one student

Start here!

Initiate a conversation with a teacher to introduce a new inclusion activity
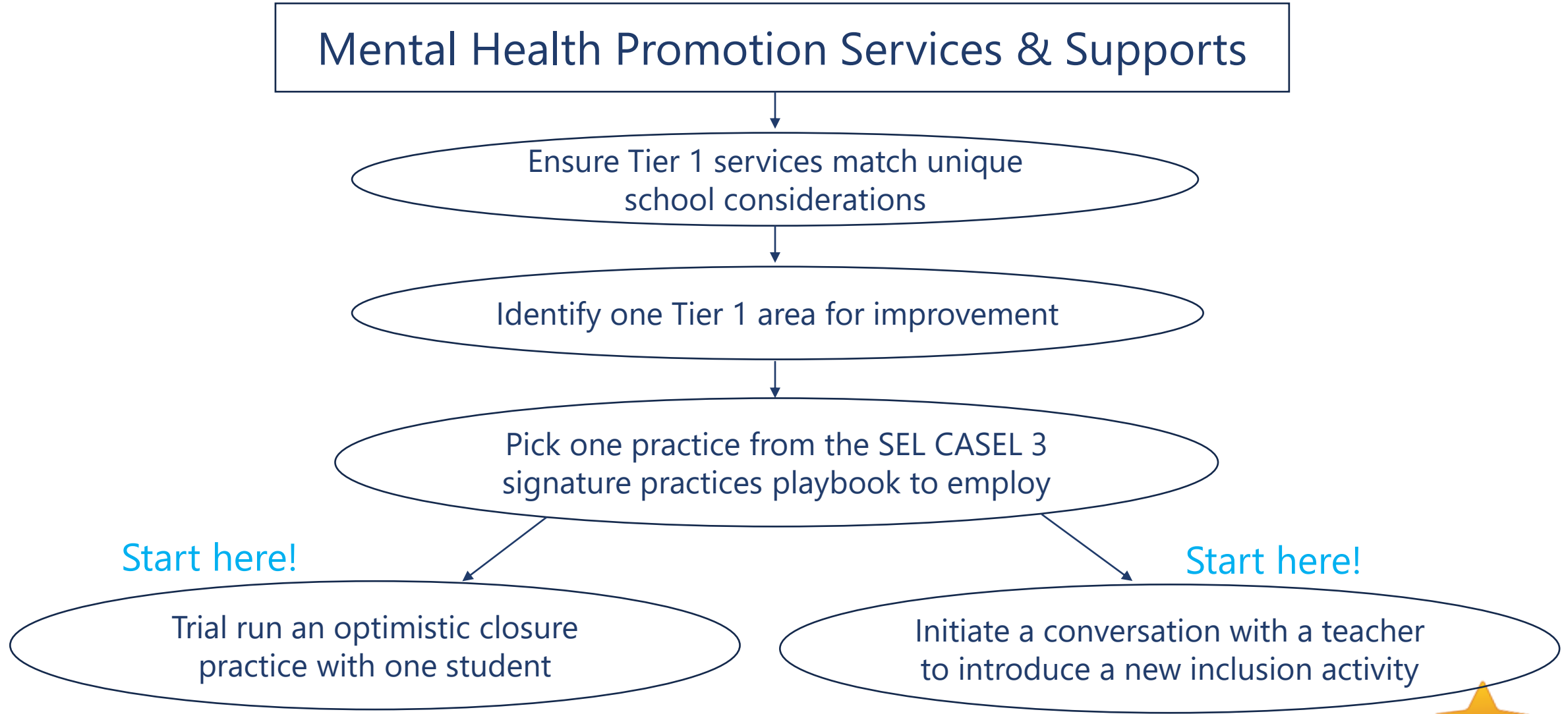
Prioritization of Need

- ### Focus on bright spots
  - It is not about what is going woefully wrong
  - Be cognizant of gaps to fill, but also remember bright spots in implementation that can be leveraged and scaled

- ### A win is a win
  - Relieve yourself of the pressure to create large-scale change in a short period of time
  - Focus on attainable action steps that are widely applicable across classrooms

- ### One student, one measure, one day
  - Universal screening for the whole school is likely not going to happen tomorrow and that is understandable
  - Remember that all progress is good progress

Professional Learning Communities (PLCs)

What comes to mind when you hear PLC?

Professional Learning Community (PLC)

"To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results."
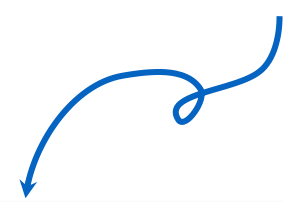
Richard DuFour

Common Elements of PLCs

The term "PLCs" can have a range of meanings, but they share some common elements:

→ **Collaboration**

→ Focus on **application of learning**

→ Opportunities for **deeper inquiry**

Definition from the website

WHAT ARE PROFESSIONAL LEARNING COMMUNITIES?

DESE and its partners–EDC, Thriving Minds, and Walker–are offering a range of professional learning communities (PLCs) over the course of the 2022-23 school year. The term "PLCs" can have a range of meanings, but in this case, it describes communities of learners from across schools and districts who come together to learn about and implement specific topics in SEL and mental health. Participants will have opportunities to connect with coaches and with each other throughout each PLC.

With the support you receive through participation in PLCs, we aim for you and your team to make substantial progress this year.

Five PLC Themes

PLCs are organized by topic, in alignment with five core elements of a comprehensive MTSS system:
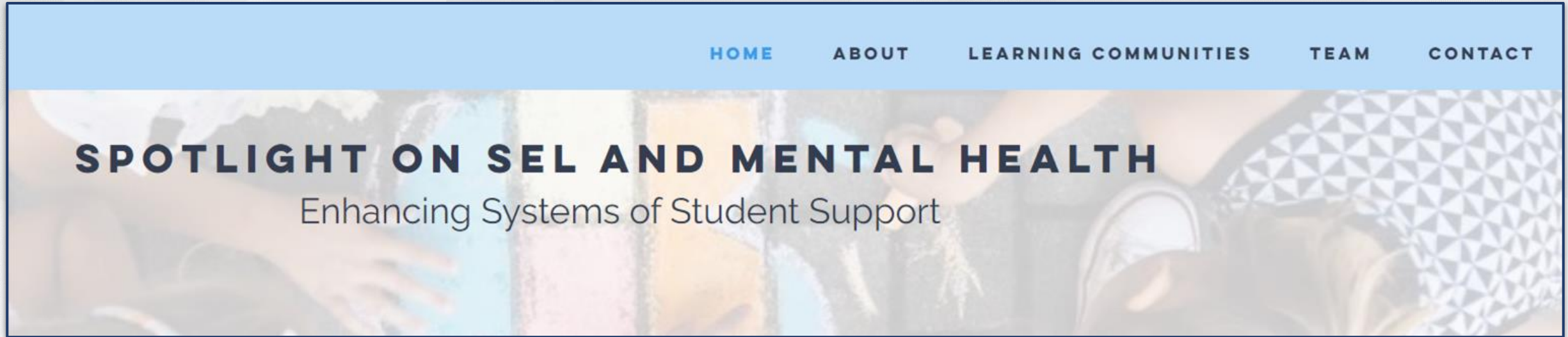
→ **Infrastructure** (Organizing people, resources, and time)

→ **Data** (Collecting and using information to inform ongoing work)

→ **Tier I** (Implementing universal/classroom-level interventions)

→ **Tiers II and III** (Implementing targeted interventions)

→ **Community** (Bringing staff, families, and other community members into the conversation on mental health and SEL)
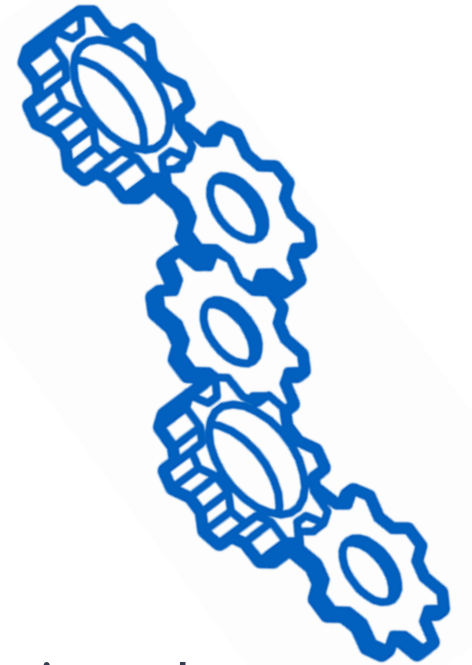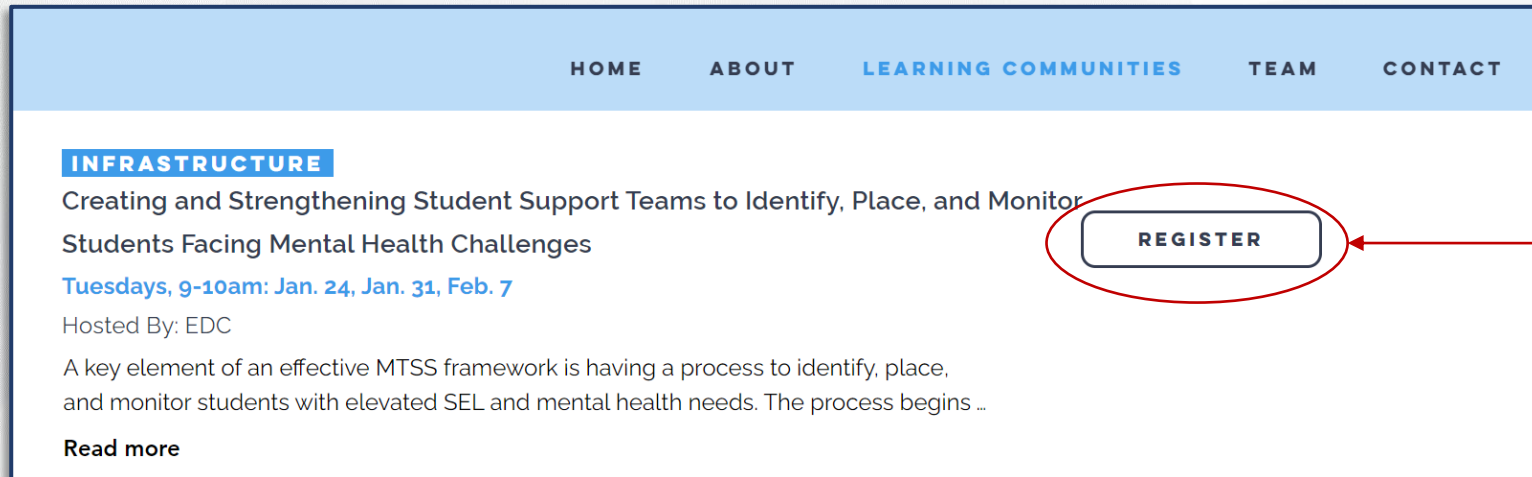
Let's Continue Learning Together! Winter 2023 PLCs

Topic	PLC Title	Lead Org
Infrastructure	Creating and Strengthening Student Support Teams to Identify, Place, and Monitor Students Facing Mental Health Challenges	EDC
Infrastructure; Tier I; Tiers II and III	Using Our Tiered Systems to Respond to Critical Incidents & Tragic Events	Walker
Tier 1	Building an Inclusive Classroom Culture (i.e., Calming Corners; Integrating Mindfulness), Part II	Walker
Tier 1	Trauma-Informed Classroom Practices	EDC
Tier I; Tiers II and III	Developmental Resilience	Walker/PEAR
Tiers II and III	Selecting & Implementing Tier 2 Interventions	EDC
Community	Cultivating a Culture of Wellness and Community Care for Adults	Thriving Minds
Community	Supporting Educators' Social Emotional Skills & Wellbeing	Walker

A tour of the website...

How to sign up for PLCs

HOME   ABOUT   LEARNING COMMUNITIES   TEAM   CONTACT

INFRASTRUCTURE

Creating and Strengthening Student Support Teams to Identify, Place, and Monitor Students Facing Mental Health Challenges

REGISTER

Tuesdays, 9-10am: Jan. 24, Jan. 31, Feb. 7

Hosted By: EDC

A key element of an effective MTSS framework is having a process to identify, place, and monitor students with elevated SEL and mental health needs. The process begins ...

Read more

Every PLC has a registration button that links to the host organization's registration form

PLC FAQ

1. Does everyone from my school/district need to sign up for the same PLC?

2. Can I sign up for more than one PLC this winter?

3. When can I sign up for spring PLCs?

4. How can I learn more about each PLC topic?

Feel free to drop additional questions in the chat or to send them along by email. We'll share the answers in a follow-up FAQ document.

PLC Fair

Organization	PLC Breakout Room Topic
EDC	Creating and Strengthening Student Support Teams
EDC	Trauma-Informed Classroom Practices
EDC	Selecting and Implementing Tier 2 Supports
Walker	Supporting the Adults- Planning, Preparation, and Partnership
Walker	Tier 1 Strategies: Mindfulness and Developmental Resilience
Thriving Minds	Cultivating a Culture of Care for Adults

Breakout Groups

Select a group to join!

Have team members select different groups

Contact Info

- *<u>EDC:</u>* Bonnie Lipton, blipton@edc.org

- *<u>Thriving Minds:</u>* Amanda Chung, achung@renniecenter.org

- *<u>Walker:</u>* Kate Regal, regal@walkercares.org

Before you go…

Padlet: https://padlet.com/achung47/vpmemjnn6g093bdg

Please share one thing from today that you are excited to build upon this year

THANK YOU

☎ 781.338.3010

✉ achievement@doe.mass.edu

🖥 www.doe.mass.edu/sfs

🏠 Office of Student & Family Support (SFS)

Kristen McKinnon, SFS Assistant Director
Chris Pond, Behavioral and Mental Specialist, SFS

MASSACHUSETTS DEPARTMENT OF
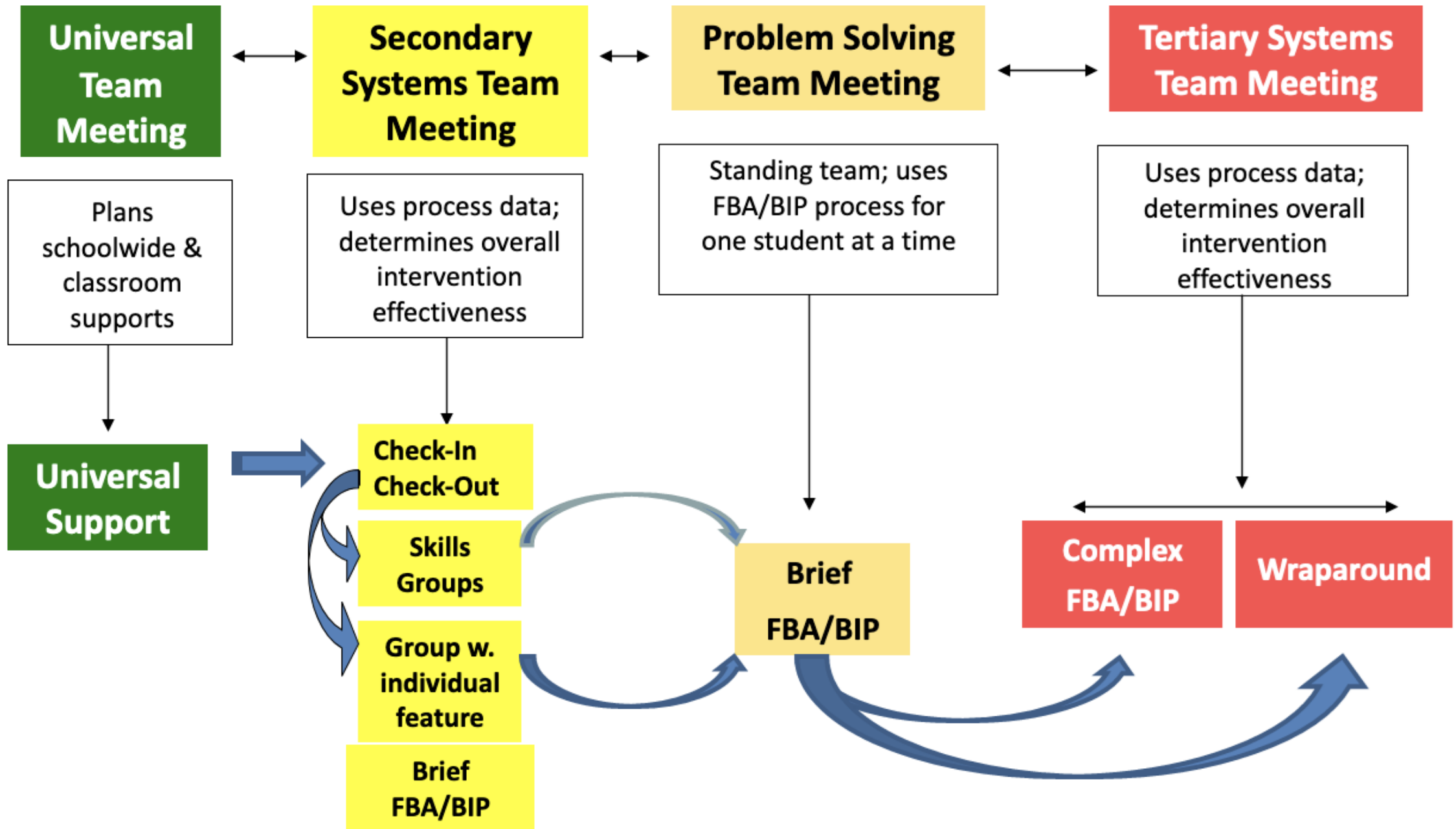ELEMENTARY AND SECONDARY
EDUCATION

Appendix

The Big Picture
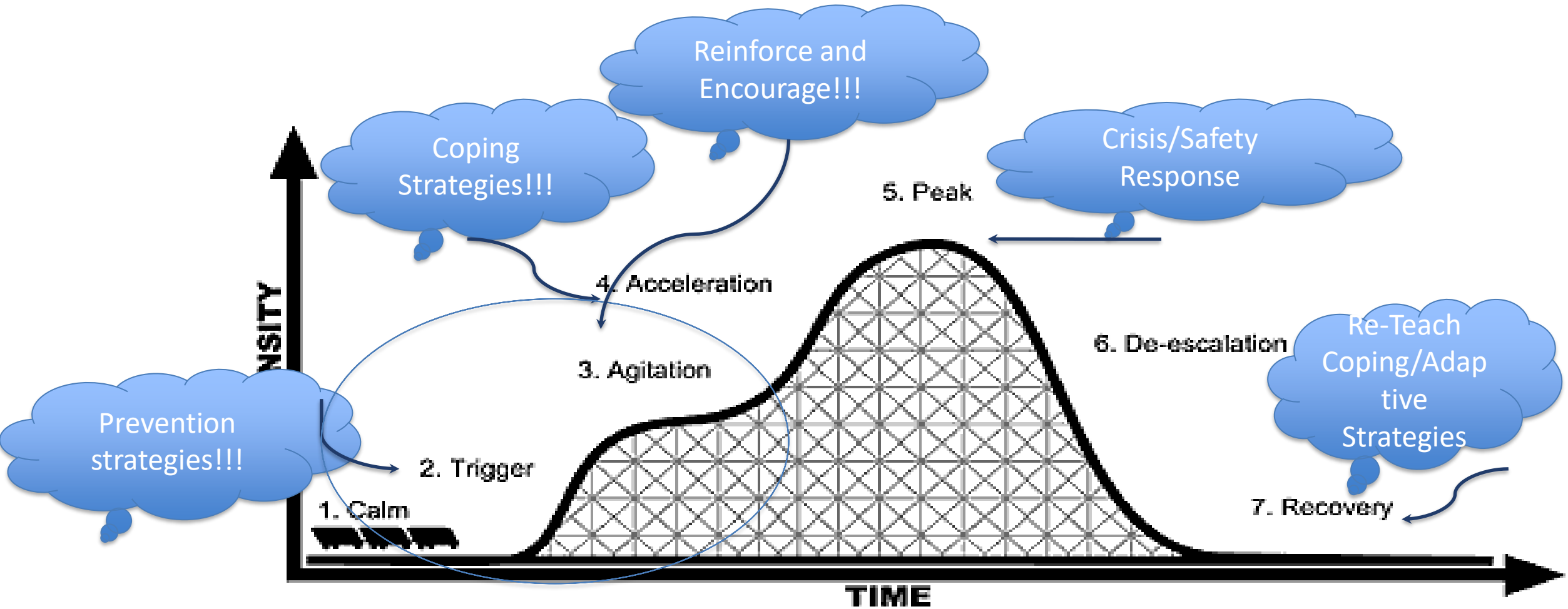
Wider Systems Context

Wider systems that contain the tiered supports and services within a school or district *(operations, value systems, commitments)*

EXAMPLES

- ¤ Leadership & Governance
- ¤ Family/Community Partnerships
- ¤ Financial Management.
- ¤ District Policy
- ¤ Human Resources
- ¤ Professional Development
- ¤ PLCs
- ¤ District Culture/Values
- ¤ Evidence-Based Practices

Look for barriers in the environment

- MTSS must be paired with approaches to learning that **support students' individual strengths and needs**

  - Universal Design for Learning

  - Culturally Responsive-Sustaining Education

- If a student is not making the type of progress desired in any domain, look for potential barriers in the learning environment

Engage families consistently

Family engagement can **inform decision-making** by offering new insights into students' strengths and challenges, and it can **reinforce school-based supports and services**.

→ Particularly on mental health issues, it is important to learn more about families' expectations and perceptions

Remain attentive to implicit bias

Consider questions such as:

- Which students are getting referred for additional services?

- Do referrals reflect implicit (or explicit) biases by educators about which students need more support?

- How do cultural expectations (especially regarding behavior) influence decision-making on interventions?

Consider student strengths and needs across multiple domains
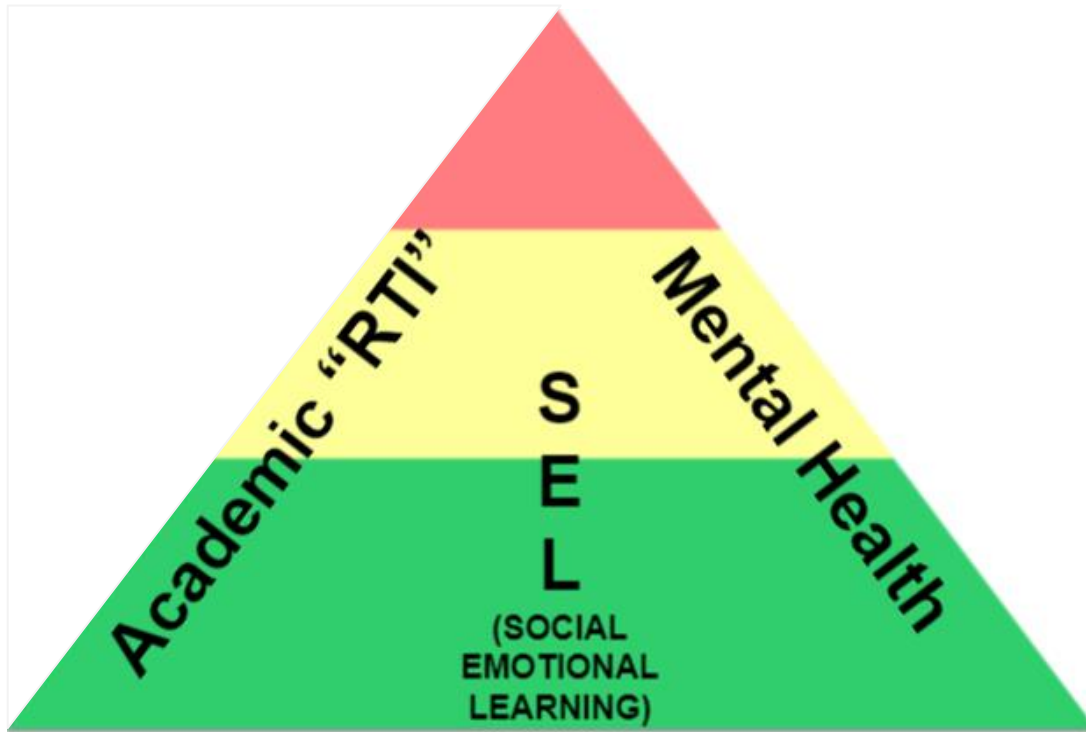
There are no "Tier 2 students," only Tier 2 supports

Monitor use of MTSS framework

- **Disaggregate data** to examine which students are getting referred for services (by race, gender, etc.)

- **Gather feedback** from students, families, educators, SST members, and school leaders about processes for offering student services and support

- **Meet regularly** to discuss what's working well and what can be improved at both classroom and school levels

Design for the margins

- Honestly identify student/family populations for whom existing supports and interventions aren't working as well as they are for other students/families

- Vet your MTSS structure to identify adjustments needed to support these populations
  - Focus on ensuring both **equitable access** and **equitable outcomes**

- Make adjustments and monitor results

What Do Social, Emotional, Behavioral Challenges Look Like In The Classroom?

Fight: Anger, confrontation, property destruction

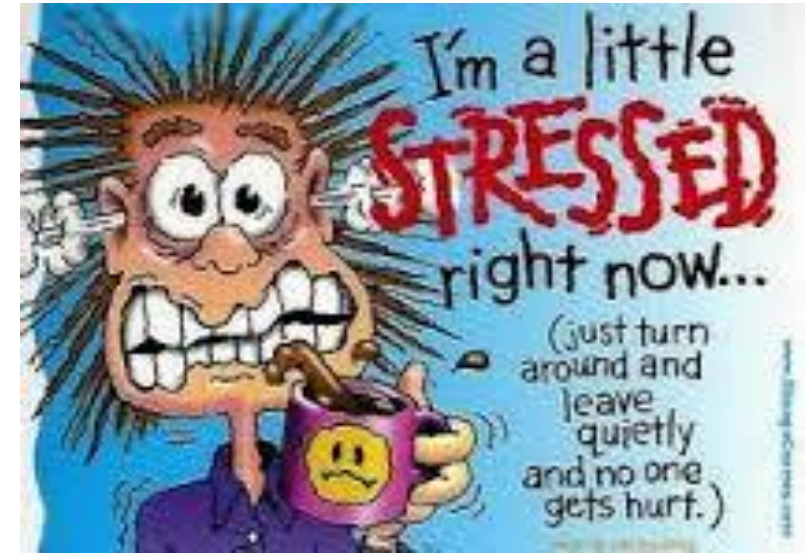**Flight:** Panic, avoidance, bolting

Freeze: Shutting down, dissociating, shy

Fawn: Tries to please others, not assertive, lacking boundaries
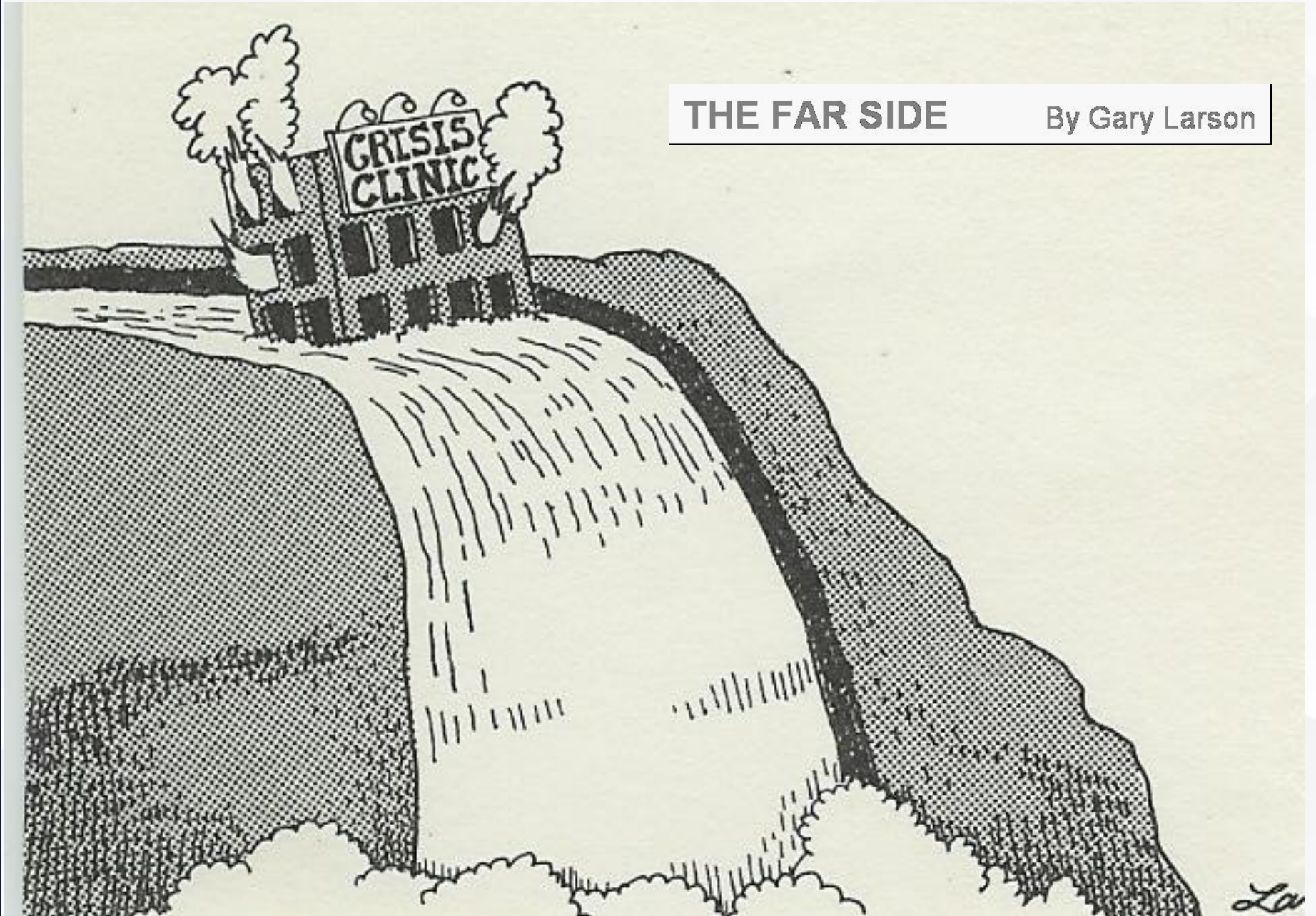
Teacher Burnout

- **The Stats**
- ~1/2 million teachers leave the profession each year.

- 41% of teachers leave the profession after 5 years

- The U.S. spends 7 billion on teacher turnover each year

- **The Reasons**
- Volume
- Environment
- Student Behavior
- Administration
- Community Relations

Before Discussing MTSS for Mental Health, Let's Consider The Problem

"Schools are reporting increased rates of chronic stress, anxiety, and depression among students due to the pandemic, social isolation, a weakened economy, and the <u>racial trauma</u> that many students have experienced" (MA DESE, 2021)

Between the spring and the fall of 2020, mental health-related emergency department visits had increased **24%** for children between a**ges 5 and 11** and **31%** for those **ages 12 to 17**, compared to 2019 (CDC *Weekly,* Vol. 69, No. 45, 2020).

Data coming out from the CDC shows around 30% to 40% of our young people in this age group are experiencing depressive symptoms and anxious symptoms.

Only 15% of educators said they feel comfortable addressing grief or trauma tied to the pandemic.

Why Build A System?

Bradshaw et al. (2010)

- Found an average of 5.1 programs were being introduced in each school on "character education and /or development, social-emotional or social skills, bullying prevention, drug prevention (e.g., D.A.R.E.), and conflict resolution and/or peer mediation" (p. 146).

McIntosh (2015)

- "One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives."
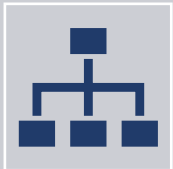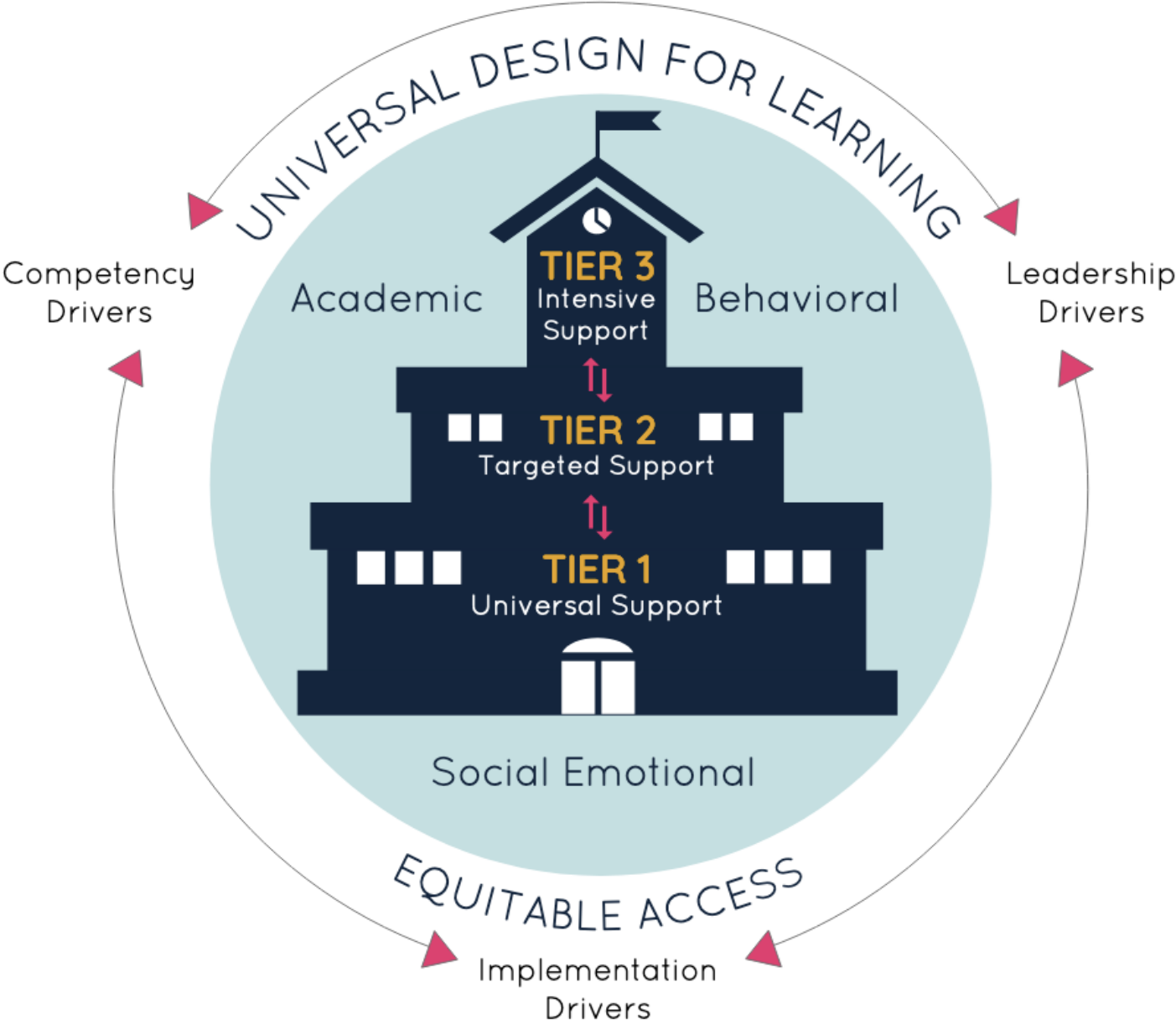
Why Are We Focused On MTSS?
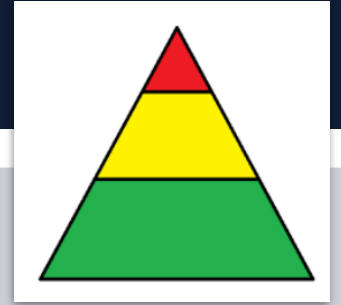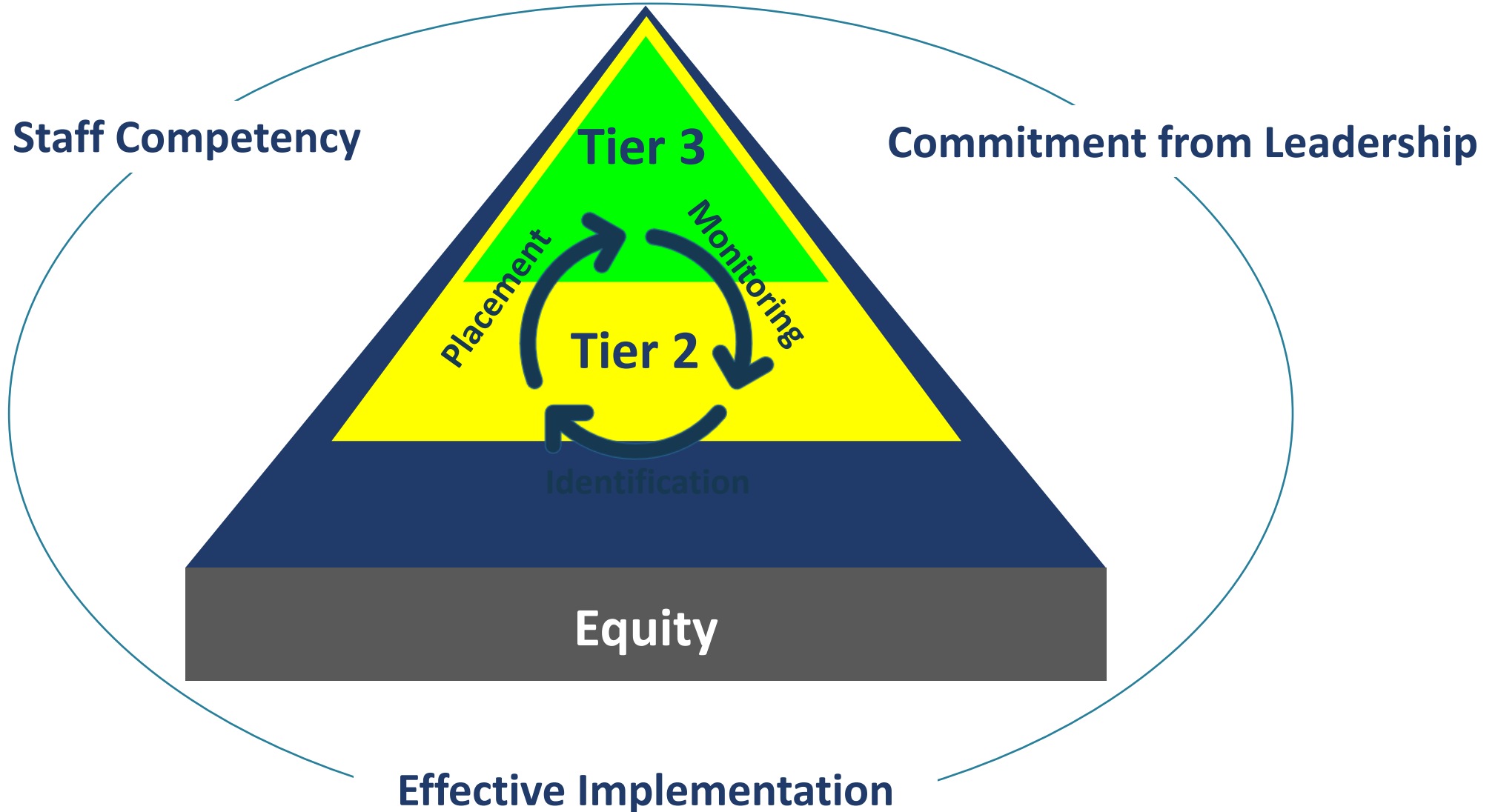
Most common design framework in schools today

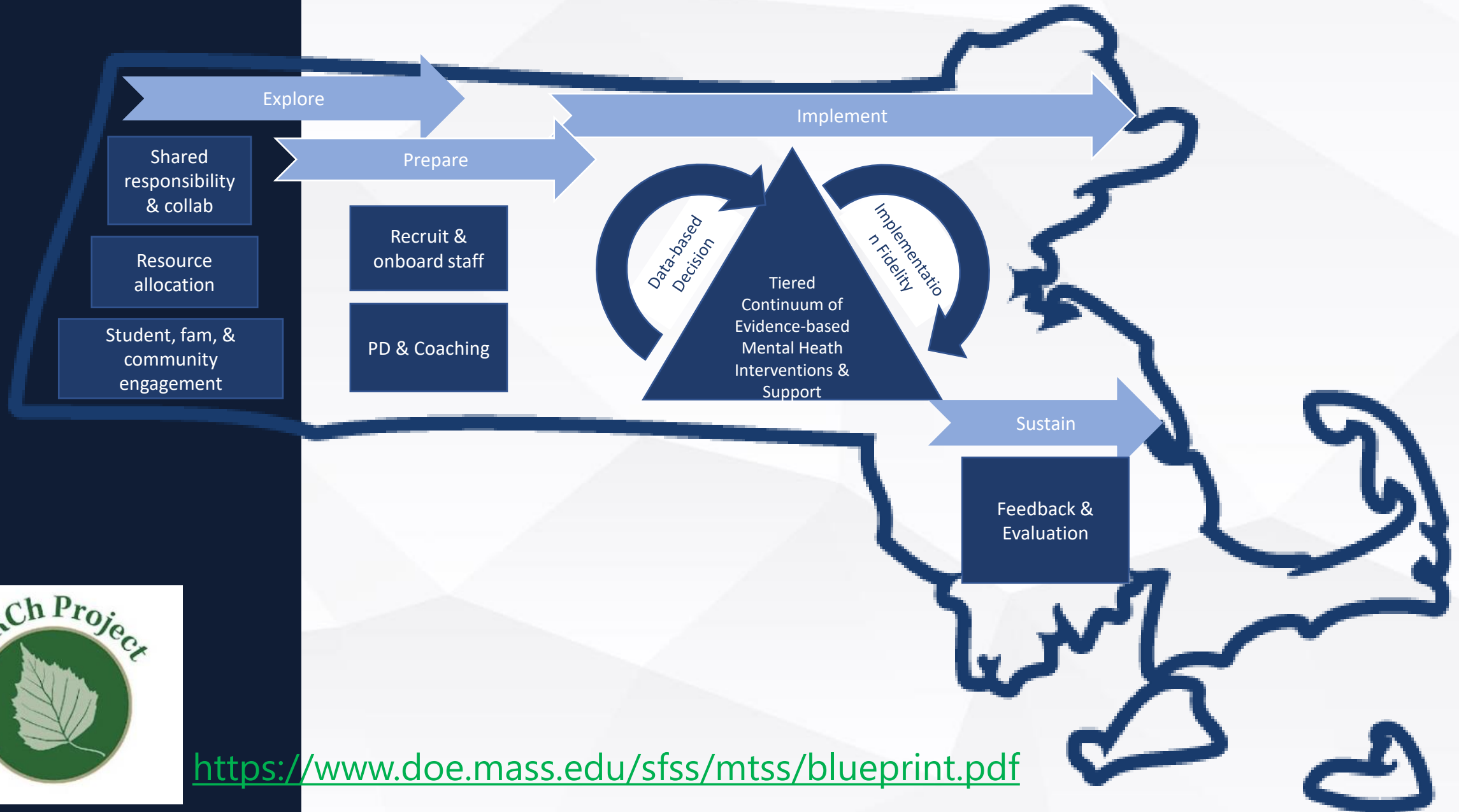Provides a way of understanding the school and thinking about how to improve it

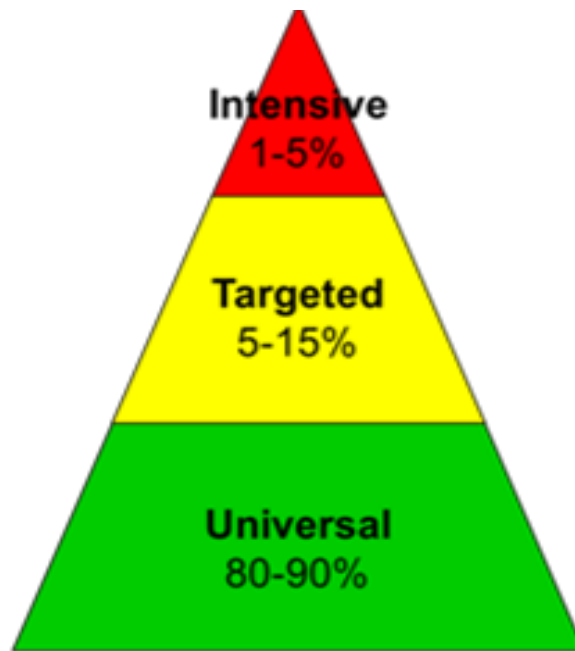Integrates the public health-informed three-tier perspective

bryt

MASMHC

RENNIE CENTER
EDUCATION RESEARCH & POLICY

https://www.doe.mass.edu/sfss/mtss/blueprint.pdf

MTSS in Massachusetts

Explore

Prepare

Implement

Shared responsibility & collab

Resource allocation

Student, fam, & community engagement

Recruit & onboard staff

PD & Coaching

Data-based Decision

Implementation Fidelity

Tiered Continuum of Evidence-based Mental Heath Interventions & Support

Sustain

Feedback & Evaluation

BIRCh Project

https://www.doe.mass.edu/sfss/mtss/blueprint.pdf

Sample Tiered System of Supports

Tier I - Universal Supports and Interventions; Promotion & Prevention Practices

- Promoting positive mental health in ALL students (universal screening, SEL, mental health literacy)

Tier II - Targeted/Selected/Group Supports and Interventions

- Focus on students with emerging or moderate mental health challenges (adjustment counselor support, participation in therapeutic/skills groups)

Tier III - Intensive/Individualized Supports and Interventions

- Focus on students experiencing a mental health challenge (intensive individualized supports, wraparound services)

Sample Elementary School MTSS map

	Academic	SEL	Mental Health	Supporting structures and data systems
Tier 3 Core + More + More	Intensive special ed support Intensive reading interventions (O-G, LiPS)	Life Skills BRYT FBA-driven BIPs	Weekly Groups Based on Presentation (e.g. suicidal ideation)	**Teams:** • RTI (speech, special ed, attendance, grade-level) • Core Team (admin, counselors, academic leaders, Tier 3) • PBIS Team (tier 1 focus, school wide trainings) • Tier 3 Beh Team • SW Intern (individual and groups)
Tier 2 Core + More	Special Education Support to Classroom Teachers (Learning Specialist Supports including co-teaching) Lexia/Dream Box (more intensively)	ERC Classroom EA supports Building Break Space Social Skills Groups Kindergarten Lessons	Community Mental Health Support (school, family, community collaboration/consultation) Social Work intern supports Sensory breaks (in ERC)	**Student needs identified via:** PBIS behavior tracking (FYIs. .), Teacher referrals/ invitations
Tier 1 Core	Flexible short-term small groups (lesson based) Lexia and Dream Box (Computer adaptive instruction; simulates small groups) ELD core instruction (co-teaching integrating Sheltered English Immersion) Standards Based Core Instruction	Restorative Circles Break Spaces in Each Classroom Safe and Caring Schools (build resilience) Character Traits (selected monthly, classroom lessons (one pagers), celebration) PBIS Culture of Care/Trauma Informed Practices		**Equity Concerns:** ELL and High Poverty Students