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# Mental Health Supports in MTSS

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OCM BOCES  
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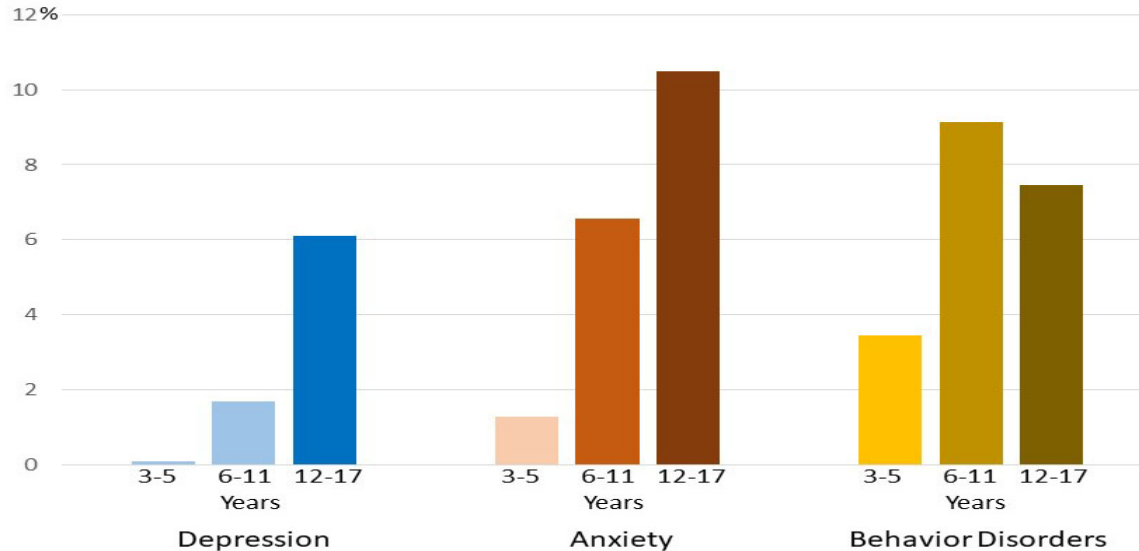
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# Is mental health a school issue?

Source: Centers for Disease Control

<https://www.cdc.gov/childrensmentalhealth/data.html>

Depression, Anxiety, Behavior Disorders, by Age



# School Safety and Mental Health

## Framework for Safe and Successful Schools

- The American School Counseling Association
- National Association of School Psychologists
- National Association of School Resource Officers
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- School Social Work Association of America

[http://www.p12.nysed.gov/sss/documents/FrameworkforSafeandSuccessfulSchoolEnvironments\\_FINAL.pdf](http://www.p12.nysed.gov/sss/documents/FrameworkforSafeandSuccessfulSchoolEnvironments_FINAL.pdf)

# Framework Policy Recommendations

1. Allow for blended, flexible use of funding streams in education and mental health services;
2. Improve staffing ratios to allow for the delivery of a full range of services and effective school – community partnerships;
3. Develop evidence -based standards for district -level policies to promote effective school discipline and positive behavior;
4. Fund continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training that uses evidence -based models;
5. Provide incentives for intra - and interagency collaboration; and
6. Support multitiered systems of support (MTSS).

# Framework Recommendations Best Practices

- Fully integrate learning supports instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
- Implement multi -tiered systems of support (MTSS) t that promote close school–community collaboration.
- Improve access to school -based mental health supports
- Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery

# Framework Recommendations Best Practices

- Balance physical and psychological safety to avoid overly restrictive measures with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats.
- Employ effective, positive school discipline
- Consider the context of each school and district and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
- Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time

# The impact of trauma

- Adverse Childhood Experiences (ACES)

The National Childhood Traumatic Stress Institute research shows that more than  $\frac{2}{3}$  of children in the US report experiencing one or more ACEs by the age of 16.

- What data do you have?

- Homeless children and youth
- Indicated reports of child abuse and maltreatment
- Child Advocacy Center services
- DASA and discipline data
- Poverty rate
- Police “Handle with Care” reports

# Mental Health Services as part of Multi-Tiered System of Support (MTSS)

## Tier One:

- Safe, supportive learning culture
- Family engagement
- Positive clearly stated expectations that are embedded across all areas
- Trauma sensitive school practices
- Social emotional learning instruction, including mental health education
- High frequency acknowledgement of success
- Consistent responses to inappropriate behavior that are respectful and designed to achieve long -term positive change
- Universal screening



# NYS Framework for SEL

NEW YORK'S GOALS TO GUIDE SOCIAL EMOTIONAL  
LEARNING BENCHMARKS

1. Develop **self-awareness** and **self-management** skills essential to success in school and in life.
2. Use **social-awareness** and interpersonal skills to establish and maintain **positive relationships**.
3. Demonstrate **ethical decision-making skills** and responsible behaviors in personal, school, and community contexts.

# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



# New York State Framework for Mental Health Education Instruction

- Self Management
- Relationships
- Resource Management

## 1. Self-Management

Develop self-awareness and self-management skills essential for mental health.

Outline	Early Elementary (EE) (K-2)	Late Elementary (LE) (3-5)	Intermediate (I) (6-8)	Commencement (C) (9-12)
<b>1A. Self-care to promote mental health and overall well-being.</b>	<b>1A. EEa.</b> Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, being active both physically and socially as they relate to overall health and well-being.	<b>1A. LEa.</b> Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health and well-being.	<b>1A. Ia.</b> Individuals describe the interrelationships of emotional, intellectual, physical, and social health in adolescence (Health Triangle; See - Glossary).	<b>1A. Ca.</b> Individuals who are mentally and emotionally healthy use self-care to promote mental health and overall well-being (Dimensions of Health, SPIES Model; See Glossary).

# Mental Health Services as part of MTSS

## Tier Two:

- Comprehensive student support services
  - Counselors, psychologists, social workers
- Data monitoring
- Targeted, evidence based interventions for attendance and behavior
- Re-teaching of expectations, skills and competencies
- Family engagement

# Mental Health Services as part of MTSS

## Tier Three:

- Intensive/individualized supports and interventions for attendance and behavior
- Community partnerships
  - Community school
  - School-based mental health clinics
- Family engagement

# Protocols for responding to crisis

- Suicidal Ideation
- Death of student or staff
- Natural disasters/local emergencies
- School violence

# Professional Development

- Creating a safe, positive school culture
- Impact of trauma on learning
- Recognizing mental health need/symptoms of distress and knowing what to do
- Community resources and how to access



# Leadership

- Mission, Vision, Beliefs
- Culture
- Community Collaboration
- Family and Student Well -Being
- Staff Capacity and Well -Being
- Resource Allocation