

Shared Vision of Student and Educator Wellness



About Mental Health

- Mental health includes our emotional, psychological, and social wellbeing.
- It affects how we think, feel, and act.
- It also helps determine how we handle stress, relate to others, and make healthy choices.
- Mental health is important at every stage of life, from childhood and adolescence through adulthood.
- Mental health is equally as important as physical health.

(Centers for Disease Control and Prevention, 2020)



Safe and Supportive School Program

Ensuring Physical and Psychological Safety



A safe and supportive school program is a systemic and coordinated multitiered support system that addresses school climate, the social and emotional domain, and behavioral and mental health and wellness; it includes collaboration with (community or external) organizations; conducting behavioral threat assessments and the implementation of a multi-hazard approach to prevent, prepare, respond, and recover from crisis situations.



Disconnected Efforts



**School
Mental and
Behavioral
Health**



**School Safety
and Security**



**Academics and
Learning
Supports**

Connection of Efforts



Increased coordination among school safety stakeholders



Increased data collection to drive continuous improvement



Increased support for and coordination within campuses resulting from the Safe and Supportive School Program

TEA's Mental Health and Wellness Team

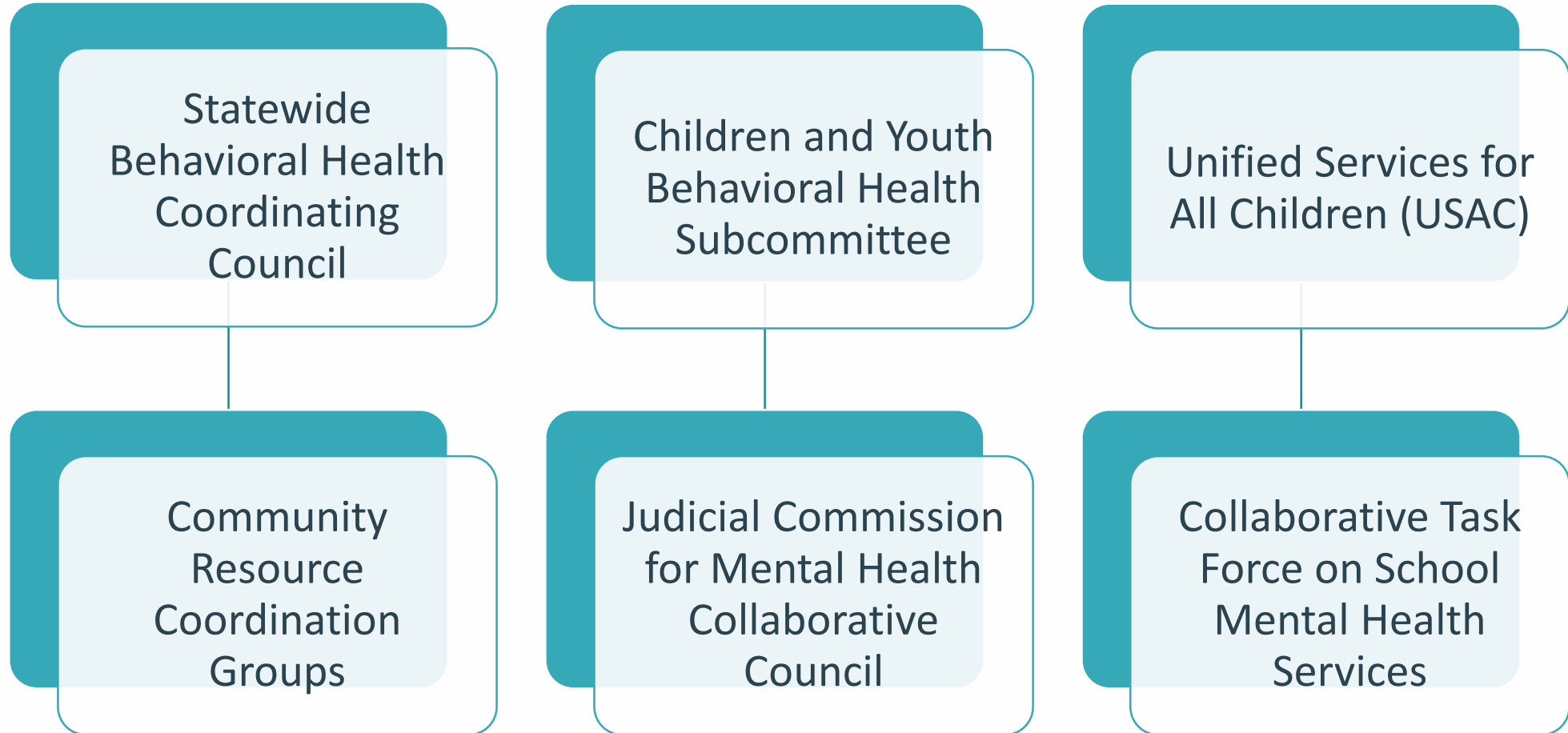
What We Do	Deliverables/Outcome Examples
Planning, Program Policy Implementation, Evaluation Statutory Requirements- Mental Health	<ul style="list-style-type: none"> • Statewide Plan for Student Mental Health • Collaborative Task Force on Public School Mental Health Services • Mental Health Resources Inventory -Mental Health Resources Database for Schools • Evidence Based Practices and Research Based Programs Identification and Annual Review with Updates – 8 categories over 100 resources
Interagency Coordination-Mental Health	<ul style="list-style-type: none"> • Statutory Bodies that require MOUs, plans, joint statutory reports • Collaborate to develop and implement the Statewide Strategic Plan for Mental Health Connecting schools to resources such as to TCHAT, etc.
Direct and oversee Project AWARE Texas	<ul style="list-style-type: none"> • Ensure requirements for ... two SAMHSA grants, 3 FTEs, 4 ESC grants; contracts with TIEMH, HHSC; grants to 5 school districts; pilot EBPs and feedback loop, etc. • SAMHSA grant performance measures and reporting; SAMHSA budget/ cont. applications, etc.
Develop and pilot mental health resources and tools for school systems	<ul style="list-style-type: none"> • School mental health website • School mental health toolkit with sample tools • Title IVA Behavioral Health Capacity Building Grants
Provide training and technical assistance	<ul style="list-style-type: none"> • ESC Mental Health Professional Learning Community • Presentations and Webinars on Mental Health Topics • Advancing Behavioral Health Collaboration Summit • Cross-Division collaboration



EDF Lever Overview

Level 1	Organizational Performance Management
Level 2	Human Capital Systems
Level 3	Readiness to Learn
Level 4	High Quality Instructional Materials and Pathways
Level 5	Instructional Development Systems
Level 6	School Model Innovation and Access

Interagency Coordination and Resource Building for SMH



Shout Out~ ESC Mental and Behavioral Health Expertise!

MENTAL & BEHAVIORAL HEALTH IN SCHOOLS Professional Learning Community

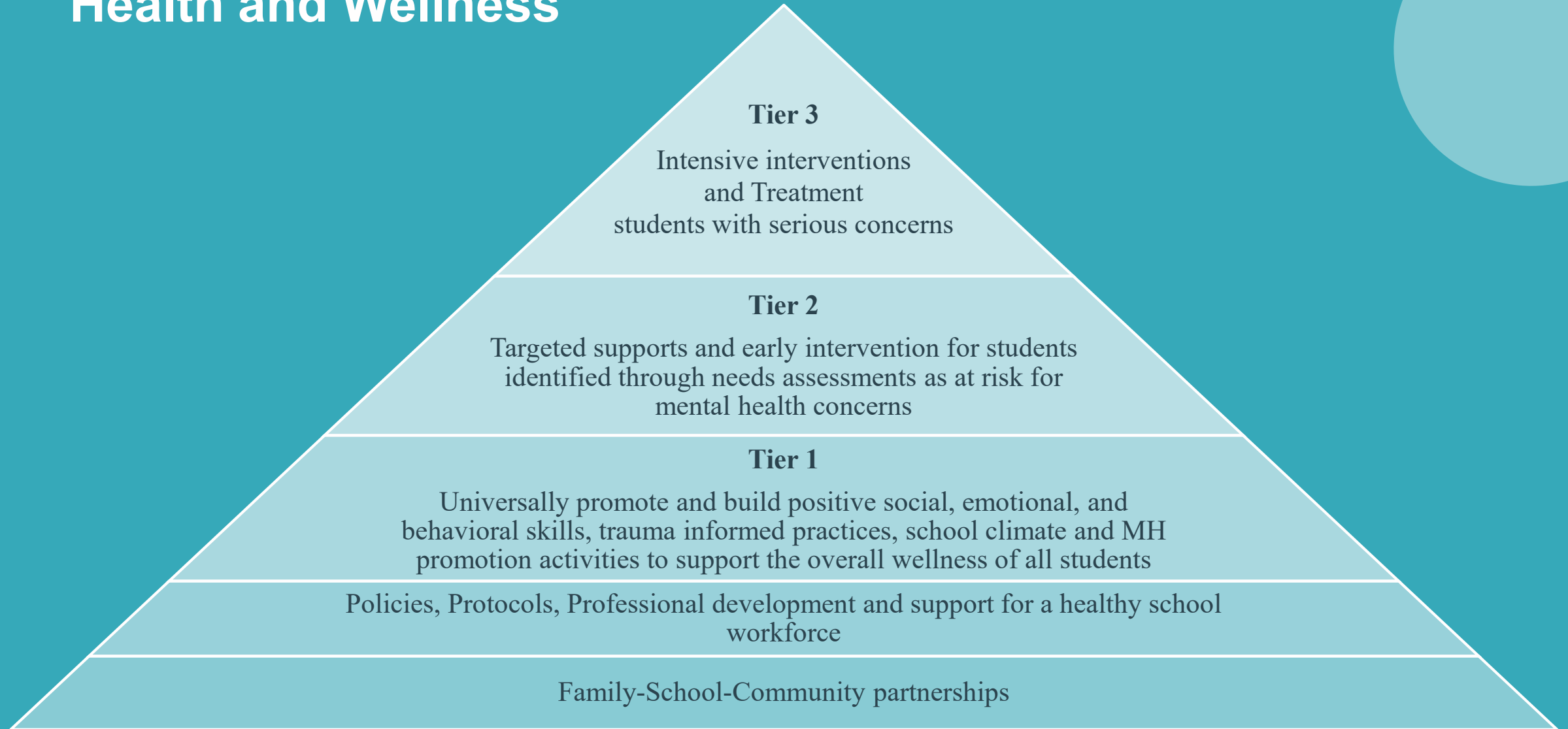
AUDIENCE: Educational Service Center professionals
supporting school behavioral health efforts

**TOT: School Mental Health Practices
Modules, Building and Leading
Trauma-Sensitive Schools**

**Title IVA
ESC Behavioral Health Grants
and LEA Cohort of 100+ schools**

**Training, Coaching and Support for
Implementation**

Multitiered System of Supports (MTSS) for Mental Health and Wellness



What Should School Mental Health Look Like?

Evidence-Based Practices with Fidelity

Systems of Prevention and Promotion

All students receive a safe and healthy school climate with age-appropriate social, emotional and behavioral skill building, supported by universal screening, referral pathways and **access to needed support services**
(Universal)

Systems of Early Intervention

Students identified as at-risk and needing individualized screening, staffing and interventions receive targeted classroom, individual or group skill-building and supports
(Targeted)

Systems of Treatment

Students identified as needing intensive interventions, safety plans, and wraparound are provided with school-based treatment and effective connections to community-based services.
(Indicated)

Foundation: Data, School, Family and Community Partnerships

Texas School Mental Health Framework

- 1 • MTSS for Mental Health
- 2 • Texas School Mental Health Components
- 3 • Foundational Steps
- 4 • Pathway to Quality School Mental Health Systems

Texas School Mental Health Framework

Essential Elements for a Safe & Supportive School



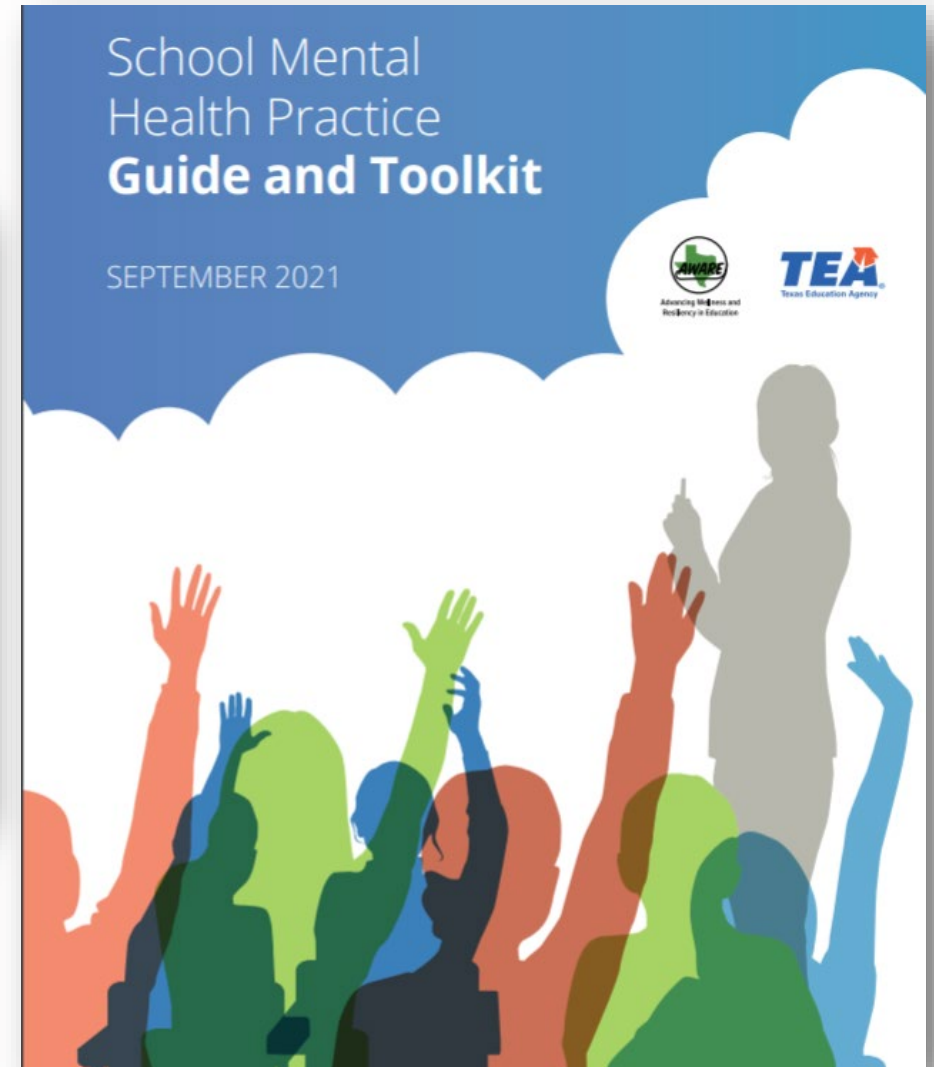
Texas School Mental Health Website

Toolkit

The Texas School Mental Health Practice Guide and Toolkit provides information, considerations, resources, and tools for schools. The purpose is to help Local Education Agencies plan and provide a comprehensive school mental health system. This toolkit supports schools with readiness to plan interventions, services and supports for the Safe and Supportive School Program. Various resources and tools can be accessed in the toolkit library.

[DOWNLOAD THE TOOLKIT](#)

<https://schoolmentalhealthtx.org/>



PATHWAY TO QUALITY SCHOOL MENTAL HEALTH

**TEAMING &
PLANNING**

**NEEDS ASSESSMENT &
RESOURCE MAPPING**

**EARLY
IDENTIFICATION
& SCREENING**

**MENTAL
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**EARLY
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ACCESS TO SPECIALIZED
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**FUNDING &
SUSTAINABILITY**

**MONITORING
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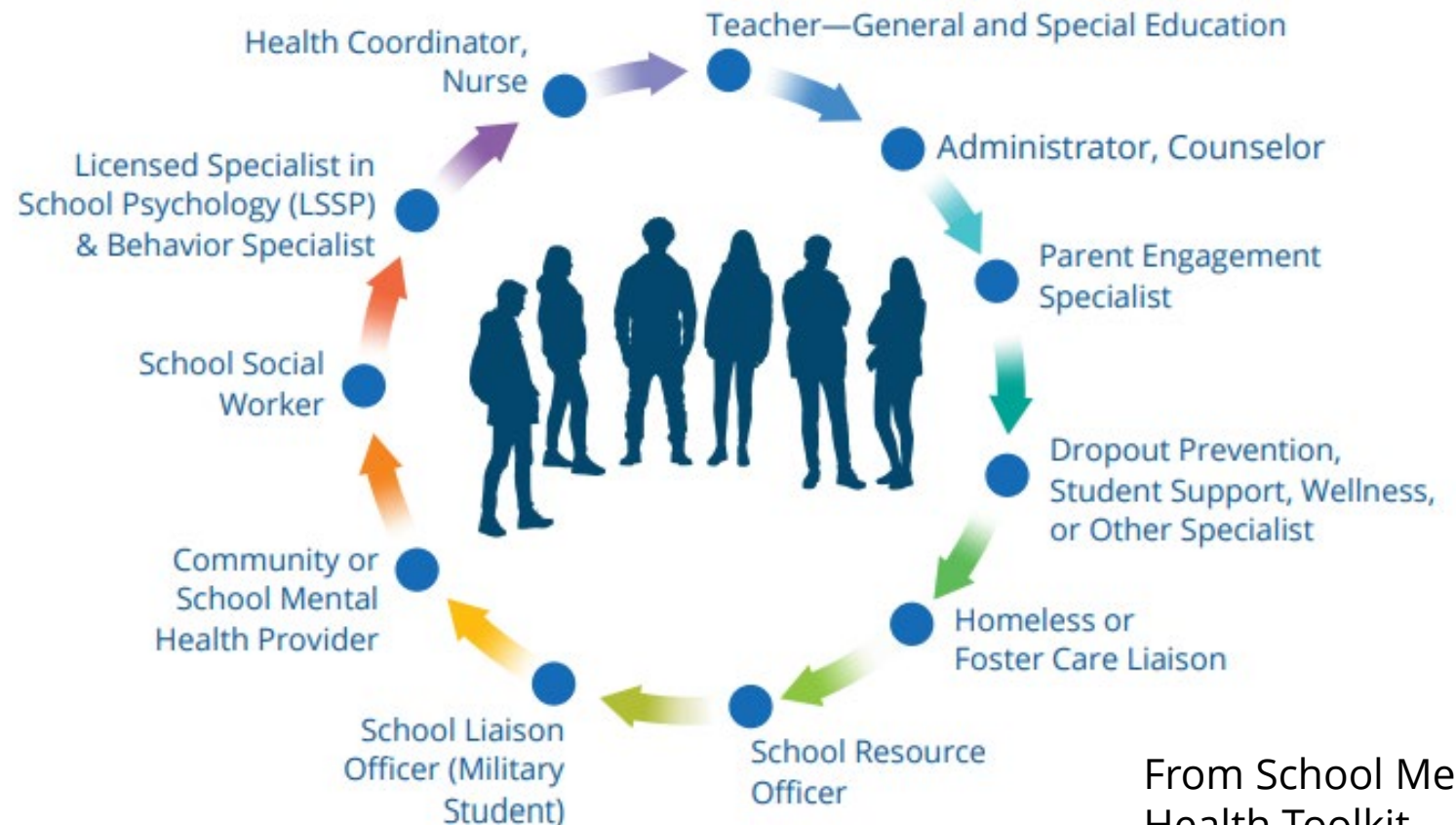
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Teaming and Planning

- Team representing multiple perspectives
- Meaningfully engage students and families
- Facilitates effective school-community partnerships

Team, Train, and Plan to Support Student Mental Health

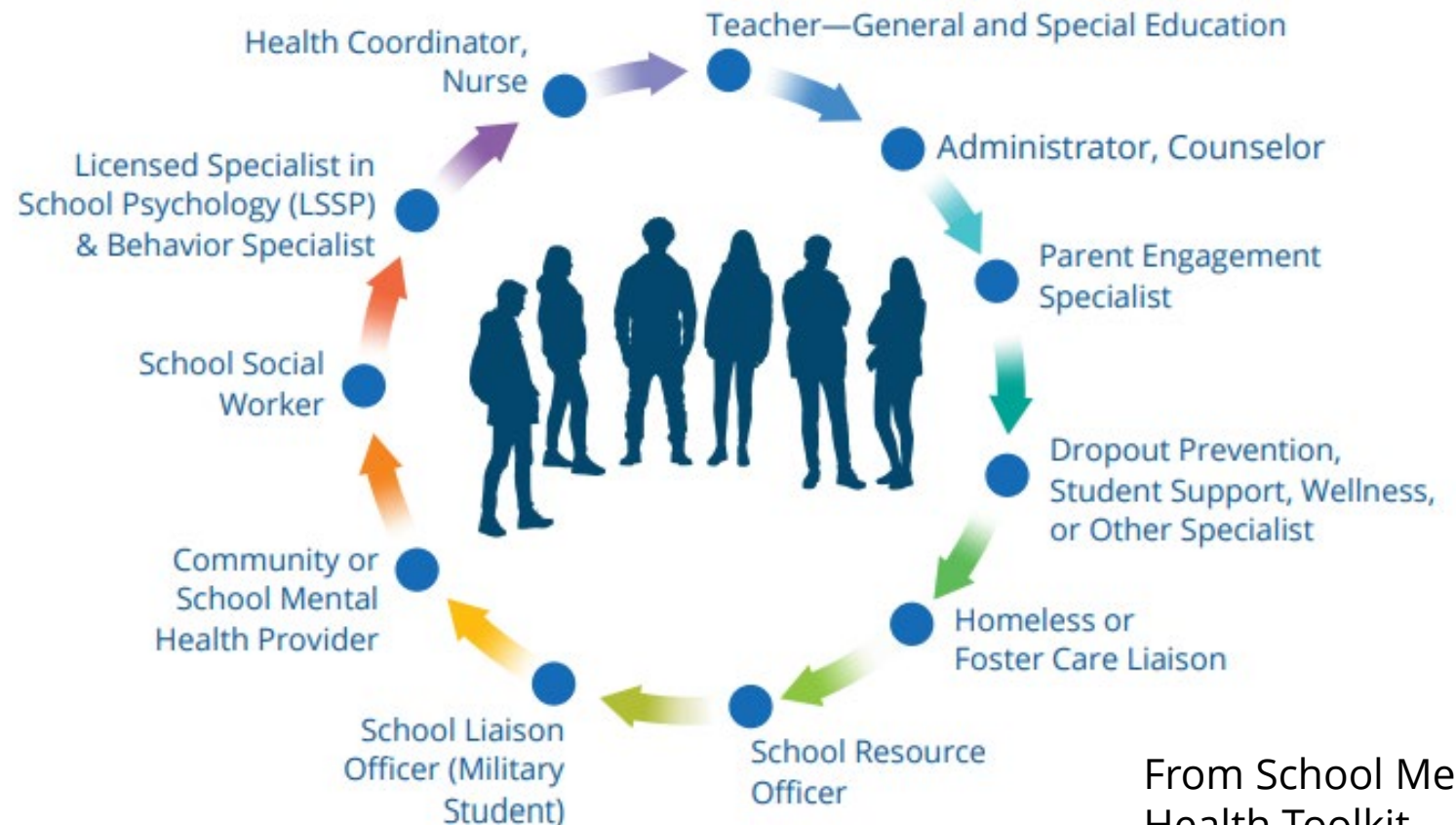


From School Mental Health Toolkit, Version 1, 2021

Teaming and Planning

- Team structures address each tier of MTSS for MH
- Delineate staff roles and responsibilities, supporting efficiency
- Makes referrals to school- and community-based MH services

Team, Train, and Plan to Support Student Mental Health



From School Mental Health Toolkit, Version 1, 2021

Memorandum of Understanding between Local Mental Health Authority and ISD

MEMORANDUM OF UNDERSTANDING BETWEEN _____ AND _____

This Memorandum of Understanding ("Agreement") is entered into by and between _____ (LEA name) and _____ (ISD name).

This Memorandum of Understanding shall be in full force and effect as of the date hereof.

RECITALS

1. ORGANIZATIONAL BACKGROUND

Provide an overview of the mission of the LEA and the ISD.

2. DEFINITIONS

2.1 Consumers means child individuals, adult individuals, or groups of individuals who have requested or expressed a need for Mental Health Services and have completed the mental health assessment process.

2.2 Student Support Services is defined as a Special Education offered to enhance the lives of children who have mental health disabilities.

3. PURPOSE

The purpose of this Agreement is to perform screening services as needed, and follow-up services to children and adolescents who are at risk of removal from their preferred living situation due to psychiatric concerns.

1

4. OBJECTIVES

4.1 Children are eligible for services if they are between the ages of _____ ISD's boundaries, and meet the diagnostic classification for the state's developmental disorder and is at risk of removal from preferred child.

4.1.1 Children (3-6 years) – DSM V-TR Axis I diagnosis other than substance abuse, intellectual developmental disability ("IDD") or developmental disorder and is at risk of removal from preferred child.

4.1.2 Children and Adolescents (7-18 years) – DSM V-TR Axis I diagnosis in addition to substance abuse, IDD, autism or pervasive developmental disorder, or one of the following: a global assessment of functioning of 50 or below, Seriously Emotional Disturbed (SED) by their school district, or at risk of removal from preferred living situation due to psychiatric concerns. In addition, son/daughter is at risk of an alternative placement within the school district or at risk of removal from preferred living situation.

4.2 _____ ISD and the _____ Agency will coordinate services for Consumers that the following objectives are met:

- a. reduce duplication of services,
- b. maximize available resources and
- c. jointly monitor the service delivery continuum

5. TERM

This Agreement shall be effective from _____ to _____. The term shall be renewed for additional and consecutive one (1) year terms, for a maximum of _____ years, in accordance with the termination provisions below.

5.1 Either party may withdraw from the Agreement by giving ten (10) days written notice in the event of reduced or total loss of funding for the services contemplated hereunder.

5.2 Either party may withdraw from the Agreement without cause by giving thirty (30) days written notice.

6. ROLES OF THE PARTY/PARTIES

_____ ISD and the _____ Agency agree to collaborate in the following manner:

6.1 Role of _____ ISD

_____ ISD agrees to provide the following services to eligible Consumers at no cost to the Consumer subject to the availability of resources. All services shall be provided pursuant to _____ ISD's usual and customary policies, procedures, guidelines, rules or regulations:

6.1.1 A liaison at each school designated by the principal to assist with children and families accessing services. Ideally, this liaison shall be a mental health professional or a school administrator with health care or mental health services when possible.

6.1.2 A liaison from the _____ Department to work with the principal and school administrators to communicate established state and local policies and evaluate service delivery in the school setting.

6.1.3 Identification and referral of children and their families from Health and Medical Services, Psychological Services, Special Education Services, or other applicable agency programs who have been designated as at risk of removal from their preferred living situation due to psychiatric concerns and have been determined by _____ ISD to have chronic or severe problems and meet the Agency's priority population and final determination. This role is not the same as, but may be adjunct to, referral or assessment services, which remains the responsibility of the Agency's Child Find, Review, and Dismissal (ARD) committee and/or _____ ISD's Child Find Committee.

6.1.4 Assistance and referrals to agency programs, including, but not limited to, individualized programs, outpatient clinical services, inpatient clinic services, and other appropriate agency programs. Note: Referrals for educational services remain the responsibility of the student's ARD committee and/or the Agency's Education Department.

6.1.5 Training of the Agency's providers on "Child Find" procedures for children suspected of having a disability that requires special education services.

6.1.6 Space, at no cost, in an office, classroom or other common area for consultation, on-site assessments, and counseling sessions. Confidentiality of the children and their families participating in services shall be maintained.

6.1.7 Collaboration in setting up presentations for parents, families, and staff at schools upon request for topics such as referral processes and services, clinical or medical issues impacting students and their families.

11. Authorization

_____ ISD warrants and assures _____ Agency that it possess adequate legal authority to enter into this Memorandum of Understanding (Agreement). _____ ISD's governing body, where applicable, has authorized signatory official(s) to enter this Agreement and bind _____ ISD to the terms of this Agreement and any subsequent amendments hereto.

INDEPENDENT SCHOOL DISTRICT

Director of Purchasing Services Date

AGENCY

Date

REVIEWED

Director of Contracts Date

Date

APPROVED AS TO FORM:

General Counsel Date

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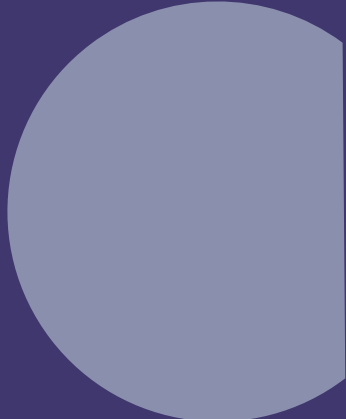
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Needs Assessment & Resource Mapping

- Identifies the most pressing mental health needs for students and staff
- Understand how well existing services and supports are meeting student needs
- Identify and leverage system strengths
- Inform priorities and actions for school mental health programming
- Priorities should inform that district and campus improvement plans



Needs Assessment Process and Tools



TEA  **Needs Assessment Overview**

What is a Needs Assessment?

A needs assessment is a collaborative process that involves students, families, and the overall system. By identifying needs, they can develop an action plan to address the highest needs. Districts should incorporate needs assessments into their ongoing efforts (Texas Education Agency, Communities, 2015).

What are the Goals of the Needs Assessment?

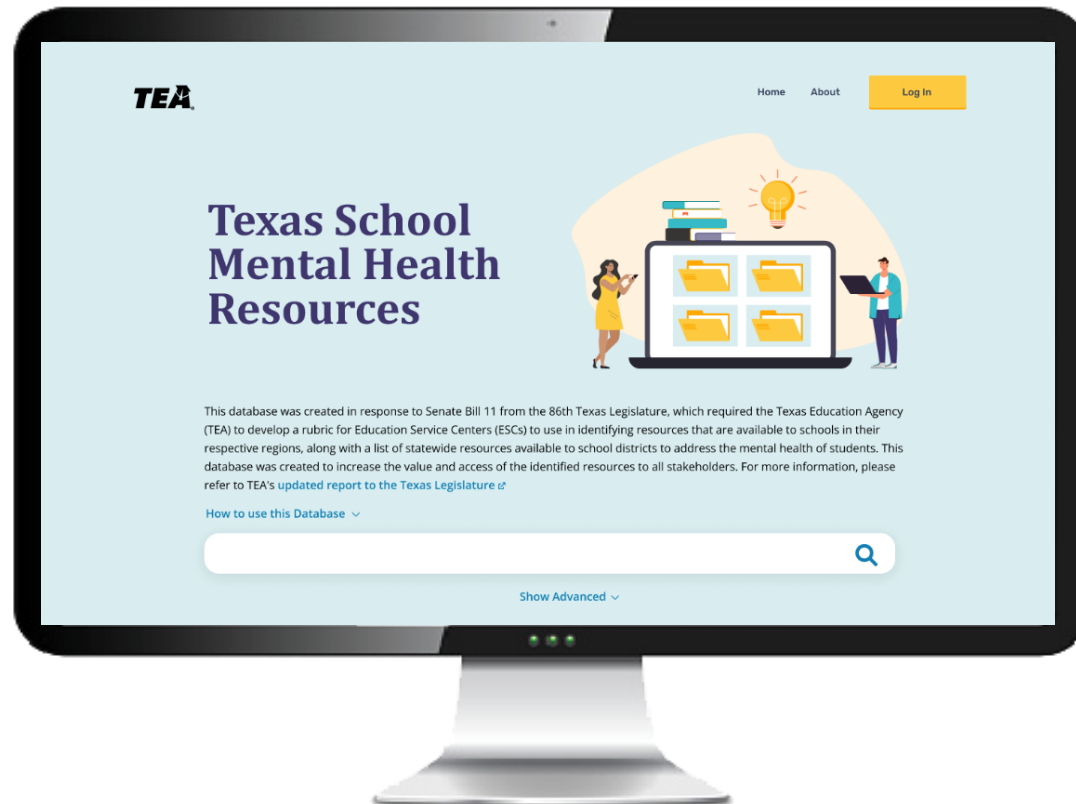
Every school in Texas is as unique as its staff, students, and community. Success and wellness must be tailored to meet the unique needs of each school. Conducting a needs assessment is a comprehensive process that not only gathers information to identify needed services or programs but also builds sustainability. Conducting a behavioral health needs assessment can also identify strategies that will arise from it. The assessment process brings together staff, and community members. Engaging stakeholders from all groups must be a part of identifying the assets and needs in the system. Completing the behavioral health needs assessment and developing an action plan is just the beginning of the assessment process. The needs assessment is tracked to determine if unmet needs are being addressed, the

Texas School Mental Health Needs Assessment Planning Tool

Potential Sources of Existing Data	Source	Person(s) Responsible	Due Date
Community & Campus Demographics (staff & student)			
Office referrals			
In school and out of school suspensions			
Attendance and truancy			
Nursing logs			
Professional school counselor logs			
Crisis referrals			
Psychiatric hospitalizations and/or ER visits			
Time away from instruction			
Mental health screening data			
School climate survey			
Other			



Texas Database of School MH Resources



Comprehensive Service Delivery Plan

Comprehensive Service Plan FY 2020 with Updates: September 2020						
Training, Activity or Intervention	WD, Tier I, II or III	Need Addressed / Desired Impact	Who Facilitates	Location	Schedule / Duration	Resources Needed
PAX Good Behavior Game Training	WD	<p>FY 2020: Trained 90% of elementary staff which includes Pre-K – 6th grade teachers, paraprofessionals, and administrators</p> <p>FY 2020: Another initial training will be held in September for those who were not trained in the summer</p> <p>FY 2021: The NEXT training will be set up so that staff who have begun implementation will have the opportunity to ask questions and receive more in-depth training</p> <p>FY 2020: Decrease in number of discipline referrals, increase in student attendance, increase in academic achievement</p>	<p>AWARE Staff (CPM & MHBHS)</p> <p>PAXIS</p>	<p>Smith Elementary Cafeteria</p> <p>Jones Elementary</p> <p>Kelly Elementary</p>	<p>August 5 & 6, 2020 8:00-4:00</p> <p>September 27, 2020 8:00-4:00</p> <p>September 27, 2020 8:00-4:00</p>	<p>Secure date</p> <p>Book training</p> <p>Location</p> <p>Communication of training</p> <p>Ensure funding is available</p>
PAX Good Behavior Game Implementation	Tier 1	<p>FY: 2020 To implement program in order to improve classroom behaviors in the elementary setting</p>	<p>Teachers</p> <p>Elementary Administrator</p> <p>AWARE Staff</p> <p>ESC Supports</p>	Smith Elementary	<p>Baseline data to be obtained in September</p> <p>Teachers' implementation will be ongoing</p>	<p>Additional PAX supplies</p> <p>Reminder sessions of kernels</p> <p>Support to teachers</p>
Collaborative & Proactive Solutions Training	WD	<p>FY 2020: Will train district teams and AWARE staff</p>	<p>AWARE Staff (CPM & MHBHS)</p> <p>District Teams</p>	Kelly ISD Board Room	September 23, 2020	<p>Develop processes as to how this can be delivered in the school setting</p>

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Early Identification and Screening

- Professional development to recognize and respond to early warning signs
 - Educators, staff, families, students
 - Youth Mental Health First Aid
 - ASK+ about Suicide
 - Youth Awareness of Mental Health
 - And others...
 - Universal screening to identify students
 - Targeted screening to guide intervention
 - On-going screening to monitor progress
- 

Screening Tool Compendium & Sample Referral Form



Compendium of Screening Tools for Early Identification of Needs

Instrument	Author/Year	Description	Target Population and Age	Length
IOWA Conners Rating Scale	Loney and Milich, 1982 Pelham et al., 1989	The IOWA Conners Rating Scale is a widely used brief measure of inattentive-impulsive-overactive (IO) and oppositional-defiant (OD) behavior in children.	Parents (mothers) and teachers	10-iter for IO
NICHQ Vanderbilt Assessment Scales	National Institute for Children's Health Quality (NICHQ), American Academy of Pediatrics, McNeil, 2002	The NICHQ Vanderbilt Assessment Scales are used by healthcare professionals to help diagnose attention deficit hyperactivity disorder (ADHD) in children between the ages of 6 and 12.	Children between 6 and 12. Parents and teachers.	4 page for par teache
Snap-IV The SNAP-IV Rating Scale is a revision of the Swanson, Nolan and Pelham (SNAP) Questionnaire (Swanson et al, 1983).	Swanson et al., 2001	In addition to the DSM-IV items for ADHD and oppositional defiant disorder (ODD), the SNAP-IV contains items from the Conners Index Questionnaire (Conners, 1968) and the IOWA Conners Questionnaire (Loney and Milich, 1985).	6-18-year-olds	90 iter



Behavior Observation and Student Assistance Referral Form

STUDENT: _____ M / F GRADE/AGE: ____/____ DATE: _____

COMPLETED BY: _____ SUBJECT: _____ PERIOD(S): _____

Please check the **patterns of behaviors** you have observed and forward this to _____ no later than _____

STUDENT'S STRENGTHS

- Self-motivated/self-starter
- Engaged in school/class
- Displays sense of humor
- Has creative outlet(s)
- Asks for assistance
- Shows integrity
- Stands up to peer pressure
- Responsible for self
- Thinks before acting
- Sound decision-making skills
- Empathetic or sensitive
- Respects cultural differences
- Resolves conflicts peacefully
- Tolerates change
- High self-esteem
- Positive view of future

INTERESTS: _____

COMMUNICATION

Have you communicated with the student's parents?

- Yes,
- Phone; date(s) _____
- Conference; date(s) _____
- No

(Write comments on back)

Student's current grade in your class?

BEHAVIORS

- Inattentive
- Easily distracted
- Forgetful
- Disorganized
- Defiance of rules
- Irresponsible
- Blaming
- Fighting/argumentative
- Secretive behavior
- Cheating
- Dramatic attention-getting
- Verbal abuse
- Obscene language/gestures
- Crying inappropriately
- Physically aggressive
- Bullying others
- Impulsive
- Stealing
- Vandalism
- Rigid obedience
- Extremely negative
- Anxious or nervous
- Agitation/fidgety
- Excessive demands on teacher
- Daydreams regularly
- Unresponsive to interaction
- Easily led by others
- Sudden change in peers
- Refuses to comply with requests
- Isolating/withdrawn

ACADEMIC

- Low grades
- Drop in grades
- Academic failure
- Inconsistent daily work
- Does not follow directions
- Lack of motivation
- Change in student-to-teacher relationship
- Change in participation
- Overly sensitive to criticism
- Compulsive overachiever
- Easily frustrated/gives up
- Homework incomplete
- Lacking English skills

CLASS ATTENDANCE

- Excessive absenteeism
- Patterns of absences
- Frequent tardiness
- In jeopardy of losing credit
- Frequent visits to restroom
- Frequent visits to nurse
- Frequent visits to counselor

EXTRACURRICULAR ACTIVITIES

- Loss of interest
- Increased noninvolvement
- Loss of eligibility
- Dropped out of activity
- Overextended in activities
- Unable to meet deadlines

Sample Tool for Early Identification of MH Needs

Universal Screening Tool piloting in AWARE Texas- Aligned with PBIS and SMH



Advancing Wellness and Resiliency in Education

TEACHER NAME:																In-person: Student receives all instruction in-person. Hybrid: Student receives some instruction in-person and some remotely (e.g., attends school M/TH and receives remote learning T/W/F). Remote: Student receives all instruction remotely.			
0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.			Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	itionally	Withdr	Depre	Anxious	Lonely	SS TO	S-15	TCS-IE TC	What is the primary way you served this student during the screening period? For fall: from the first day of school until the fall screening point For winter: from fall screening to winter screening For spring: from winter screening to spring screening <i>Please use the provided dropdown menu to respond. See definitions of terms above.</i>	Was the student a regular attender? Answer relative to the type of instruction this student received during this screening period (in-person, hybrid, remote). Use district guidance regarding attendance expectations. <i>Please use the provided dropdown menu to respond.</i>
Student Name	Student ID	Count																	
Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	9	22	In-person	Yes
Example: Lane, Scarlett	112341	0	0	0	1	0	0	1	0	0	1	0	1	0	2	2	4	Hybrid	No
Example: Lane, Nathan	112345	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	Remote	Yes
		3													0	0	0		
		4													0	0	0		
		5													0	0	0		
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		12													0	0	0		
		13													0	0	0		

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Mental Health Promotion and Prevention

- Measuring and enhancing a positive school climate
- School-wide expectations for positive behaviors
- Restorative justice practices
- Grief- and trauma-informed school practices
- Family engagement and inclusion
- Teaching of skills, such as
 - Identifying and managing emotions
 - Setting goals and organizational skills
 - Establishing and maintaining positive relationships
 - Responsible decision-making



School Climate Surveys



School Climate Survey Compilation Tool

This School Climate Survey Compilation Tool provides the names of various tools and details for grades and respondents.

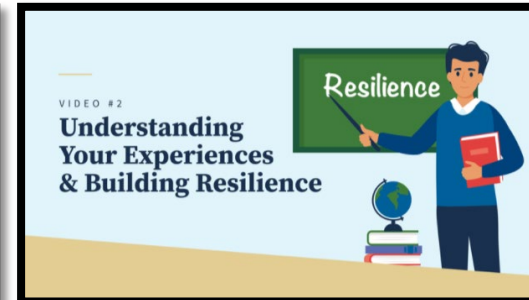
The exact constructs that are measured are described as well and information about pricing and how to gain access.

Survey Name	Grades/ Respondents	Constructs Measured	Charge/Access
Conditions for Learning Survey	Elementary (2-4), Middle (5-8), High (9-12) / Students	Safe and respectful climate; high expectations; student support; social and emotional learning	Free; contact David Osher at dosher@air.org
Authoritative School Climate Survey	Elementary (4-5), Secondary (6-12) / Students, Teachers, and Staff	Degree to which school has authoritative characteristics: disciplinary structure; academic expectations, student support; student engagement; bullying and victimization; student attitudes	Free; available in Appendix at https://education.virginia.edu/authoritative-school-climate-survey-and-school-climate-bullying-survey
California Healthy Kids Survey; Staff Survey; Parent Survey	Secondary (5-12) / Students, Teachers and Staff, and Families	Student connectedness; school supports; community supports; tobacco, alcohol, and drug use; victimization; perpetration; peer and home supports; problem-solving; cooperation and communication; empathy	Copyrighted; fee schedule available for schools outside of California; surveys can be reviewed at https://calschls.org
Community and Youth Collaborative Institute (CAYCI) School Experiences Survey	Elementary (K-6), Middle/High (7-12) / Students, Teachers and Staff, Families	Customizable; academic motivation and press; support for learning; family and community connections; parental involvement and support; diversity; externalizing and internalizing behaviors; peer relationships; safety; school connectedness; social skills; activities	Free; available to review at http://cayci.osu.edu/surveys/surveys-and-technical-reports

Project Restore

Trauma-Informed Training Series

- Understanding trauma & its impact
- Understanding your experience & building resilience
- Understanding your student's experiences
- Building secure relationships
- Developing a positive classroom culture
- Building strong partnerships with students' families



Systems Frameworks for Behavior and Mental Health



Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Fact Sheet

**INTERCONNECTED SYSTEMS FRAMEWORK 101:
AN INTRODUCTION**

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS



PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

<https://www.pbis.org/resource-type/materials>



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Fact Sheet

**INTERCONNECTED SYSTEMS FRAMEWORK 201:
WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A
MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT**

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS



Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
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Fact Sheet

**INTERCONNECTED SYSTEMS FRAMEWORK 301:
INSTALLING AN INTEGRATED APPROACH**

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

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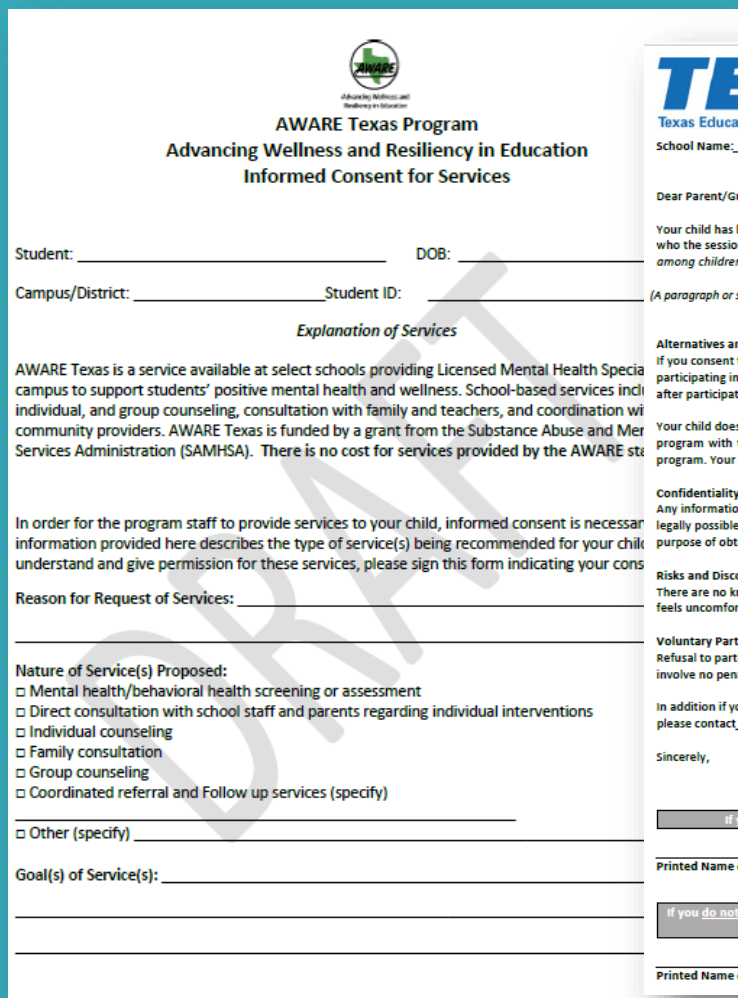
**MONITORING
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Early Intervention and Access to Specialized Services

- Services address specific and measurable goals for student
 - Services meet the unique strengths, needs, cultural, and linguistic considerations of students and families
 - Use of evidence-informed and evidence-based practices and programs
 - Facilitated access to school-based and community-based services
 - Systematic protocol for emotional or behavioral crisis response
- 

Sample Guardian Consent Forms




AWARE Texas Program
 Advancing Wellness and Resiliency in Education
Informed Consent for Services

Student: _____ DOB: _____
 Campus/District: _____ Student ID: _____

Explanation of Services

AWARE Texas is a service available at select schools providing Licensed Mental Health Specialist services to support students' positive mental health and wellness. School-based services include individual, and group counseling, consultation with family and teachers, and coordination with community providers. AWARE Texas is funded by a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA). There is no cost for services provided by the AWARE Texas Program.

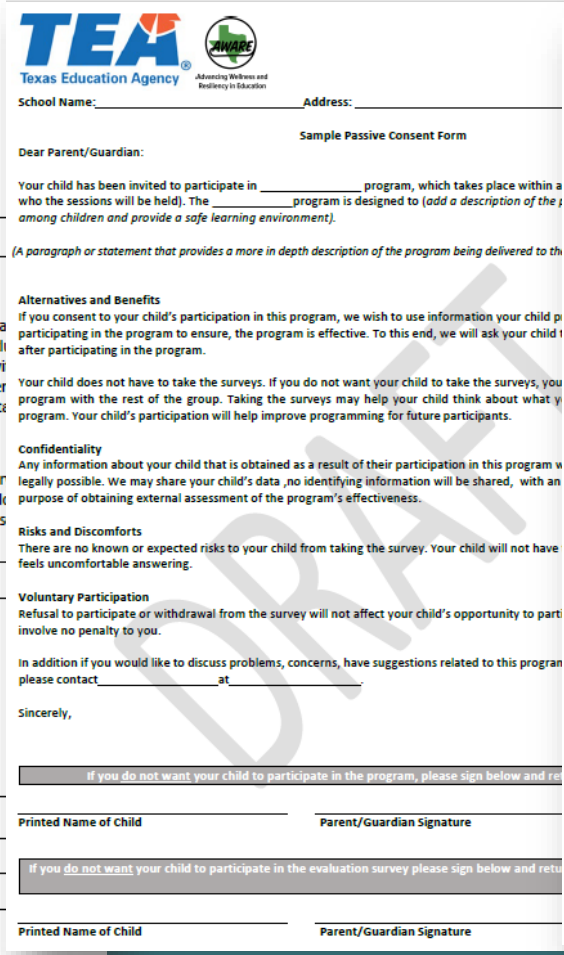
In order for the program staff to provide services to your child, informed consent is necessary. The information provided here describes the type of service(s) being recommended for your child. To understand and give permission for these services, please sign this form indicating your consent.



Reason for Request of Services: _____

Nature of Service(s) Proposed:

- Mental health/behavioral health screening or assessment
- Direct consultation with school staff and parents regarding individual interventions
- Individual counseling
- Family consultation
- Group counseling
- Coordinated referral and Follow up services (specify) _____
- Other (specify) _____

Goal(s) of Service(s): _____



 
 Texas Education Agency Advancing Wellness and Resiliency in Education

School Name: _____ Address: _____

Sample Passive Consent Form

Dear Parent/Guardian:

Your child has been invited to participate in _____ program, which takes place within _____ (who the sessions will be held). The _____ program is designed to (add a description of the program among children and provide a safe learning environment).

(A paragraph or statement that provides a more in depth description of the program being delivered to the parent/guardian.)

Alternatives and Benefits
 If you consent to your child's participation in this program, we wish to use information your child is providing in the program to ensure, the program is effective. To this end, we will ask your child to participate in the program after participating in the program.

Your child does not have to take the surveys. If you do not want your child to take the surveys, you may opt out of the program with the rest of the group. Taking the surveys may help your child think about what you want for your program. Your child's participation will help improve programming for future participants.

Confidentiality
 Any information about your child that is obtained as a result of their participation in this program will be kept confidential to the extent legally possible. We may share your child's data, no identifying information will be shared, with an external assessment of the program's effectiveness.

Risks and Discomforts
 There are no known or expected risks to your child from taking the survey. Your child will not have to feel uncomfortable answering.

Voluntary Participation
 Refusal to participate or withdrawal from the survey will not affect your child's opportunity to participate in the program with no penalty to you.

In addition if you would like to discuss problems, concerns, have suggestions related to this program please contact _____ at _____.

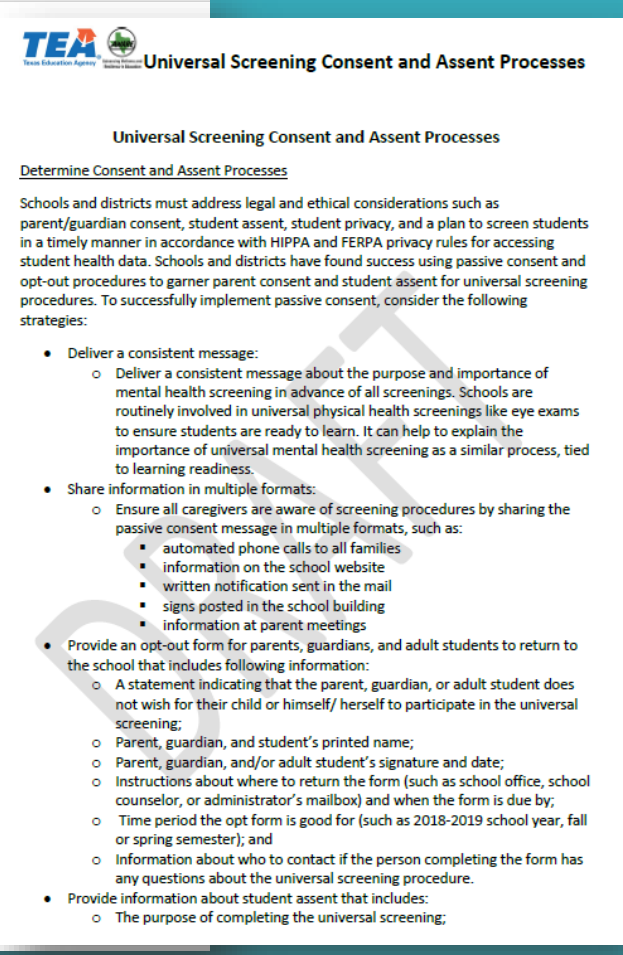
Sincerely,



If you do not want your child to participate in the program, please sign below and return to _____

Printed Name of Child _____ Parent/Guardian Signature _____

If you do not want your child to participate in the evaluation survey please sign below and return to _____

Printed Name of Child _____ Parent/Guardian Signature _____



 
 Texas Education Agency Advancing Wellness and Resiliency in Education

Universal Screening Consent and Assent Processes

Determine Consent and Assent Processes

Schools and districts must address legal and ethical considerations such as parent/guardian consent, student assent, student privacy, and a plan to screen students in a timely manner in accordance with HIPAA and FERPA privacy rules for accessing student health data. Schools and districts have found success using passive consent and opt-out procedures to garner parent consent and student assent for universal screening procedures. To successfully implement passive consent, consider the following strategies:

- Deliver a consistent message:
 - Deliver a consistent message about the purpose and importance of mental health screening in advance of all screenings. Schools are routinely involved in universal physical health screenings like eye exams to ensure students are ready to learn. It can help to explain the importance of universal mental health screening as a similar process, tied to learning readiness.
- Share information in multiple formats:
 - Ensure all caregivers are aware of screening procedures by sharing the passive consent message in multiple formats, such as:
 - automated phone calls to all families
 - information on the school website
 - written notification sent in the mail
 - signs posted in the school building
 - information at parent meetings
- Provide an opt-out form for parents, guardians, and adult students to return to the school that includes following information:
 - A statement indicating that the parent, guardian, or adult student does not wish for their child or himself/ herself to participate in the universal screening;
 - Parent, guardian, and student's printed name;
 - Parent, guardian, and/or adult student's signature and date;
 - Instructions about where to return the form (such as school office, school counselor, or administrator's mailbox) and when the form is due by;
 - Time period the opt form is good for (such as 2018-2019 school year, fall or spring semester); and
 - Information about who to contact if the person completing the form has any questions about the universal screening procedure.
- Provide information about student assent that includes:
 - The purpose of completing the universal screening;

Sample Student Service Plans

Student Wellness Plan - SAMPLE	
Student Name:	Student ID:
Campus:	Grade:
Special Programs:	
Contact Information	Medical Info
Parent/Guardian Name:	Diagnosis/Medication:
Contact Number:	Other Information:
Student Safety Plan:	
Description of Unsafe Behavior(s) (why student has a safety plan):	
Actions if Student Displays Behaviors Described Above:	
Warning Signs/Triggers:	
Strategies that Work:	
Strategies that Do Not Work:	

External Service Provider Coordination Plan:	
Provider Name(s):	
Provider Agency Name:	
Provider Position: (ex. Therapist/case manager/etc.)	
Provider Contact Information (email/phone):	
Targeted Concern:	
Evidence Based Intervention Tool(s):	
Intervention Goal(s):	
Intervention Frequency:	
Progress Monitoring:	
Impact of Intervention:	

School Service Coordination Plan:	
School Personnel Name(s):	
School Personnel Position(s):	
School Personnel Contact Information (phone/email):	
Targeted Concern:	
Intervention Goal(s):	
Evidence-Based Intervention Tool(s):	
Intervention Frequency:	
Progress Monitoring:	
Impact of Intervention:	



Sample Guardian Notification of Suicide Concern



Parent Notification: Student Expressing Suicidal Ideation to Be Completed with Guardian

Student Name: _____ School: _____

Guardian Name: _____ Date: _____

Today your child said some things about death or hurt themselves that made others concerned about their safety. Below is information you can use to keep your child safe.

Suicide Facts: Children and Teens (American Foundation for Suicide Prevention, 2019; Centers for Disease Control and Prevention, 2019)

- Suicide is the second leading cause of death for 15-to-24-year-olds.
- Suicide is the third leading cause of death for 5-to-14-year-olds.

Common Warning Signs for Suicide in Children:

Changes in baseline behavior:

- Changes in sleeping habits
- Changes in eating habits
- Withdrawing from family and friends
- Psychosomatic symptoms—headaches, stomachaches, other aches and pains that do not have a physical cause

Changes at school:

- Drop in academic performances
- Decreased interaction with teachers and kids
- Lack of interest in school
- School refusal
- Loss of interest in daily activities (playing sports, extracurricular activities)

Preoccupation with death:

- Frequent questions about or looking up ways to die
- Statements about dying or what will happen if the child dies

Other signs:

- Feelings of hopelessness
- Giving away favorite possessions
- Writing or drawing about death or suicide
- Significant changes in mood



Step 1: If you notice any of the above signs, you should:

1. Remain calm.
2. Ask the child directly if he or she is thinking about suicide.
3. Focus on your concern for their well-being and avoid being accusatory.
4. Listen.
5. Reassure them that there is help and they will not feel like this forever.
6. Provide constant supervision. Do not leave the child alone.
7. Get help—ask your child's professional school counselor for community resources.

Step 2: Ways that I can make my child's environment safe:

1. _____
2. _____

Step 3: Update the school with your observations and/or concerns:

1. Counselor Name: _____ Phone Number: _____

2. Assistant Principal Name: _____

Phone Number: _____

Step 4: Find help in the community for your student:

1. Call 2-1-1 and press 8, or visit www.211texas.org
2. Locate your local crisis hotline: [Texas Crisis Hotlines](#)
3. National Suicide Prevention Lifeline: 1-800-273-8255
4. Crisis Text: Text TX to 741-741

I will use the above information shared with me by my child's school counselor to help keep my child safe.

Guardian Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

PATHWAY TO QUALITY SCHOOL MENTAL HEALTH

**TEAMING &
PLANNING**

**NEEDS ASSESSMENT &
RESOURCE MAPPING**

**EARLY
IDENTIFICATION
& SCREENING**

**MENTAL
HEALTH
PROMOTION &
PREVENTION**

**EARLY
INTERVENTION &
ACCESS TO SPECIALIZED
SERVICES**

**FUNDING &
SUSTAINABILITY**

**MONITORING
PROGRESS &
MEASURING
IMPACT**

Funding and Sustainability

- Use multiple and diverse funding and resources to support a full continuum of MH services and supports
 - Federal funding sources
 - State funding sources
 - Local funding sources
 - Private funds and philanthropy
- Regularly monitor new funding opportunities
- Seek partners with funding or non-financial resources
- Have strategies to support staff retention



Partners Who Bring Resources

- Education Service Centers
- Local Mental or Behavioral Health Authority
- Communities In Schools
- OSARS
- Substance use prevention providers
- Community-based mental health providers
- Local hospitals
- Universities and community colleges
- Local businesses
- Local non-profits and religious organizations
- Retirees or other volunteers
- And more!



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**MONITORING
PROGRESS &
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IMPACT**

Monitoring Progress and Measuring Impact

- Document the use and quality of school and community-based MH services
 - Fidelity to evidence-based practices
 - Disaggregate data based on student subpopulations
- Documenting the impact of services on:
 - Educational outcomes
 - Social, emotional, and behavioral outcomes
- Report the impact of your comprehensive school mental health system to a broad and diverse group of stakeholders
- Data feeds back into needs assessment and planning for on-going quality improvement



Example – AWARE Updates (2020-2021)

2,023

Number of
Students
Screened for
Mental Health
Services



132

Number of
Students
Referred for
Mental Health
Services and
Supports



92%

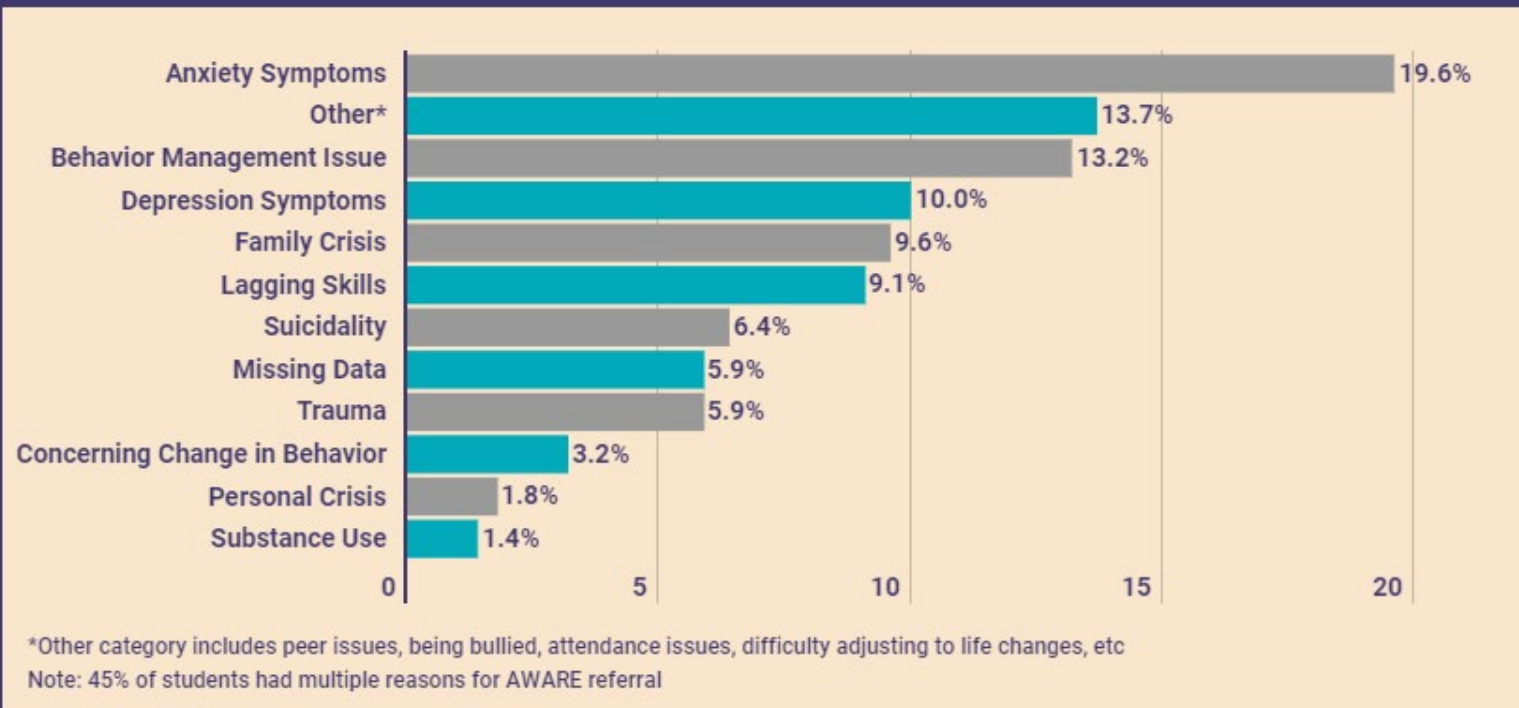
Proportion of
Students who
Received
Services
Following
Referral



Example – AWARE Updates (2020-2021)



Reasons for Referring Students to AWARE Supports



Example – AWARE Updates (2020-2021)

96%

- Agree it is easy for their child to get mental health care at school
- Are satisfied with the support their child receives
- Report the provider communicates with them in a way that is easy to understand
- Would recommend their child's mental health provider to other families



85%

Report their child's grades have improved since receiving services

89%

Report improvement in their child's behavior in school since receiving services

96%

Agree the provider has helped their child do better in school

Texas School Mental Health Framework

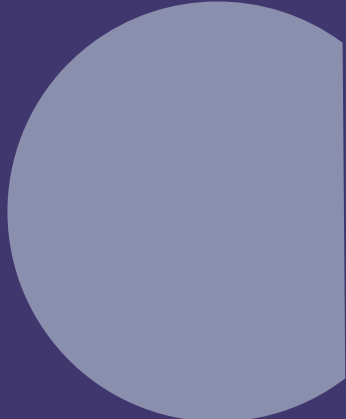
- 1 • MTSS for Mental Health
- 2 • Texas School Mental Health Components
- 3 • Foundational Steps
- 4 • Pathway to Quality School Mental Health Systems

Texas School Mental Health Framework

Essential Elements for a Safe & Supportive School



COMPONENTS OF SCHOOL MENTAL HEALTH



Early Mental
Health Prevention
and Intervention

Grief-informed &
Trauma-informed
Practices

Positive Youth
Development

Building Relationships,
Managing Emotions, &
Decision-making Skills

Suicide
Prevention,
Intervention, &
Postvention

Positive Behavior
Interventions &
Support

Substance Use
Prevention &
Intervention

Positive, Safe, &
Supportive School
Climate

New Resource: Best Practices List

Filter By Component ▾ Filter By Resource Type ▾

<p>Wraparound Planning and RENEW</p> <p>A team-based planning process that supports coordinated family-driven care</p> <p>COMPONENTS</p> <p>Early Mental Health Prevention and Intervention</p> <p>RESOURCE TYPES</p> <p>Intervention</p>	<p>NAMI Basics</p> <p>A parent-led education and support group for parents of children and young adults with mental health concerns</p> <p>COMPONENTS</p> <p>Early Mental Health Prevention and Intervention</p> <p>RESOURCE TYPES</p> <p>Intervention</p>	<p>The Emotional Backpack</p> <p>A grief-informed and trauma-informed program currently offered through Mental Health America of Greater Houston</p> <p>COMPONENTS</p> <p>Grief and Trauma-Informed Practices</p> <p>RESOURCE TYPES</p> <p>Training</p>
<p>Strategic Memory and Reasoning Training (SMART)</p> <p>A neuroscience-based curriculum designed to improve critical thinking in students 6th-9th grade</p> <p>COMPONENTS</p> <p>Positive Youth Development</p> <p>RESOURCE TYPES</p> <p>Training</p>	<p>Soar With Wings</p> <p>Provides standards-aligned digital resources that incorporate academics and fun while building key social and emotional skills</p> <p>COMPONENTS</p> <p>Building Relationships, Managing Emotions, and Decision-Making Skills</p> <p>RESOURCE TYPES</p> <p>Supplemental</p>	<p>Second Step®</p> <p>A variety of programs that help make social-emotional learning (SEL) part of children's daily lives, in and outside the classroom</p> <p>COMPONENTS</p> <p>Positive Youth Development</p> <p>RESOURCE TYPES</p> <p>Intervention</p>
<p>Ripple Effects</p> <p>Ripple Effects delivers equity-driven, digital social and emotional learning (SEL)</p> <p>COMPONENTS</p> <p>Early Mental Health Prevention and Intervention</p> <p>RESOURCE TYPES</p> <p>Intervention</p>	<p>Project Towards No Drugs</p> <p>An interactive classroom-based substance abuse prevention program</p> <p>COMPONENTS</p> <p>Substance Use Prevention and Intervention</p> <p>RESOURCE TYPES</p> <p>Intervention</p>	<p>Positive Action</p> <p>Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions</p> <p>COMPONENTS</p> <p>Positive Behavior Interventions and Supports</p> <p>RESOURCE TYPES</p> <p>Intervention</p>

Best Practices List

- Provides information on programs, practices, and trainings across the eight school MH components (TEC 38.351)
- Provides links to TEA-supported best practice registries
- Filter by component or by resource type
- Collaboration between TEA, HHSC, ESCs, AWARE, and MHTTC
- Continuing to expand and grow!

Support for Exploring Best Practices

Information & Resources

- Description of the program or practice
- Who the practice is intended for
- Outcomes of the practice and evidence to support it
- What is required to implement the practice
- Who can implement or provide the practice
- What are the costs and commitments to implement
- Where can you learn more

AUGUST 15, 2022

Caring School Community

Components	Resource Types
<ul style="list-style-type: none">• Positive Youth Development	<ul style="list-style-type: none">• Supplemental

What is the program?

Caring School Community is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills, and enables students to take responsibility on discipline. The CASEL SELect program promotes positive behavior through responsibility, empathy, and cooperation. The program creates settings where students are known, and cared for. Students become intrinsically motivated to contribute to the community they feel invested in, and where they know they matter.

Who is the program for?

The Caring School Community program has been implemented at elementary schools within grades K-8.

What outcomes does the program produce?

- Improves school connectedness and relationships within school community
- Improves student behavior
- Improves social emotional competencies among students
- Improves academic achievement

AUGUST 17, 2022

PAX Good Behavior Game

Components	Resource Types
<ul style="list-style-type: none">• Positive Behavior Interventions and Supports	<ul style="list-style-type: none">• Intervention

What is the program?

The meaning of PAX is peace, productivity, health, and happiness. The PAX Good Behavior Game (PAX GBC) is a Tier 1 strategy that is used within classroom settings by teachers. The goal of the program is to increase student engagement, improve academic and mental health outcomes, and strengthen substance abuse prevention. When implemented with fidelity, PAX GBC creates a nurturing classroom environment for both students and adults.

Who is the program for?

PAX GBC is intended for classroom teachers in elementary grade levels (PK-6). Some elementary campuses in Texas are already implementing PAX GBC as a part of Project AWARE Texas.

What outcome does the program produce?

- Improved academic performance in math and reading
- Improved student engagement and classroom management
- Improved stress reduction among students and adults
- Increased substance abuse prevention
- Reduces bullying and symptoms of mental, behavioral, and emotional disorders



School Mental Health

Resources Database

Launch Slides | November 29, 2022

Requirements

- ▶ TEA to develop a rubric for ESCs to use in identifying resources related to student mental health
- ▶ Available to schools in their respective regions.
- ▶ Requires the agency to share the revised rubric with the ESCs by December 1 in each odd numbered year
- ▶ Requires each ESC to submit a report on resources identified by March 1 in each even numbered year.

Senate Bill 11 Inventory Requirements

Develop a list of **statewide resources** available to school districts to address mental health of students, including:



Communities In Schools program service



Training + Technical Assistance



School-based programs



Community-based programs



School-based mental health providers



Public + private funding sources

**Quality
of data**



**Usability
of end product**



Direct data entry and a **dynamic, searchable end product** addresses both of these areas of improvement.

Database Implementation Progression

Data Entry Form

- Designed using **statute requirements**
- ESC staff were be able to **enter resources directly** into the database
- Built-in **data validation** increased accuracy of information entered

Public Website

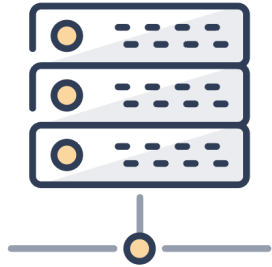
- Public, **searchable database** available statewide as part of **mental health ecosystem network**
- TEA + ESCs able to **share database** with schools, districts, policymakers, etc.

Data Reports

- Data on the website is always **up-to-date** with ESC submissions
- TEA able to **run reports** about resource availability to include in **Statewide Mental Health Plan**
- Summary **data visualizations** on the website and available for download

Features:

Public Database Website



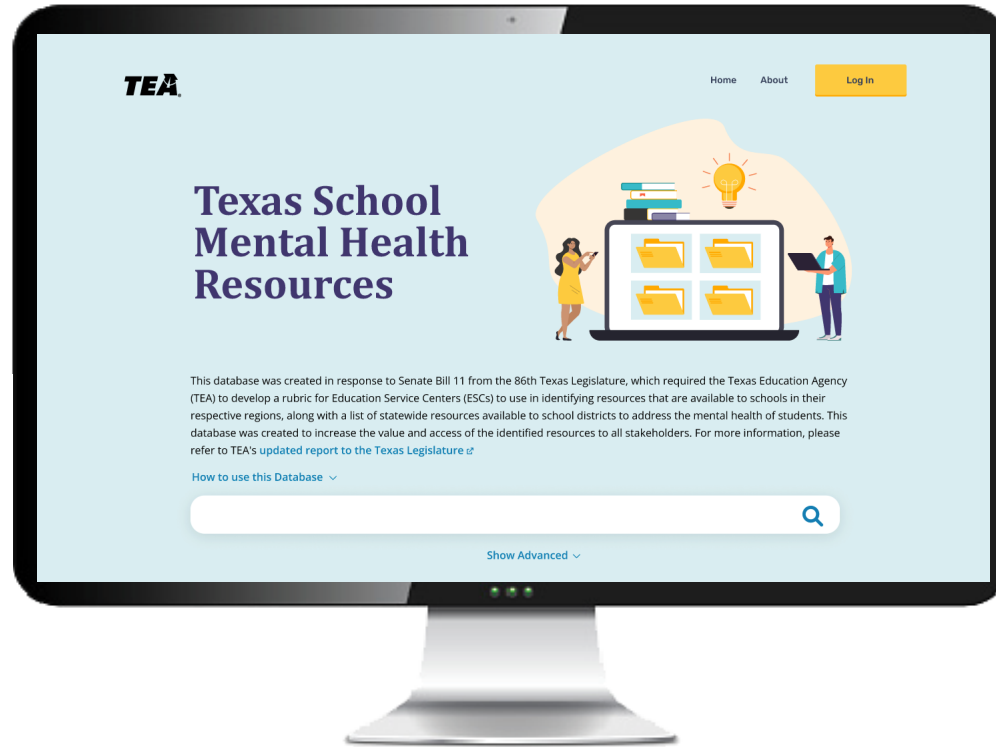
User-friendly, public, **searchable database** available statewide



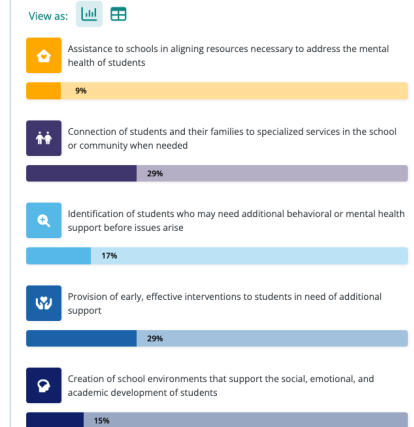
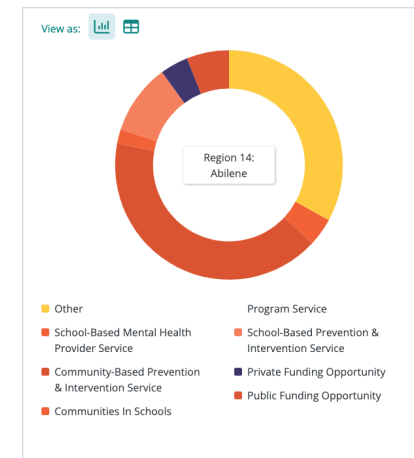
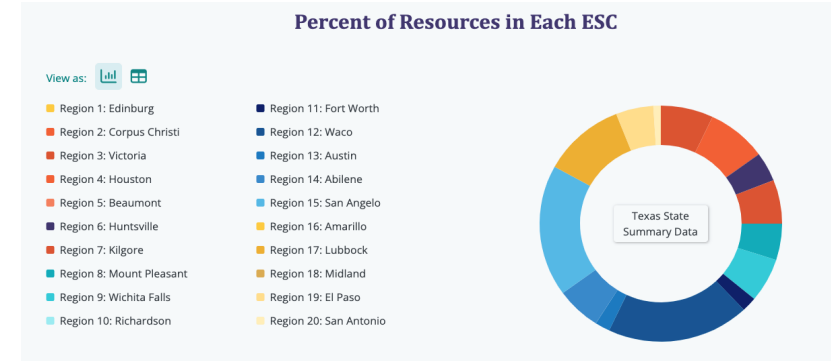
ESCs, districts, schools able to **share available resources** with students and families



TEA able to **run reports** about resource availability to include in **Statewide Mental Health Plan** and share with stakeholders



- Region 1: Edinburg
- Region 2: Corpus Christi
- Region 3: Victoria
- Region 4: Houston
- Region 5: Beaumont
- Region 6: Huntsville
- Region 7: Kilgore
- Region 8: Mount Pleasant
- Region 9: Wichita Falls
- Region 10: Richardson
- Region 11: Fort Worth
- Region 12: Waco
- Region 13: Austin
- Region 14: Abilene
- Region 15: San Angelo
- Region 16: Amarillo
- Region 17: Lubbock
- Region 18: Midland
- Region 19: El Paso
- Region 20: San Antonio





“Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.”

- Vince Lombardi

