



Advancing Wellness and Resiliency in Education

Texas Education Agency

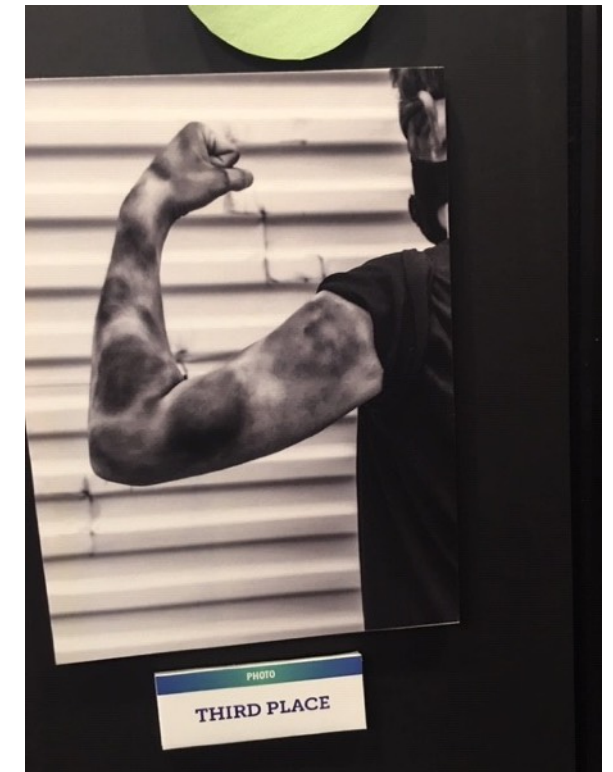
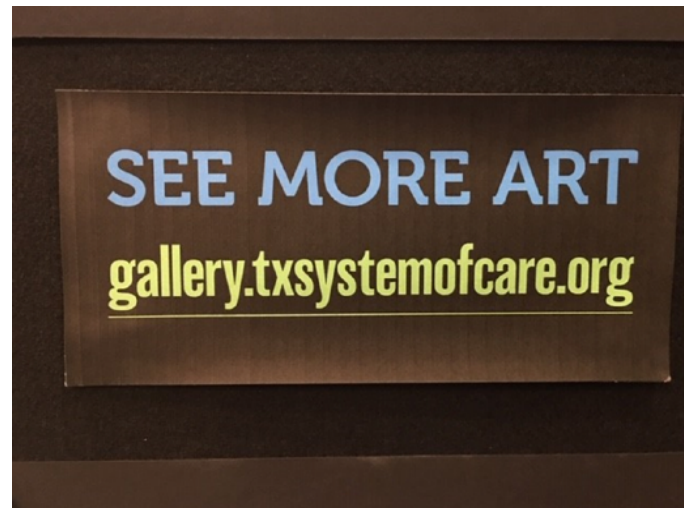
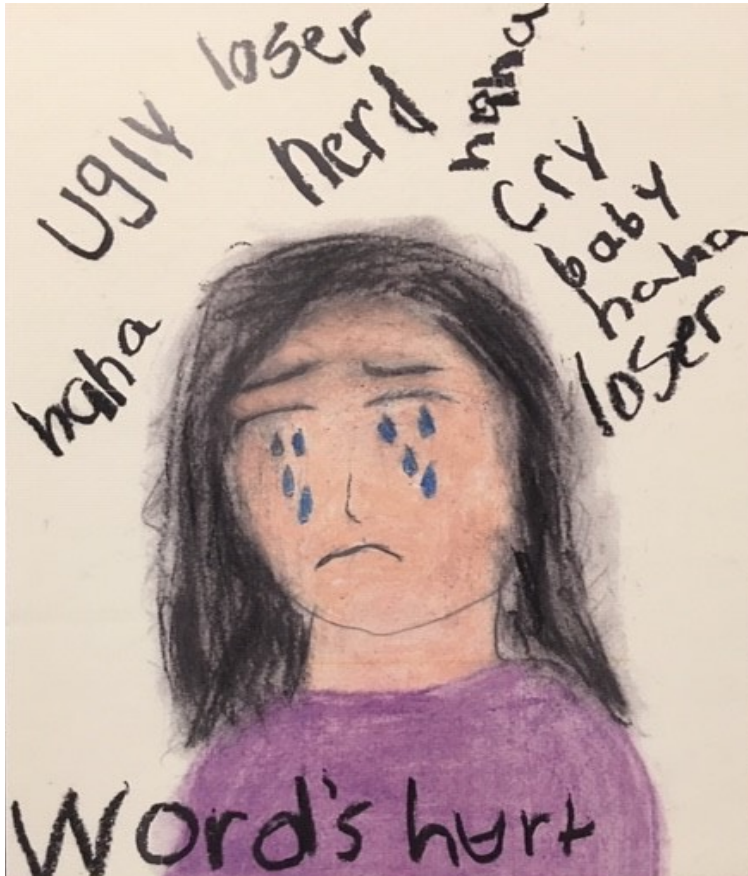
Fort Hood Education Summit

February 7, 2020



Julie Wayman

School Mental and Behavioral Health Team Lead Interagency Liaison



Agenda

- History and Background
- 86th Legislative Session Updates:
 - SB 11
 - HB 18
 - HB 906
 - HB 19
- AWARE Texas Overview
- School Mental Health Introductory Practice Guide and Toolkit
- Discussion, Feedback and Questions



Objectives

- **Increase awareness** about new school mental and behavioral health and school safety requirements.
- **Foster connections that strengthen best practices** among amongst stakeholders concerning school mental health and school safety.
- Provide an **opportunity for input and involvement** to support development of policies and resources.

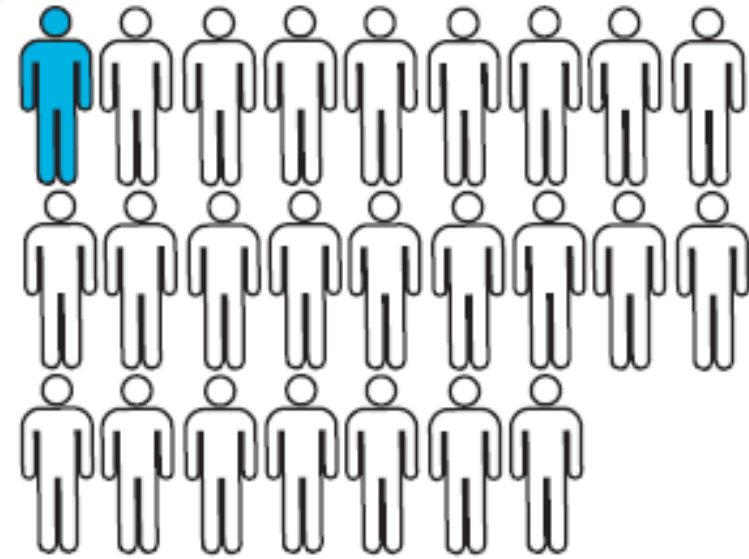
Student Mental Health Statistics

Suicidal Behavior Among Texas High School Student in Thoughts, Plans, and Attempts, in the Past 12 Months, YRBS 2017

17.8% Seriously Thought about Suicide

14.5% Made a Plan

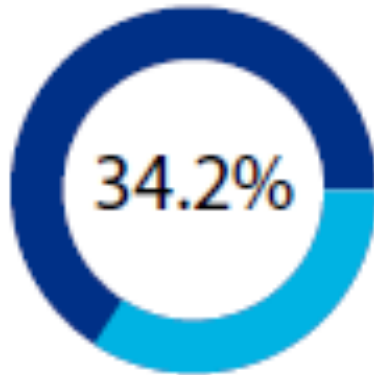
12.3% Attempted Suicide



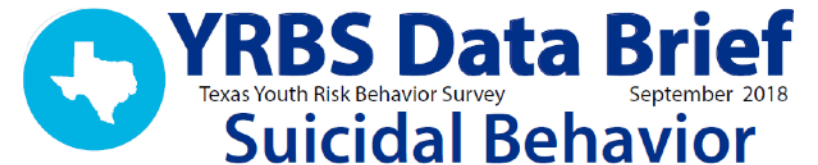
In a class of 25 Texas high school students, at least 1 (4.5%) made a suicide attempt so severe in the past 12 months that it required medical intervention.

The Texas YRBS is a biennial survey of students in randomly selected public and charter high schools across Texas. For more information about the Texas Youth Risk Behavior Survey please visit: www.dshs.texas.gov/chs/yrbs.

Student Mental Health Statistics



More than 1 in 3 Texas high school students felt so sad or hopeless almost every day for 2 or more weeks in a row in the past 12 months that they stopped doing some usual activities



The Texas YRBS is a biennial survey of students in randomly selected public and charter high schools across Texas. For more information about the Texas Youth Risk Behavior Survey please visit: www.dshs.texas.gov/chs/yrbs.

Wellness and Resilience – TEA Goal



“Resilience cannot exist without hope. It is the capacity to be hopeful that carries us through challenges, disappointments, loss, and traumatic stress.”

Dr. Bruce Perry, Child Trauma Academy



School Mental Health Matters

3/4

Of youth who receive mental health services, **70-80%** access these services in schools.



Positive school climate integrated with social emotional learning **improves school safety** and decreases bullying.



Students who participate in social emotional learning programs **improve academic performance by 11 percentile points.**



Youth are **8x more likely** to complete mental health treatments in schools than in other community settings.

8x

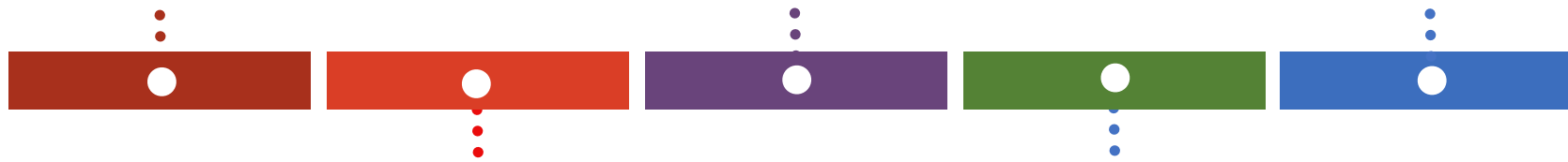


Background and History

**HH Task Force on
School Mental Health
Supports Established**
October 2017

**Governor Abbot Releases
School Safety Action Plan**
May 2018

**86th Texas Legislature Passes
Historic School Safety and Mental
Health Legislation**
May 2019



**Santa Fe ISD School
Shooting Occurs**
May 2018

**TEA HM&AR Division
Analyzes 45 School Mental
and Behavioral Health Bills**
Jan-May 2019

IN HARVEY'S WAKE

Texas creates task force to address students' post-Harvey trauma

Post Nation

'Overwhelming grief': 8 students, 2 teachers killed in Texas high school shooting

LOCAL

Gov. Greg Abbott's series of roundtable discussions on school safety kicks off Tuesday

Governor Abbott Unveils Plan To Address School Safety In Texas

AUSTIN

Governor Abbott signs mental health and school safety reforms



NEWS

Canyon High School participating in mental health first aid pilot



- **Senate Bill 11:** Omnibus School Safety bill
- **House Bill 18:** Strengthens district-level supports for mental health
- **House Bill 906:** Creates school mental health task force
- **House Bill 19:** Places an employee from the Local Mental Health Authority at each ESC region, to provide training and resources to school districts.



Mental Health – TEA Required Activities:



- **Statewide Mental Health Resources** - To update list of statewide resources available to school districts to address the mental health of students, in collaboration with a range of agencies and community providers. **(Update Due August 2020)**
- **Statewide Plan for Mental Health Access** - To develop a statewide plan to ensure all students have access to adequate mental health resources. **(April 2020)**



Mental Health – TEA Required Activities:



- **Safety Resources Rubric & Regional Inventory of Mental Health Resources** - Develop a rubric, in collaboration with a range of agencies, for use by Education Service Centers (ESCs) in identifying resources related to student mental health that are available to schools in their respective regions. **(Distributed Jan. 2020)**
 - ESC's submit rubrics back to TEA **(Spring 2020)**



Safe and Supportive Schools Program – TEA activities:

- Commissioner to propose and adopt rules to establish a safe and supportive school program incorporating research-based best practices for school safety. **(April 2020, effective Aug. 2020)**



Safe and Supportive Program and Rules to Address:

- 1) physical and psychological safety;
- 2) a multiphase/multi-hazard approach to prevention, mitigation, preparedness, response, and recovery in a crisis situation;
- 3) a systemic/coordinated and multitiered support system that addresses school climate, the social/emotional domain, and behavioral/mental health; and
- 4) multidisciplinary and multiagency collaboration to assess risks and threats in schools and provide appropriate interventions, including rules for the establishment and operation of teams.



Model Threat Assessment Teams

Requires TxSCC, in coordination with TEA, to develop model policies and procedures to assist school districts in establishing and training on threat assessment teams to identify students who may be at risk of harming themselves or others and providing appropriate supports and intervention.



Trauma-informed practices – resources and rulemaking

Each school district must implement a policy integrating trauma-informed practices in each school environment using resources developed by TEA. **(April 2020, Effective Aug. 2020)**



Curriculum Changes



- Health curriculum –Adds mental health and suicide prevention to the health curriculum standards (TEKS) adopted created by SBOE. **(TEKS Sept 2020)**



- Digital Citizenship – SBOE, by rule, must require school districts incorporate digital citizenship instruction into curriculum standards. **(TEKS June 2021)**



Texas Child Mental Health Care Consortium

- \$100 million to IHE medical schools to address urgent mental health challenges with children and adolescents
- Working on a plan to strengthen and expand telepsychiatry – telemedicine in schools.
- Consulting w/pediatricians and primary care providers, so they are more equipped to address mental health needs.
- Related research, fellowships and capacity building in IHEs



School Planning and Educator Continuing Education

- District Improvement Plans to include trauma informed care policies
- Adds required instruction to continuing education for teachers and principals to include how grief and trauma affect student learning and behavior



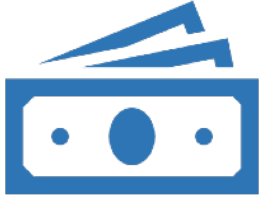
Multi-Hazard Emergency Operations Plan

- Clarifies requirements related to prevention, mitigation, preparedness, response and recovery as defined by the Texas School Safety Center (TxSSC) in conjunction with commissioner, commissioner of higher ed, OOG, and homeland security.
- Appointment of Conservator or Board of Managers for LEAs non-compliant



Facility Standards

- TEA to establish rules to ensure building standards for instructional facilities to provide secure/safe environment for students and school personnel.



School Safety Allotment

- Provides annual allotment to improve school safety and security, including securing school facilities, providing security, providing training and planning, and providing programs related to suicide prevention. (**\$9.72 per student**)

Senate Bill 11/ Senate Bill 500: Funding



School Safety Grants

- Requires the commissioner, from funds appropriated for that purpose, to establish and administer a grant program to award grants to local education agencies to improve and maintain student and school safety. \$100M provided in SB500 for facilities hardening. **(Grants range from \$25K-\$3 million; Grants available on 10/24)**

School Safety Grant Requirements

- TEA will award grants to local education agencies (LEAs) through an application process. LEAs must demonstrate how awards will be used to fund:
 - Exterior doors with push bars;
 - Metal detectors at school entrances;
 - Erected vehicle barriers;
 - Security systems that monitor and record school entrances, exits, and hallways;
 - Campus-wide active shooter alarm systems that are separate from fire alarms;
 - Two-way radio systems;
 - Perimeter security fencing;
 - Bullet-resistant glass or film for school entrances; and
 - Door-locking systems.



Staff Development, Rules, Training Schedule (HB 18, SB 11 TEC 21.451)

Staff development **must include training on:**

- suicide prevention;
- recognizing signs of mental health conditions and substance abuse;
- strategies for establishing and maintaining positive relationships among students, including conflict resolution;
- how mental health conditions, including grief and trauma, affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma;
- preventing, identifying, responding to, and reporting incidents of bullying.

Status: Propose Rules April 2020, effective August 2020 for 2020-2021 SY



- District Improvement Plans to include strategies for Positive Behavior Interventions and Support, including interventions that integrate grief-informed and trauma-informed care



- Posting online weather campus has a full-time professional school counselor or nurse.



- District procedures for supporting students in returning to school from treatment or a suicide attempt



- Requires statement in district handbook and online posting of policies to promote mental health, posting district mental health resources available on campus, posting contact information on accessing nearest community services providers and for the LMHA



- TEA and HHSC to develop guidelines on accessing community mental health services with LMHAs, other community providers, and through the Medicaid Program



- TEA to develop guiding principles on the coordination of mental health programs and best practices.



- On the recommendation of the School Health Advisory Council (SHAC), or on the initiative of the school board or the governing body of an open enrollment charter school, schools may:



- establish a school-based health center at one or more campuses
- services in a center may include treating mental health conditions and substance abuse.



- The SHAC may recommend strategies for integrating mental health services as a part of the Council's duties



- Adopted a Comprehensive School Counseling Program that conforms with the Texas Model for School Counseling Programs by the Texas Counseling Association (link on TEA Website)

- Texas Model provides guidance and direction to assess current School Counseling Programs

- Four Components of a Comprehensive School Counseling Program:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

- Ten Responsibilities for school counselors are specified in statute, TEC 33.006





- Places a Non-Physician Mental Health Professional from the Local Mental Health Authority (LMHA) in each Education Service Center (ESC) as a mental health resource for schools.
 - Interagency agreement required between ESCs and LMHAs
 - Providing training in Mental Health First Aid and trauma informed practices
 - Annual report submitted to the Governor, Lieutenant Governor, Legislature, and Commissioner by HHSC.



- Requires TEA to create a School Mental Health Task Force (**through 2025**);
- Requires a diverse group of participants (school counselor, LSSP, parents, school administrators, etc)



- Commissioner to appoint 1 lead and 2 supporting IHE's to evaluate school mental health services, programs and training funded by the state;



- Collecting data from schools and TEA; and
- Making recommendations and submitting a report to the legislature; **(2020, 2022, 2024)**



AWARE Texas





School Mental Health Matters

3/4

Of youth who receive mental health services, **70-80%** access these services in schools.



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8x



NATIONAL CENTER FOR SCHOOL MENTAL HEALTH
www.schoolmentalhealth.org



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Project AWARE Fast Facts

- 5-year competitive grant available to state education agencies (SEAs) :
 - to increase mental health promotion and early identification of needs
 - to increase access to mental health services in school and through community partnerships
 - to pilot evidence-based practices
 - to ensure immediate access to mental health services in crisis situations
 - to develop regional and statewide infrastructure for school mental health
- Funder: Substance Abuse and Mental Health Administration (SAMHSA)
- \$8,000,000 million over 5 years



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State Level Partners

- TEA – Full-Time Coordinator
- HHSC – ½ time Co-Coordinator
- Evaluation – Texas Institute for Excellence in Mental Health
- Unified Services for All Children (USAC) – Advisory Council

****All Partners – Statewide Infrastructure Development****



Regional and Local Education Grantees



High Need Districts – Hurricane Harvey Recovery Needs Assessment

- Advancing Wellness and Resiliency in Education
- Education Service Centers – Community Project Managers 2, 3, 4, 5
 - Refugio ISD
 - Woodsboro ISD
 - Port Aransas ISD
 - Bridge City ISD
 - Goose Creek ISD

****All Partners – Statewide Infrastructure Development****



Community Mental Health Partners



Local Mental Health Authorities (LMHAs) – community mental health centers which provide behavioral health services to all Texans.

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- The Harris Center for Mental Health and IDD – Goose Creek ISD in ESC 4
- Behavioral Health Center of Nueces County – Port Aransas ISD in ESC 3
- Gulf Bend Center – Refugio ISD and Woodsboro ISD in ESC 2
- Spindletop Center – Bridge City ISD in ESC 5

AWARE TEXAS Grant Partners

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SAMHSA Grants

Collaboration & PLC



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Refugio



Evidence-Based Practices



Direct MH Services



Regional Teams, Goals and Implementation



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- Licensed mental and behavioral health specialists in schools
- PBIS/Integrated Systems Framework (ISF) for Mental Health and Comprehensive School Mental Health Systems
- School climate surveys
- Training in evidence-based practices (CBITS, CPS, PAX Good Behavior Game, YMHFA, Trauma and Mindfulness Practices, Psychological First Aid for Schools, other)



Regional Teams, Goals and Implementation



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- Comprehensive Service Delivery Plan for SMH (Planned in an MTSS)
- Mental health awareness training
- Screening for early identification of mental/behavioral health needs
- Prevention, mental health interventions and supports, treatment provided school-based and community-based through referral pathways
- School/Parent/Community Partnerships



Regional Teams, Goals and Implementation



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Services Through Partnering with LMHAs:

- Provide access to individualized and specialized clinical care for students and their families, (i.e. wraparound services).
- Access to crisis services is always available.
- Collaborate w/ the ISDs and ESCs through the establishment of MOUs regarding location and type of services to be provided (in-school, telehealth, etc).



Regional Teams, Goals and Implementation




Ongoing partnership building, example:

- Another potential partnership is w/ Community Resource Coordinated Groups (CRCGs) – inter-agency groups comprised of local partners and community members.
- CRCGs develop individual service plans to help children, youth, families, and adults whose needs can only be met through services from multiple agencies and programs.
- There are 4 CRCGs located within the area of the AWARE ISDs.


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PBIS Interconnected Systems Framework

PBIS, OSEP Technical Assistance Center and MHTTC



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



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



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 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



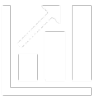
Pacific Southwest (HHS Region 9)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



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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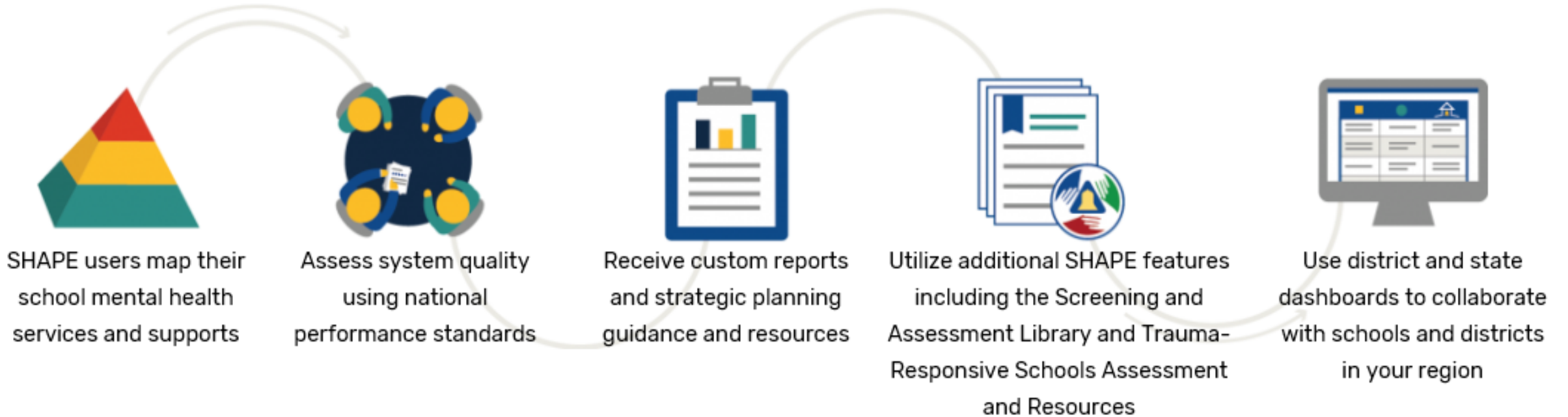


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www.schoolmentalhealth.org



Performance Standards: 7 Quality Domains and 43 Performance Measures for Self-Assessment

SHAPE helps schools and districts improve their school mental health systems! HOW?





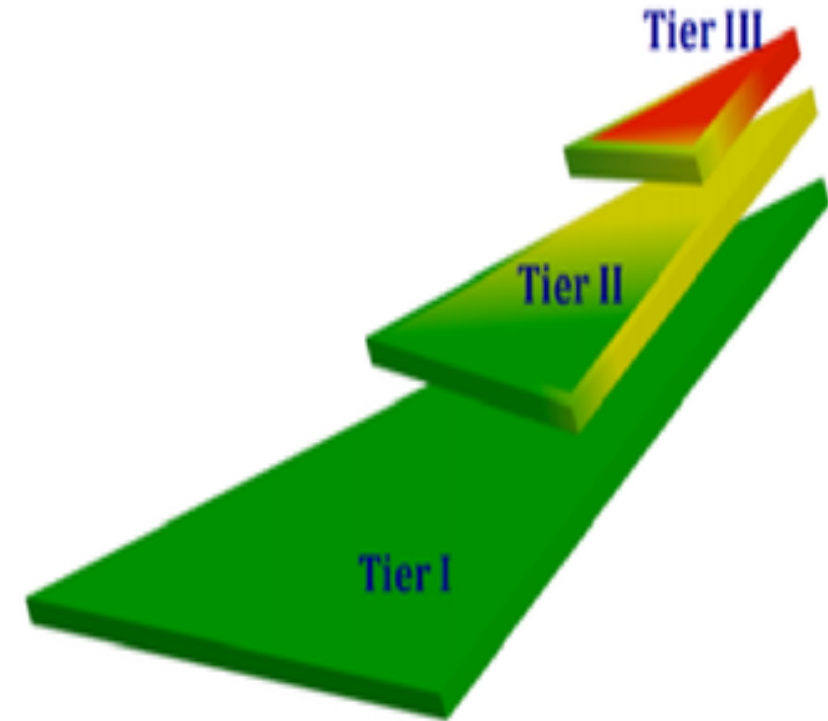
Mental and Behavioral Health Resources

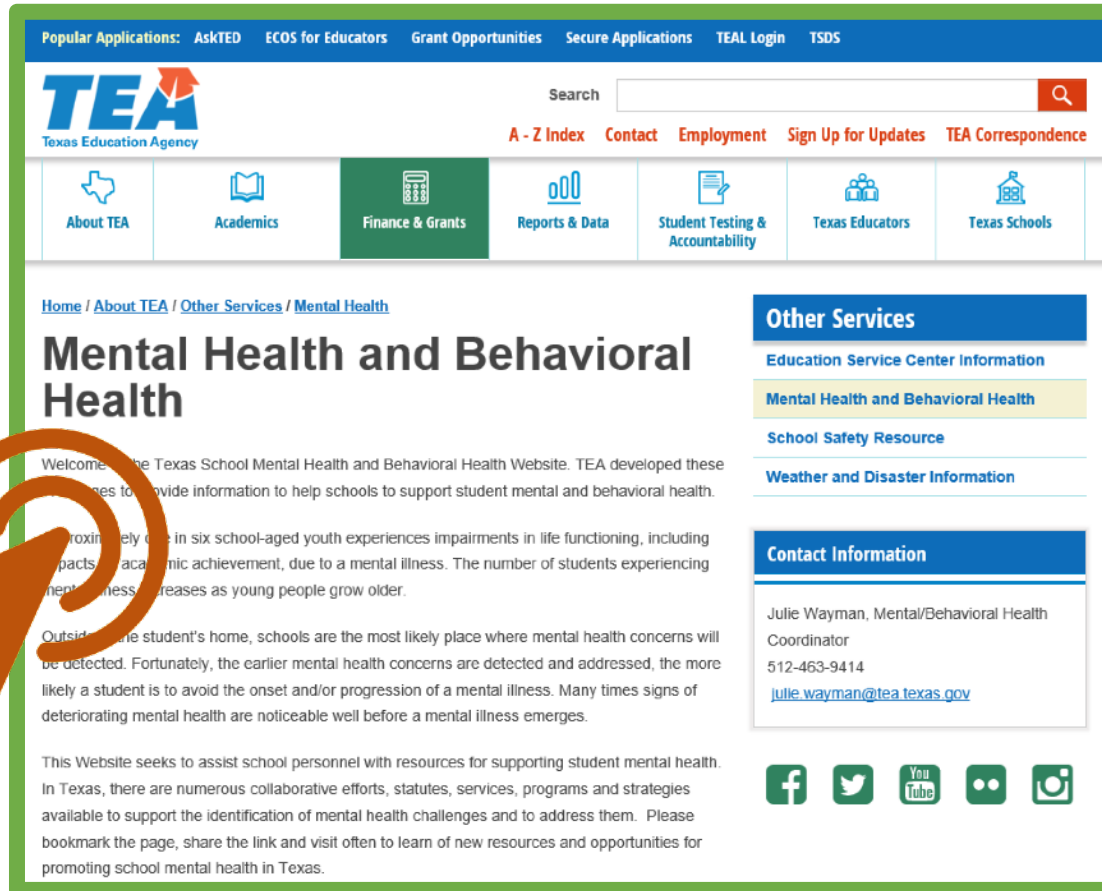




Mental and Behavioral Health Best Practice Components

- Mental Health Promotion
- Mental Health Prevention and Early Intervention
- Suicide Prevention, Intervention and Postvention
- Substance Abuse Prevention and Intervention
- Grief Informed and Trauma Informed Practices
- Safe and Supportive School Climate
- Building skills related to managing emotions, establishing, and maintaining positive relationships, and responsible decision making
- Positive Behavior Interventions and Supports
- Positive Youth Development





Popular Applications: [ASKTED](#) [ECOS for Educators](#) [Grant Opportunities](#) [Secure Applications](#) [TEAL Login](#) [TSDS](#)

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Mental Health and Behavioral Health

Welcome to the Texas School Mental Health and Behavioral Health Website. TEA developed these resources to provide information to help schools to support student mental and behavioral health.

Approximately one in six school-aged youth experiences impairments in life functioning, including impacts on academic achievement, due to a mental illness. The number of students experiencing mental illness increases as young people grow older.

Outside the student's home, schools are the most likely place where mental health concerns will be detected. Fortunately, the earlier mental health concerns are detected and addressed, the more likely a student is to avoid the onset and/or progression of a mental illness. Many times signs of deteriorating mental health are noticeable well before a mental illness emerges.

This Website seeks to assist school personnel with resources for supporting student mental health. In Texas, there are numerous collaborative efforts, statutes, services, programs and strategies available to support the identification of mental health challenges and to address them. Please bookmark the page, share the link and visit often to learn of new resources and opportunities for promoting school mental health in Texas.

Other Services

- [Education Service Center Information](#)
- [Mental Health and Behavioral Health](#)
- [School Safety Resource](#)
- [Weather and Disaster Information](#)

Contact Information

Julie Wayman, Mental/Behavioral Health Coordinator
512-463-9414
julie.wayman@tea.texas.gov

[f](#) [t](#) [You Tube](#) [m](#) [i](#)

State Laws:

TEC §38.351 – Annual Update of Best Practices

TEC §21.062 – Website Required

TEC §21.044 - Educator Preparation

TEC §21.054 - Continuing Education

TEC §11.252 – District Needs Assessment and Plan for Suicide Prevention

https://tea.texas.gov/About_TE/Other_Services/Mental_Health/Mental_Health_and_Behavioral_Health/



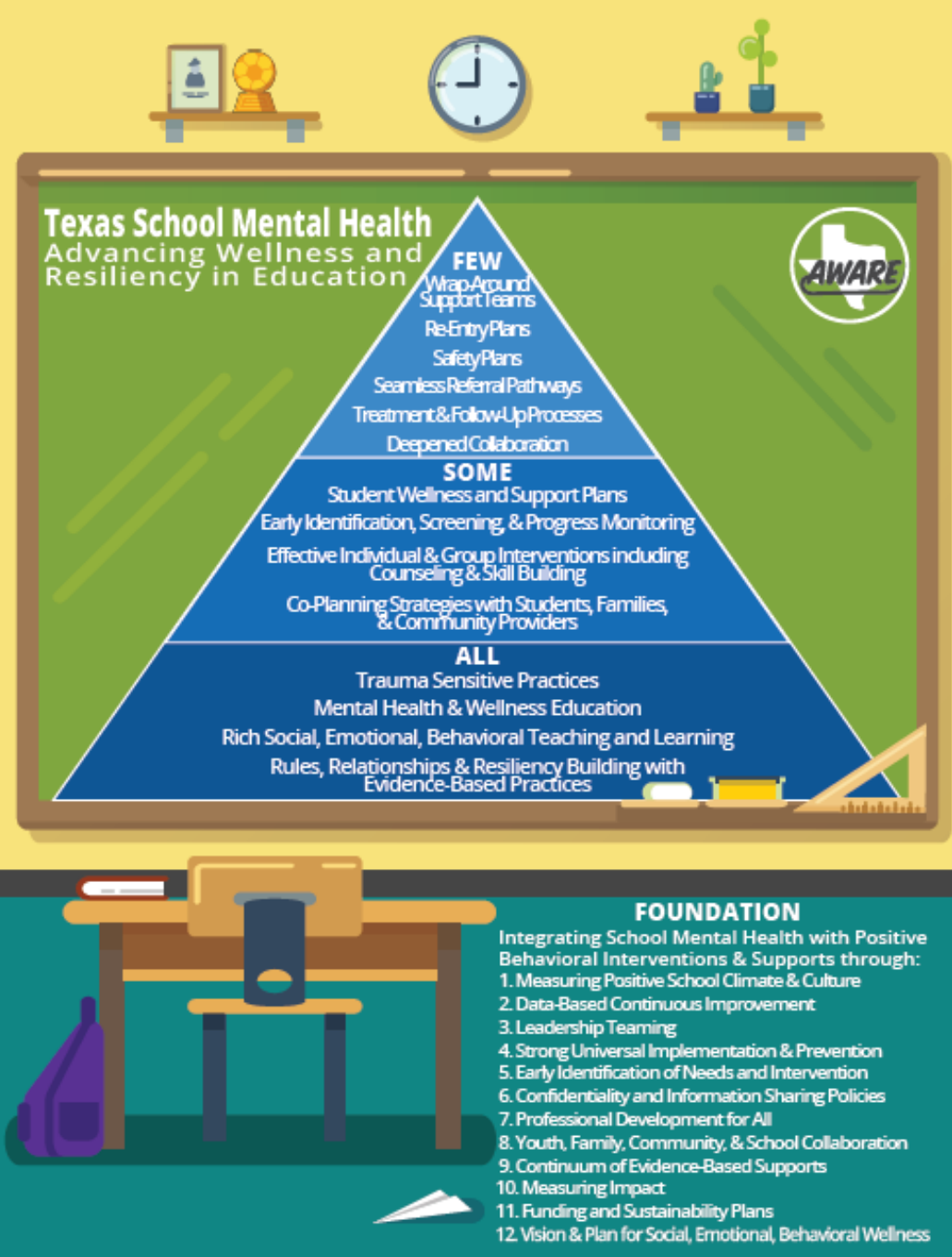
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Texas School Mental Health Practice Guide and Toolkit



Toolkit Contents:

- Overview of School Mental Health
- Needs Assessment
- Resource Mapping
- Campus Service Delivery Planning
- Service Coordination and Monitoring (Sample Tools for Parent Consent, Referral, MOU, Student Service Plan)
- Compendiums: School Climate Surveys, Screening Tools
- Texas Statutes and Tips
- Best Practice Resources
- Spotlights on Texas Programs Supporting School Mental Health
- References
- Acknowledgements





35 Screeners Identified by Experts

- Trauma
- Strengths and Resilience
- Suicide Risk
- Internalizing and Externalizing Behaviors
- Depression and Anxiety



School-Based Mental and Behavioral Health Screening Tools

Instrument	Author/Year	Description	Target Population	Length	Other
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 item measure – 5 for IO and 5 for OD	https://www.researchgate.net/publication/226517594_Parent_and_teacher_ratings_on_the_IOWA_Conners_Rating_Scale
NICHQ Vanderbilt Assessment	2002- NICHQ, American Academy of Pediatrics, McNeil	The NICHQ Vanderbilt Assessment Scales are used by healthcare professionals to help diagnose ADHD in children between the ages of 6 and 12.	Children between 6 and 12. Parents and teachers	4 pages (55 questions for parents; 31 for teacher)	Just the 1 st edition from 2002 is free. You may use/distribute the 1st Edition Vanderbilt Assessment Scales as long as NICHQ is credited as the original source. English only
Snap-IV	Swanson et al., 2001	In addition to the DSM-IV items for ADHD and 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 item	https://www.addrc.org/wp-content/uploads/2009/10/snap-iv-instructions.pdf
The Children's Scale of Hostility and Aggression-Reactive/Proactive (C-SHARP) V2.0	Farmer, C. & Aman, M. (2009). Development of the Children's Scale of Hostility and Aggression: Reactive/Proactive (C-SHARP). Research in Developmental	The Children's Scale of Hostility and Aggression: Reactive/Proactive (C-SHARP) is an instrument for measuring aggressive and hostile behavior in children and adolescents with developmental disabilities.	Children and Adolescents with Intellectual or Developmental Disabilities	Verbal Aggression (12 items), II. Bullying (12 items), III. Covert Aggression (11 items), IV. Hostility (9 items), and V. Physical Aggression (8 items).	http://disabilitymeasures.org/c-sharp/



School-Based Mental and Behavioral Health Screening Tools

Instrument	Target Population	Length	Other
Adverse Childhood Experiences		https://nationalcontent/uploads/Finding%20Y	
Child PTSD Symptom Scale (CPSS; Foa, Johnson, Feeny, Treadwell 2001)		http://www.nptsd-symptom	
Los Angeles Symptom Checklist - Adolescent Version (LASC - Adolescent Version Foy, Wood, King, King, & Resnick 1995)		https://www.Trauma%20A	
Traumatic Events Screening Inventory - Revised (TESI-CRF-R/ TESI-PFR-R Ippen, et al. 2002)		https://www.ptsd.va.gov/professional/assessment/child/tesi.asp	

Disabilities, 30, 1155-1167.					
Pediatric Symptom Checklist	https://www.brighthouse.org/mentalhealth/pdf/professionals/ped_symptom_checklist.pdf	It is a brief questionnaire that helps identify and assess changes in emotional and behavioral problems in children. The PSC covers a broad range of emotional and behavioral problems and is meant to provide an assessment of psychosocial functioning.	Parents	In addition to the original 35-item parent-reported questionnaire, there are a youth self-report, a pictorial version and a shorter 17-item version for both parents and youth.	https://www.massgeneral.org/psychiatry/services/treatmentprograms.aspx?id=2088&display=overview
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	(Severson, Walker, Hope-Doolittle, Scatena, & Gresham, 2007)	Social behavior (externalizing, peer relations), academic enablers, emotional behavior (internalizing, emotional competencies)	Grades K to 12	19 items Teacher and self-report forms	http://ebl.missouri.edu/?p=1116
Student Risk Screening Scale (SRSS)	Drummond, 1994	"Externalizing behaviors"	Teachers scale K-12	7 items	https://pbiscompendium.ssd.k12.mo.us/system-tools
Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)	Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) Lane, et al, 2015	The SRSS shows if a student's level of risk is low, moderate, or high. The risk level is based on the total score of all risk factors; scores on individual SRSS items are not predictive of a student's overall risk	K-12; Teacher's Scale	12 items 15 to 20 minutes per class	https://pbiscompendium.ssd.k12.mo.us/system-tools https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale
available)	List of trauma exposures Prior Experience in Psych Testing/Interpretation suggested		Clinician, 19-146 items (for ages 4-18) TESI-P, Clinician, 19 items (for ages 4-8)	30min	



Example Universal Screening Tool- Aligned with PBIS and SMH

STUDENT RISK SCREENING SCALE for Internalizing and Externalizing Behaviors (SRSS-IE) - MS/HS

TEACHER NAME
 SCREENING NUMBER OF STUDENTS SCREENED

USE THIS SCALE TO RATE EACH ITEM FOR EACH STUDENT
 0 = NEVER
 1 = OCCASIONALLY
 2 = SOMETIMES
 3 = FREQUENTLY

**Please note that Peer Rejection is summed in both the SRSS-E7 and SRSS-16 total scores.*

NUMBER OF STUDENTS SCREENED	STUDENT ID#	STUDENT NAME	and/or TEACHER NAME	EXTERNALIZING BEHAVIORS							INTERNALIZING BEHAVIORS				
				STEAL	LIE, CHEAT, SNEAK	BEHAVIOR PROBLEM	PEER REJECTION	ACADEMIC ACHIEVEMENT	NEGATIVE ATTITUDE	AGGRESSIVE BEHAVIOR	EMOTIONALLY FLAT	SHY; WITHDRAWN	SAD; DEPRESSED	ANXIOUS	LONELY
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Campus School Mental Health Service Plan Templates



Campus Service Plan

The Campus Service Plan template is used to document the comprehensive mental health service delivery plan developed for your campus. It should incorporate information gathered from your school mental health needs assessment and eco-system asset mapping process. This plan should be developed by a representative leadership team that has the authority to ensure implementation of planned activities. The Campus Service Plan should be reviewed regularly and modified as needed throughout the year.

The Campus Service Plan incorporates an Interconnected Systems Framework (ISF) that integrates Positive Behavioral Interventions and Supports (PBIS) and Social, Emotional, and Mental Health (SEMH) interventions within a school. This includes planning around a framework of Multi-Tiered System of Supports (MTSS) to link the academic and social-emotional needs of students. Planned interventions should increase with intensity based on student need.

The Campus Service Plan is broken into two sections. The Campus Service Plan Template is used to capture planned mental health programs, activities, and interventions at the school level. The Supplemental Planning Tools can be used to capture additional information about planned activities as needed.

Campus Service Plan Template

Use this document to capture all interventions planned for the year. Include specific information about the need to be addressed with each intervention, how each intervention will facilitate each intervention and the location each intervention will take place. Document the specific timeframe each intervention will occur during the year. Identify any resources needed to provide each intervention. Modify this plan as needed.

Supplemental Planning Tools

Data Collection Plan

Use this document to capture the data collection process for each intervention planned for the year. Specifically describe how data will be collected, how students are identified to participate in the intervention. Identify the number of students to be served or the percentage of students to be served. Specifically identify any measurement tools to be used during the intervention, the specific schedule for their administration, and any communication necessary regarding data collection (e.g., parental consent).

Provider Detail Plan

Use this document to capture specific information about all service providers engaged for the year. Include specific contact information for each provider. All necessary agreements and data sharing considerations are in place. Identify any orientation or training needed for each provider.

Student Roster

Use this document to capture information about the specific students receiving services during the year and specific behavioral concerns (if appropriate).

Calendar Template

Use this template to map when each intervention is scheduled throughout each month.

Campus Service Plan Template

Program, Training or Intervention	Tier I, II or III	Need Addressed / Desired Impact	Who Facilitates	Location	Schedule / Duration	Resources Needed

Supplemental Planning Tools: Calendar

MONTH:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Bringing the Good Behavior Game to Texas

PAX Good Behavior Game Teaches Key Skills

PAX GBG is a universal evidence-based prevention program that:

- ✓ Teaches self-regulation
- ✓ Allows students to help set classroom behavioral expectations
- ✓ Uses praise and rewards to engage students



Strong Evidence for Outcomes



Research studies show that PAX GBG:

- Increases reading levels
- Increases graduation rates
- Reduces teacher stress
- Reduces student aggression
- Lowers bullying behaviors
- Reduces suicide risk
- Promotes positive mental health
- Prevents substance use

\$66

saved for every dollar invested

Texas Teachers Trained in PAX GBG

56

teachers trained in Summer 2019



Really enjoyed this workshop! I look forward to using PAX this year and the years to follow!

”

I'm investing 100 percent!

85%

of educators trained believe they could implement PAX GBG

43%

of educators trained are very confident GBG will improve their health

Closing Discussion and Input

1. What goals do you recommend for school mental health and wellness?:

For these groups:

- I. Students
- II. Staff
- III. Parents

2. What are the strengths of schools that can contribute to addressing mental health?

3. What are the gaps or barriers in schools for addressing mental health?

4. What are your recommendations for grief and trauma informed resources and training for schools?

5. What strategies would help schools to meet goals for providing school-based mental health?

Presenter

Thank You!

Julie Wayman

**Interagency Liaison and Manager | Mental and
Behavioral Health Coordination**

Julie.wayman@tea.texas.gov

