



MENTAL HEALTH SUPPORTS THROUGH A  
MULTI-TIERED SYSTEM OF SUPPORT (MTSS)



# SUPPORT PROGRAM STRUCTURES

- Student supports are needs-driven services, aligning resources with higher intensity.
- PLCs and school-based problem-solving teams implement Tier 1 & II interventions.
- Program Facilitators:
  - meet with schools' problem-solving team to assist with the development of appropriate interventions and supports for high need students.
  - provide support, training, and consultation to teachers and schools addressing intense behavior needs.
  - provide direct support to teachers and administrators to manage the emotional toll of supporting students with intense needs.



# SCHOOL IMPROVEMENT GOALS FOR MENTAL HEALTH: *NCSTAR RESEARCH-BASED KEY INDICATORS FOR SUCCESS*

1. ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
2. ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.



# COLLABORATIVE EFFORTS

- DPI Whole Child Pilot
  - Youth Risk Behavior Assessment
  - Students who are healthier are more alert, more focused on learning, act out less, and miss less school.
- DPI: School Health Assessment and Performance Evaluation System
  - Tools to help sustain mental health system in our schools
- Community Collaboration & Partnerships with Daymark, Renaissance Wellness Services, Peak Professionals, El Futuro, Chatham Health Alliance & Chatham Public Health Department
- Collaborations with Dispute Settlement Center and Campbell University on Restorative Practices and Conflict Resolution.



# WHOLE CHILD

## PILOT



# PREVENTION EFFORTS: *SCHOOL-WIDE INITIATIVES*

- School-wide expectations (2015-2016)
  - *Common understanding/definitions of major and minor incidences*
  - *Continuum of Consequences: Common steps to follow in the classroom*
  - *Positive-to-Negative Ratio to maintain at least 3:1*
- Tier 2 supports for students who need more instruction (2016-2017)
- All Kindergarten-2nd Grade students receive Second Step instruction(2017-2018)
  - *Social Emotional Curriculum*
  - *Research shows SEL programming improved students' achievement test scores by 11 to 17 percentile points*
  - *Impacts teachers' empathy*
- Media Detective & Media Ready (4th & 6th grades) (2017-2018)
  - *Media literacy & alcohol and tobacco use prevention program*



# PREVENTION EFFORTS: *PROFESSIONAL DEVELOPMENT*

- Establishing clear expectations/guidelines for success for all students (2015-2016)
- Canvas course: Tier 2 behavior supports (2017-2018)
- Student Services & Support Programs staff provided Mental Health First Aid (2016-2017)
  - Teaches skills to respond to the signs of mental illness and substance use.
- CPI (annual)
  - Crisis Prevention
  - De-escalation techniques: *Care, Welfare, Safety, and Security*
- Student Services & Support Programs staff trained in Conflict Resolution and impact of trauma on children through the Dispute Settlement Center (2017-2018)
- All schools will have staff trained in Restorative Practices (2018-2019)



# INTERVENTION

- Integrate academic and behavior problem solving K-8
  - MTSS Teams provided with resources, ongoing PD, & coaching.
- District-level Tier 3 intervention protocol established (2016-2017) for high need students.
- School-based mental health referral process established (2016-2017)
- Title IV grant (2018-2019)
  - Assists uninsured and underinsured students to receive school based mental health services.
- Minor in Possession
  - Students are administered GAIN and subsequently have the opportunity to complete an 8 hour course to reduce their suspension from 10 to 5 days when in violation of possession of drugs or alcohol.
- Communities in Schools (VCE, Bonlee & CM)
  - Student support specialist who provides whole school, small group, and individual interventions for students.





# INTERVENTION

- Two schools participated in Restorative Justice Circles during the 2017-2018 school year. The training was provided by Campbell Law's Dispute Settlement Center in collaboration with Chapel Hill Dispute Settlement Center. All schools will be trained in 2018-2019.
- Chatham County Schools was awarded funding for an additional school social worker position through the North Carolina School Mental Health Personnel Grant. This position will have a specific focus as a liaison for community and school-based mental health services.



# RISK ASSESSMENTS PROCEDURES

## RISK

Student has made a statement or gesture that establishes the need for a risk assessment.  
It is required that student be directly supervised until a risk assessment can be completed.  
Alert your school administrator of the need for a risk assessment.

## ASSESS

School Counselor, School Social Worker, Behavior Specialist, Nurse, or Psychologist can complete the risk assessment.  
It is required that a witness, who is a school staff member and not a relative of the student, be present for the assessment.

## NEED

Based on information obtained in assessment, determine whether to refer the student for immediate crisis services.  
If you do not feel confident about making a recommendation based on level of risk, contact Tracy Fowler or Emily Long.

## INFORM

Contact the parent or legal guardian to inform them of the reason for the risk assessment and the recommendations for moving forward.  
Review the CCS Emergency Conference form with the parent or legal guardian and discuss the provider options available.  
Identify the provider the parent/legal guardian has selected.

Email Emily once any referral is made.

## REFER

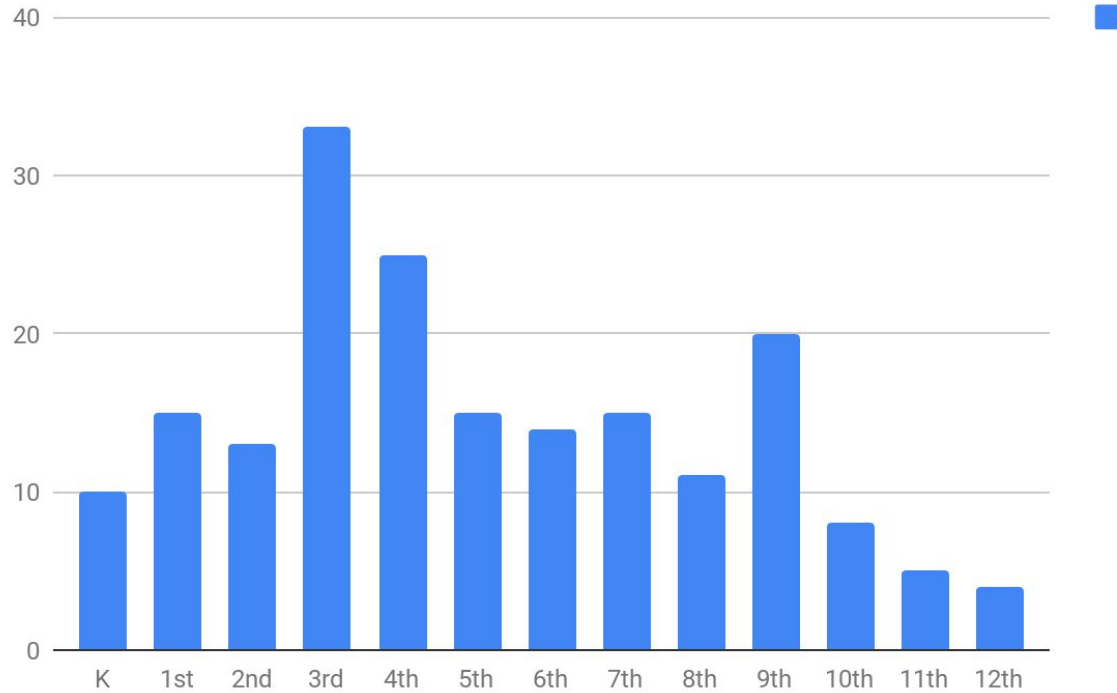
Call the provider to inform them that a student has been referred for a mental health crisis evaluation, provide the student's name, and make arrangements to fax the risk assessment.  
A signed Emergency Conference form gives consent for communication with the selected provider. If there is no signed consent, you can give the student's name, but not the risk assessment.

## CONFIRM

Contact the selected provider to confirm that the student was evaluated as planned.  
If the student was not evaluated and the parent or legal guardian will not agree to attend an evaluation, we are mandated to make a report to the Department of Social Services.



# 2017-2018 SCHOOL-BASED MENTAL HEALTH NUMBERS (BY GRADE - TOTAL 198)



# NEXT STEPS

- Social Emotional Screeners
  - *(3 times per year, teacher completion)*
- Continued professional development on strategies that integrate academic & behavior supports.
  - (specific behavior praise, instructional choice, instructional feedback, etc.)
  - Restorative Justice training for all schools
- District Structures for sustainability of efforts
  - Beginning teachers
  - BT Mentors & Coaches
  - Oversight of School Improvement Plans in NCStar

