

School Behavioral Health Services Framework

Linking with Systems of Care

Adequate Information Sharing
Strong Communication Loop
Warm Hand-Off
Wraparound Services
Youth-Driven and Family-Guided Services



Tier 3 FEW

Crisis Response
Re-entry Plan
Individual/Group
Counseling/Therapy

Tier 2 SOME

Progress Monitoring
Evidence-Based Interventions

Tier 1 ALL

Universal Screening
Social-Emotional Learning
Positive Behavioral Interventions and Supports
Data-Based Decision Making

FOUNDATION

Family-School-Community Partnerships
Mental Health Stigma Reduction Staff Professional Development
Positive School Climate and Culture Accountability Systems
Data-Based Decision Making



**District and School Teams
Drive the Work**

Tier 1-Universal Supports for ALL STUDENTS

- **Positive behavior supports are implemented across the district.**
Rather than focus on control and punishment, schools should focus on creating positive classroom environments that focus on social, emotional, and behavioral health skill building with clear and consistent expectations.
- **Evidence-based/practice based social, emotional learning opportunities are included across classes and curriculum.**
Districts and schools should include evidence-based or practice-based social and emotional learning throughout the curriculum, across content, and across grade levels.
- **Schools include universal behavioral health screening.**
Currently, very few schools in Colorado use formal measures to screen students for behavioral health needs. Instead, too often, students' behavioral health needs are addressed only from a reactionary and punitive approach rather than a preventative one, and internalizing students' needs are overwhelmingly not addressed.
- **Districts and schools have a formal referral process in place.**
School leaders must work with all school staff and behavioral health experts outside of the school to create a streamlined referral system for students with Tier 2 and Tier 3 needs. Additionally, schools must ensure they have adequate systems in place so that students who are referred for Tier 2 and 3 interventions have the support they need.

Tier 2 – Secondary or Targeted Interventions for SOME STUDENTS

- **Schools offer evidence-based group and/or individual interventions.**
School behavioral health professionals and local behavioral health experts should work together with the school and the team guiding the behavioral health work to ensure the interventions they are using are effective.
- **Progress monitoring is integrated into the school day.**
Progress monitoring is most effective when it occurs in natural settings throughout the school day and when it includes multiple measures, including those from the home and community.

Tier 3 – Tertiary or Intensive Interventions for FEW STUDENTS

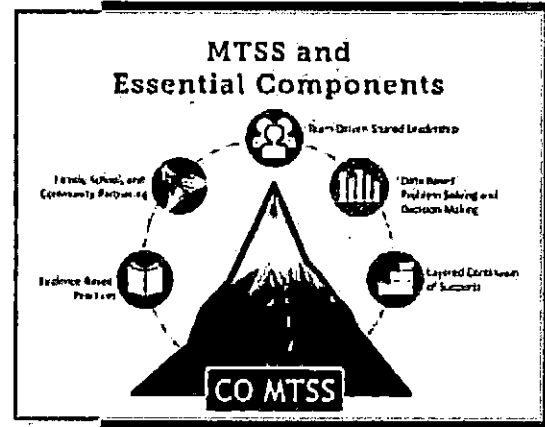
- **Schools offer opportunities for individual and group counseling/therapy during the school day.**
Students who have tertiary needs will struggle to learn without the proper support in place. Schools need to include opportunities throughout the school day for students to receive the therapy and counseling services they need.
- **Schools have a re-entry program for students transitioning back from hospitalization or residential treatment.**
Districts and schools should have a thorough plan in place that supports students and their families transitioning back to school from hospitalization or residential treatment.
- **Schools have a crisis response plan in place.**
Schools must establish a crisis response protocol and have a plan in place for events that affect multiple students and that address the need for grieving and coping.

Excerpts from *The Colorado Framework for School Behavioral Health Services*, developed by Eryn Elder and supported by Finessa Ferrell of The Colorado Education Initiative.

Essential Components of MTSS

The MTSS Essential Components are:

- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidence-Based Practices
- Family, School, and Community Partnering



Team-Driven Shared Leadership

Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

Data-Based Problem Solving and Decision Making

A consistent process is used by stakeholder teams and applied at multiple levels to analyze and evaluate relevant information to plan and implement strategies that support sustainable improved student and system outcomes.

Layered Continuum of Supports

Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

Evidence-Based Practices

Approaches to instruction, intervention, and assessment that have been proven effective through research indicating improved outcomes for students.

Reference: <http://www.cde.state.co.us/mtss/mtssessentialcomponentsdefinitionsjune2016>