



Expanded School Mental Health West Virginia

<https://livewell.marshall.edu/mutac>

January 2017

ESMH Framework and Model

Tool Kit #1

Expanded school mental health (ESMH)

is a multi-tiered system of support where schools and strategic community partners work together to enhance student mental health in schools. It is a framework that:

- includes the full continuum of prevention; early intervention and treatment;
- serves all students;
- builds upon core programs/services being provided by schools
- emphasizes shared responsibility between schools, mental health providers and other community partners

– West Virginia Expanded School Mental Health Steering Team, 2017

The West Virginia ESMH three-tier model provides a framework to assist schools and community mental health providers in developing a comprehensive approach to addressing school mental health that is consistent with current WVDE policies and national best practices. Addressing the mental health needs of all children requires tiers of support as outlined in this graphic.

An effective mental health model compliments services already in place to support student success and well-being, including school counseling programs, positive behavioral interventions and supports, social-emotional learning standards¹, support for personalized learning, positive school climate and culture, student advisory programs, student assistance teams, and others supports being provided by local schools, or mandated by school policies.

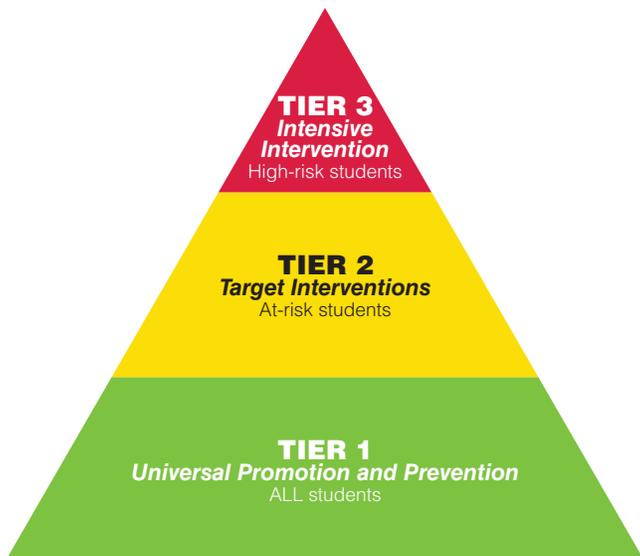
Various terms are used to describe this model or framework such as “interconnected systems” or “a comprehensive system of student supports” or the “three-tiered model”. They are all composed of a continuum of services representing systems of prevention, early intervention, and intensive intervention with resources from the school and community combined to produce integrated programs at all three levels.²

School and community partners provide a collaborative and comprehensive approach to ensure services and systems support students at each tier. The agency/school relationship is a critical component of the school culture. Successful integration occurs when the community provider becomes an integral part of the school.

“The most promising prevention and intervention practices extend beyond the school house door; they include administrators, teachers, families, students, support staff and community agencies. Research on safe schools demonstrates that a comprehensive three-level approach to prevention is the most efficient and cost – effective way to reduce the risk of violence.”³

REFERENCES

- ¹ www.casel.org Frequently Asked Questions about Social and Emotional Learning (SEL). <http://www.casel.org/faqs/>. Accessed 1.6.16
- ² Kutash and Duchnowski, 2007. The Role of Mental Health Services in Promoting Safe and Secure Schools.
- ³ USDE. Safeguarding Our Children: An Action Guide. 2000. p.1-2. https://www2.ed.gov/admins/lead/safety/actguide/action_guide.pdf. Accessed 1.6.16.



The West Virginia ESMH Steering Team agrees that the following tiers and components make up the ESMH Model.

TIER 1 – Universal Promotion and Prevention (ALL STUDENTS)

Tier 1 services are intended to support the success of all students, reducing the need for Tier 2 & 3 services and includes:

- mental health promotion and prevention approaches used to support social/emotional/behavioral standards for all students;
- a caring, trusting, respectful school environment;
- developmentally and culturally appropriate curriculum, services and supports for social-emotional learning;
- systematic and sequential programming from preschool through high school;
- proactive schoolwide approach;
- teaching expected behaviors and problem solving skills;
- positive behavioral interventions and supports;
- systems to support student connectedness;
- safe space;
- coordinated, collaborative delivery approach by both school and community agency staff;
- use of data to determine priority standards to address at each grade level;
- intentional, ongoing strategies to teach students and their families skills, knowledge, attitudes and dispositions needed to be successful across settings
- evidence-based and promising practices;
- systemic approach to foster healthy student/teacher relationships characterized by warmth and encouraging feedback
- teaching expected behaviors and problem solving skills;
- effective academic personalized instruction
- universal screening and early warning tools to identify students at-risk for academic failure, drop out, substance misuse, suicide/ depression, etc.
- review of WV HealthCheck screening referrals inclusive of social-emotional, developmental and mental health screenings for new enterers in PreK or Kindergarten and Grades 2, 7 and 12;
- formal policies and practices to assess and strengthen parent and family involvement;

- School crisis and response plan that is a living document is understood and supported by all staff; and
- on-going monitoring and evaluation of implementation for continuous improvement.

When these Tier 1 strategies are applied systemically in the everyday learning environment, 80 – 90 % of students will be successful and have no need for Tier 2 or 3 services.

TIER 2 – Targeted interventions (Identified at-risk students)

Tier 2 does not replace Tier 1 services but should be complementary to universal prevention strategies and includes:

- students identified with behavioral, academic, attendance, and emotional needs;
 - systemic referral system with which students, staff and families are familiar;
 - effective SAT team meetings for all at-risk students, not just those being considered for special education;
 - implementation of Support for Personalized Learning strategies
 - timely and intentional interventions for at-risk students who have been identified by school officials, families or screening and early warning systems;
 - » consultations on behalf of individual students;
 - » small group counseling;
 - » check and connect systems;
 - » behavioral support plans;
 - » co- and extra-curricular activities
 - » mentoring/buddy systems
 - » community activities/supports
 - » academic provisions and supports for struggling students (Tutoring, credit recovery options);
 - » peer support programs (Conflict Mediators/ Natural Helpers, Bus Buddies);
 - » trauma informed practices
 - strategies for parent outreach and engagement;
 - teacher and family training to address at-risk behaviors and individual student needs;
 - systemic follow-up for each referred student;
 - crisis response plan and implementation of best practices;
 - school staff & provider attendance at MSDT meetings;
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- community schools approach to connect student and schools with services; and
- on-going monitoring and evaluation of implementation for continuous improvement.

When Tier 1 services are well-coordinated and comprehensive, only 5 – 15% of students will require Tier 2 services.

TIER 3 – Intensive Interventions (Referred High-risk Students)

Tier 3 services do not replace Tier 2 Services but are a continuation and expansion to further address individual needs and includes:

- services for high-risk students with severe, chronic or pervasive issues that usually meet diagnostic criteria (DSM-5);
- Individual Education Program (IEP) or Section 504 Plan if eligible.
- referral to and consultations with appropriate community agencies and resources (i.e. multi-disciplinary teams , DHHR, juvenile justice, WIC, health care, shelters, DRS and other child serving agencies);
- service agreement/MOA/record sharing/billing practices between school and agency;
- formalized professional mental health services;
 - » intake and further assessments;
 - » school-based mental health provider;
 - » treatment planning;
 - » individual, group and family therapy;
 - » transition planning
 - » crisis response and recovery
 - » family engagement and supports
 - » case management;
 - » juvenile justices programs;
- crisis recovery plan and interventions for traumatically impacted students;
- agency provider/ therapist becomes part of the school teams (SAT/IEP/504) and participates in regular meetings with these teams for updates, reporting, etc.; and
- on-going monitoring and evaluation of implementation for continuous improvement.

When Tier 1 and Tier 2 services are well-coordinated and comprehensive only 1 – 5% of students will require Tier 3 services.

Templates and Resources to Support Implementation of the WV ESMH Model

Call to Action Video: Collaborating to Support Student Mental Health in WV - This video reviews WV Data and the need for mental health services in schools, calling schools to join the Expanded School Mental Health movement in WV.

ESMH Start-up Guide

https://livewell.marshall.edu/mutac/Docs/ESMH_SUG_Final63013.pdf

At-a-glance School Mental Health Model- 3 Tier System Components - Chart

Sample Components within a ESMH Cross-Systems Student Support Model

Three-Tier Student Support Systems Model School Reflection Tool

WV ESMH Resource Guide

<https://livewell.marshall.edu/mutac/Docs/2016ESMHRResourcePacket.pdf>

Crisis Prevention and Response Guide and Template Addressing Mental Health in School Crisis Prevention and Response: A Resource guide for WV Schools

School Counseling Website

<http://wvde.state.wv.us/counselors/>

LINKS Student Advisement

<http://wvde.state.wv.us/counselors/links/about.html>

WV PBIS – Positive Behavioral Interventions & Supports

www.WVPBIS.org

Prevent Suicide WV

www.preventsuicidewv.org

Support for Personalized Learning

<https://wvde.state.wv.us/spl/>

Individualized Education Program

<https://wvde.state.wv.us/osp/forms.html>

IEP and Section 504 Resource Guide

<http://wvde.state.wv.us/osp/504support.htm>

Graduation 20/20

<http://wvde.state.wv.us/osp/graduation.html>

WV Early Warning System

<http://wvde.state.wv.us/schoolimprovement/EWS2015.html>

ZoomWV Educational Data

<https://wvde.state.wv.us/zoomwv/>

West Virginia Policy Resources

Policy 2200: Parent, Family and Community Involvement in Education

<http://wvde.state.wv.us/policies/p2200.pdf>

Policy 2315: Comprehensive School Counseling Programs

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25659&Format=PDF>

Policy 2419, Sec. B: Clarifies roles, procedures and timeframes for Student Assistance Teams (SATs)

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=26168&Format=PDF>

Policy 2520.19: WV Student Success Standards

<http://wvde.state.wv.us/policies/>

Policy 2423: Health Promotion and Disease Prevention for school health requirements including WV HealthChck inclusive of mental health screenings

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=27078&Format=PDF>

Policy 2425: Community Schools: Promoting Health, Safety, Well-Being and Academic Success of Students

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25989&Format=PDF>

Policy 2510, Sec. 8.9: Addresses role and composition of Student Assistance Teams (SATs) page 41

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=27474&Format=PDF>

Policy 4373: Expected Behaviors for Safe and Supportive Schools

<http://wvde.state.wv.us/policies/p4373-new.pdf>

The purpose of the ESMH toolkits is to provide a common framework and recommendations to assist schools and community mental health providers to more effectively develop a comprehensive approach to school mental health that is consistent with current West Virginia Department of Education policies and best practices.

These recommendations and resources have been reviewed and approved by West Virginia's Expanded School Mental Health Steering Team.

For more information visit, <https://livewell.marshall.edu/mutac>

General Resources

- American School Counselor Association
<http://schoolcounselor.org/>
- Center for School Mental Health, University of Maryland <http://csmh.umaryland.edu/>
- Marshall University WV Expanded School Mental Health
https://livewell.marshall.edu/mutac/?page_id=660
- National Association of School Psychologist
<http://www.nasponline.org/>
- National Child Traumatic Stress Network: Tools for Educators <http://www.nctsn.org/resources/audiences/school-personnel>.
- National Registry of Evidence Best Practices and Programs www.samhsa.gov/nrepp
- NITT Mental Health Toolkit Pathways Referrals
<http://www.k12.wa.us/SecondaryEducation/pubdocs/SchoolMentalHealthToolKit-ReferralPathways.pdf>
- Tool for Schools to Assess Mental Health Infrastructure: Mental Health Planning and Evaluation Template (MHPET), National Assembly on School Based Health Care
<http://www.nasbhc.org/atf/cf/%7BCD9949F2-2761-42FB-BC7A-CEE165C701D9%7D/MHPET.pdf>
- What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior>
- www.PBIS.org
- WV School Psychologists' Association
<http://wvspa.org/>
- WV Division of Rehabilitation Services
<http://www.wvdrs.org/>
- USDHHR National Guideline Clearinghouse
www.guideline.gov
- USDE-Office of Civil Rights: Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools (2017)
<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

Leadership for the West Virginia School Mental Health initiative is a shared commitment. This toolkit was prepared by:

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