



**Building brighter
tomorrows,
together.**



About eLuma

Comprehensive Intervention for Student Well-Being

Improve academic outcomes with custom MTSS support for mental health and special education.



Tier 1: Universal Screening as a Proactive Step

April 30, 2024

Presented by
Leslie A. Cole, M.Ed. C.A.S.



Introduction



Leslie Cole

K - 12 Educational Consultant

School Psychologist


District Leader

Our Mission

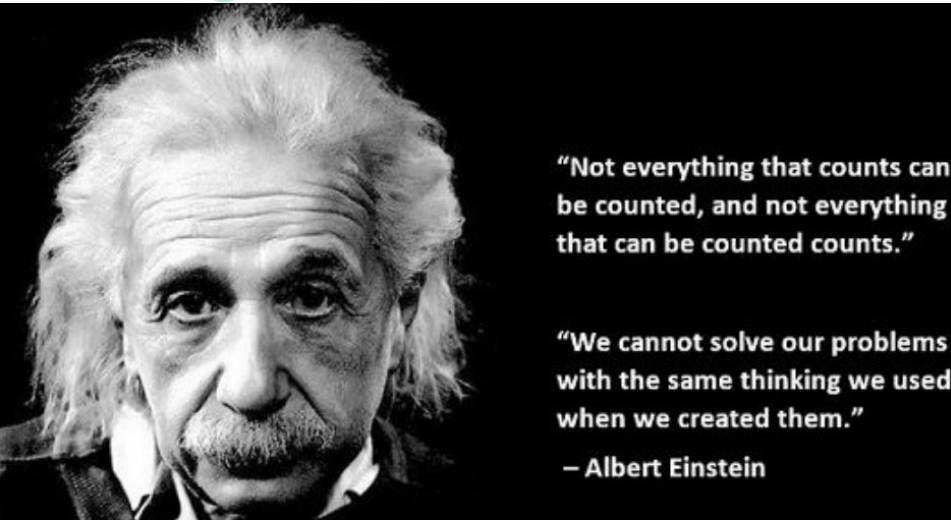
Our mission is to help all students achieve their potential.

Our Vision

Our vision is to help millions of students and their families by creating easy access to affordable, high-quality therapy and support.



Based on your current outcomes, how confident are you that your current decision-making framework is as effective and efficient as it could be?

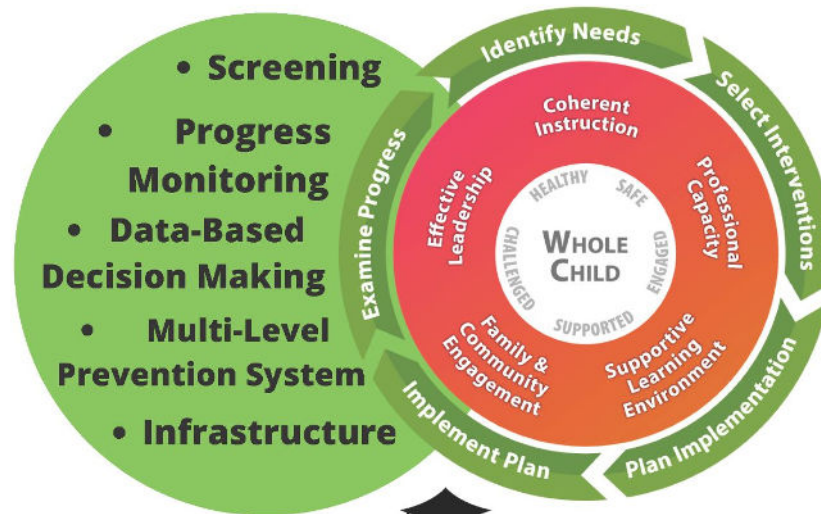


“Not everything that counts can be counted, and not everything that can be counted counts.”

“We cannot solve our problems with the same thinking we used when we created them.”

– Albert Einstein






- **Screening**
- **Progress Monitoring**
- **Data-Based Decision Making**
- **Multi-Level Prevention System**
- **Infrastructure**



SUPPORTING ALL STUDENTS



**Think of your current practices.
What foundational skills are your
universal screenings measuring?**



Building a strong foundation

- Universal Screeners:
 - Fundamentals
 - Who does the work?
 - Where do I start?
- Q&A and Discussion



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Universal Screening Fundamentals

Universal Screening is:

The process of collecting valid reliable data for **all students** multiple times per year. (Dr. Sarah Brown)

...systematic process for identifying students who may be **at risk** for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes...(mtssforsuccess.org)

Quantitative

MTSS/RtI

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of **more individualized support** (Hughes & Dexter, 2008).

Data Driven Decision Making

Informs Tiered (Targeted) Interventions

Purpose of Universal Screening:

Objective

- Help to determine if core instruction is sufficient for at least 80% of students.
- Used to identify students who need additional support.
- Generate **objective information** for parents and educators.
 - a. Adequately identify areas where there are lagging skills.
 - b. Identify targeted interventions.

Quantitative

Data Driven Decision Making

Informs Tiered (Targeted) Interventions

EVERYONE

-IT TAKES A VILLAGE-

Where do I start?

Build YOUR Universal Screening Process:

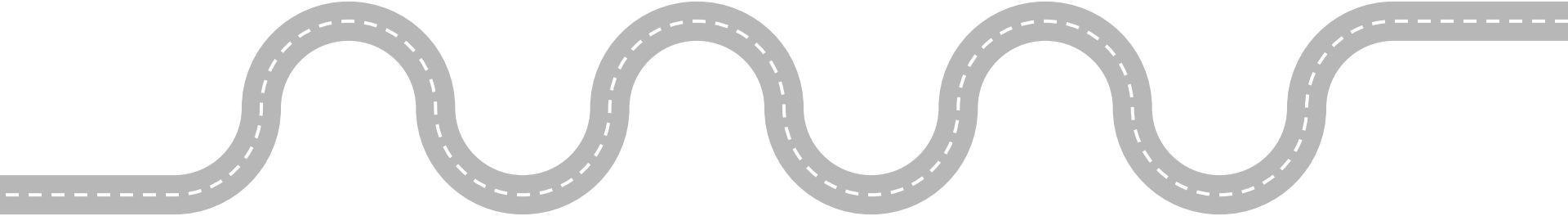
**Solidify
the “why”**



**Establish a
committee**



**Define screening
non-negotiables**



Build YOUR Universal Screening process:



1. Solidify your “why”

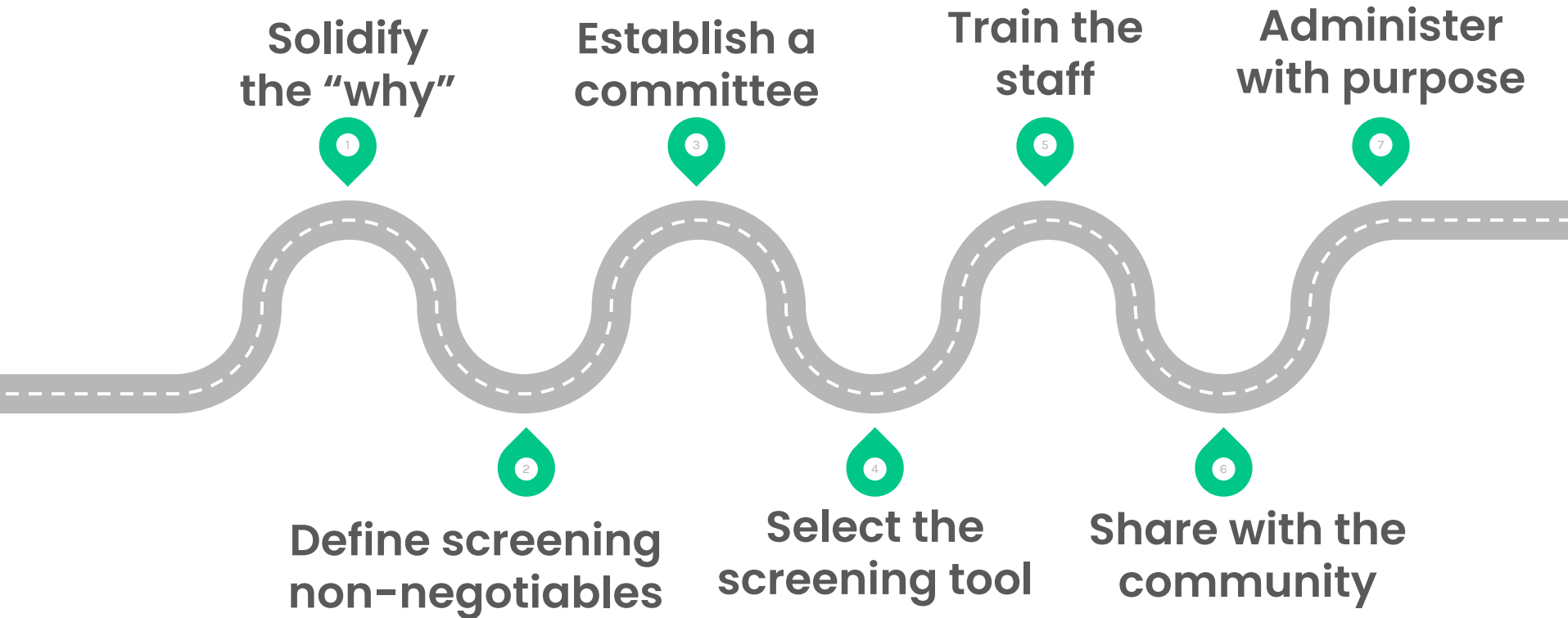
- Ensure your leadership team can speak to the school/district’s “why”

2. Define “non-negotiables”

- Frequency (one to three times per year)
- Teacher and/or student completed
- Areas to be addressed

3. Establish a committee of key and diverse stakeholders

Build YOUR Universal Screening Process:



Build YOUR Universal Screening process:



4. Select the screener

- Return to “why”
- Remember your “non-negotiables”

5. Train the staff

- Who you train leads to who will embrace the data

6. Share with the community (remember your “why”)

7. Administer with purpose

- Students can call BS better than we’d like to believe

My “Why”

Resources:



- [American Institutes for Research](#)
- [Center on Multi Tiered Systems of Support](#)
- [Georgia's Systems of Continuous Improvement](#)
- [Georgia's Tiered System of Supports](#)
- [Mental Health Literacy](#)
- [RTI Action Network](#)
- [Strengths Based Instruction](#)
- [Student Centered Learning](#)
- [Student Centered Learning](#)

Contact Information:



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eLuma

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Roadmap to Mental Health Service in the Schools: Using a MTSS Framework to Meet Students Needs

April 30, 2024

Presented by
Dr. John Kelly





Navigation...



...is the art and science of **determining the position** of a ship, plane or other vehicle, and **guiding it to a specific destination**. Navigation requires a person to know the vehicle's **relative location**, or position compared to other known locations.



The earliest navigation methods involved **observing landmarks or watching the direction** of the sun and stars. Few ancient sailors **ventured out** into open sea. Instead, they **sailed within the sight of land** in order to navigate. When that was impossible, ancient sailors **watched constellations** to mark their position.





To make it more relatable....

If I wanted to get from Atlanta to Athens, you could tell me to....

Get on 138 and head East

Or

Plug your destination into Google Maps and follow the directions.

**How are your schools
navigating the open
waters of our current
Mental Health Crisis?**



Need for Mental Health Supports



- Divorce
- Financial Difficulties
- Homelessness
- Sickness
- Violence
- Food Insecurity
- Death
- Unemployment
- Bullying
- Academic Difficulties

**Why is this work so
important?**

Risk factors that create “Barriers to Learning”

- Poverty
- Exposure to Violence
- Exposure to Drug Use
- Behavioral and Cognitive Disabilities
- Court-involved - Juvenile Justice
- Foster Care

Failure to address multiple problems early on can lead to **system spillover**.

Schools are victims of **system spillover**

Declaration of a National Emergency in Children and Adolescent Mental Health

AMERICAN ACADEMY OF
CHILD & ADOLESCENT
PSYCHIATRY
WWW.AACAP.ORG

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®



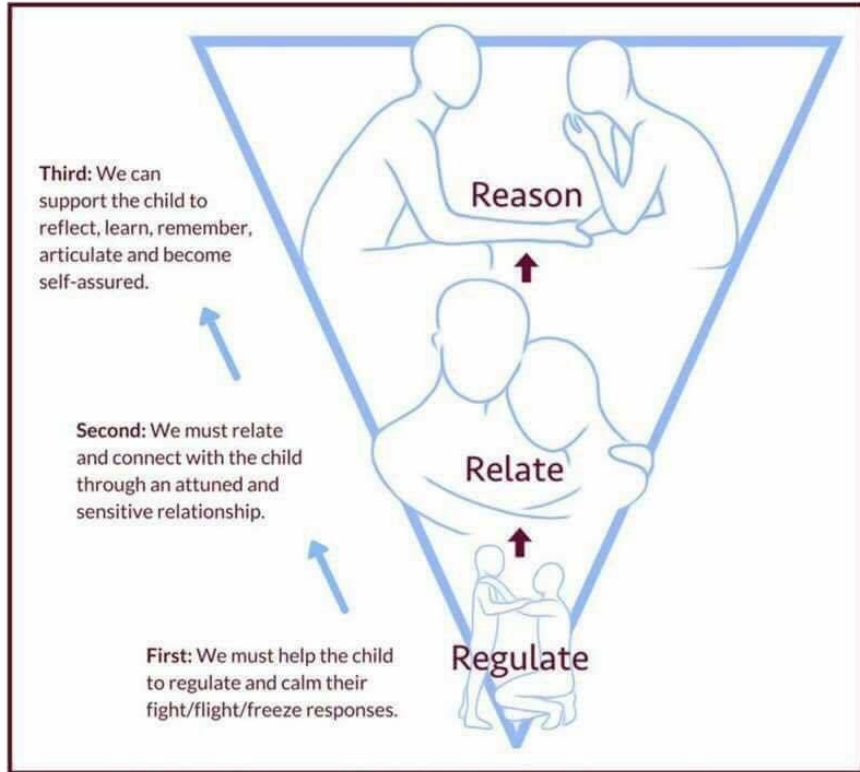
U.S. Surgeon General Issues Advisory on Youth Mental Health Crisis Further Exposed by the COVID-19 Pandemic

“The COVID-19 pandemic further altered their experiences at home, school, and in the community, and the effect on their mental health has been devastating. **The future wellbeing of our country depends on how we support and invest in the next generation**”

**Schools Cannot Do It All...
But We Can Do Something**

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

The 3 R's to Reaching the Learning Brain

- -Dr. Bruce Perry



What is Mental Health?

Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral wellness and the ability to cope with life's challenges.

What We Know....

- The earlier school staff can identify students' difficulties, the quicker and less expensive the task is to help them catch up.
- The longer a student goes without assistance, the longer the remediation time and the more intense the services must be.

Multi-Tiered System of Supports

Mental and behavioral health services fall on a continuum and are increasingly provided within a multi-tiered system of supports

Tier I: promotion of mental and behavioral wellness and prevention of mental and behavioral health problems

Tier II: direct and indirect services to address emerging mental and behavioral health problems and prevent risky behaviors

Tier III: direct and indirect services to address identified mental and behavioral health problems

Services provided at all three levels are considered mental and behavioral health services

Refocus School-Based Mental Health Services on the Core Foundation of Schools

To Promote Learning





The Refocused Role of Mental Health Services

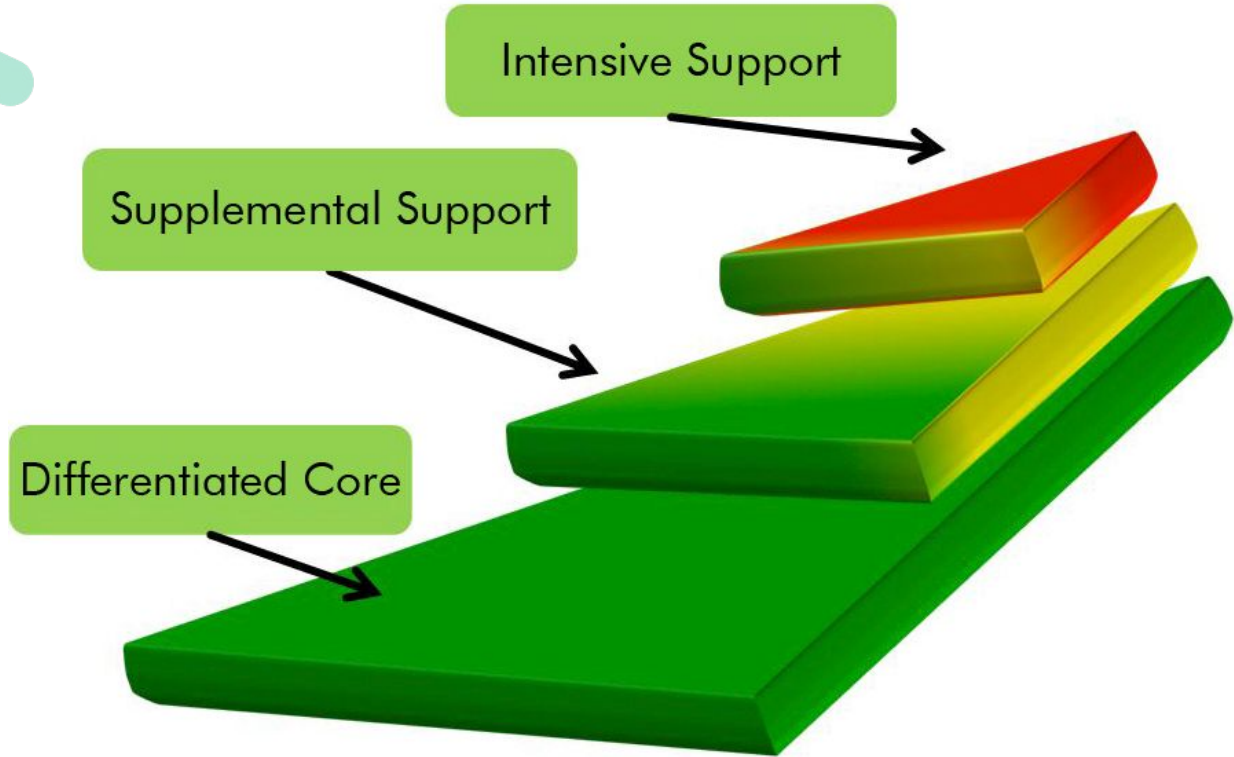
- Support Teachers: the *Primary Change Agents*
- Mental Health Providers Become: *“Educational Enhancers”*
- Serve the Core Function of Schools
- Promoting Social/Emotional Development, No Longer Tangential

Model of School Mental Health Services



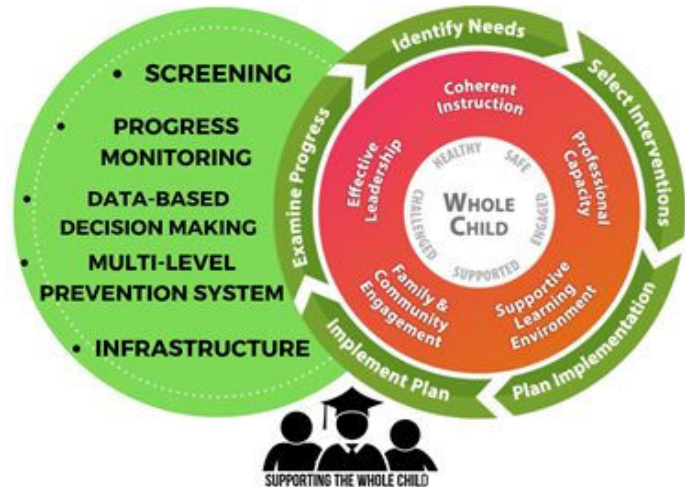
Key: School Support Community Support School & Community Collaboration

Layering of Support



Georgia is all about MTSS!

- Georgia's Tiered System of Supports for Students
- HB740 and the State Board of Education Rule
 - MTSS address behavior
- HB855
 - Assess for trauma





Navigating your course using an MTSS Framework

On the Road to Better Youth Mental Health: A Roadmap for School-Based Mental Health Services



The New York Association of School Psychologists
September 2023



Early Identification, Screening, and Progress Monitoring

Dr. Joni Splett
University of Florida

To avoid a reactive approach to addressing unmet student needs, and **early identification system** must be established.

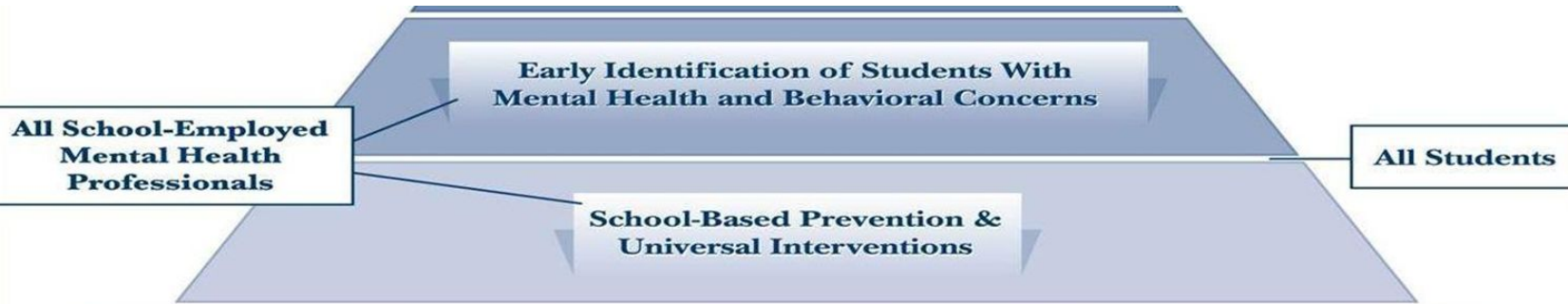
The school must establish procedures to identify students early on who may need additional mental health supports.

Teacher identification can be used to determine students with the greatest challenges.

Existing school data on these students can be used to help determine what additional supports might benefit them.

Early Identification

- Connectedness survey
- Teacher surveys/screeners
- Behavioral data
- Attendance Data
- Staff development/Mental Health First Aid
- Suicide Risk/Threat Universal Screening
- Protocols for responding to bullying
- Self-reporting
- Anonymous reporting



The Continuum of School Mental Health Services

Programs delivered to all students are proactive, preventive and reduce the risk of stigma for students who are served.

Tier 1

Mental and Behavioral Health Services

Prevention and Universal Interventions

Prevention and wellness promotion through:

- Trauma sensitive practices
- Classroom guidance lessons
- Social Emotional Learning
- Positive behavior interventions and supports
- Effective discipline policies and practices
- Bullying/Violence prevention
- Crisis prevention and intervention teams
- Fostering positive relationships among students and staff

**All School-Employed
Mental Health
Professionals**

**School-Based Prevention &
Universal Interventions**

All Students

The Broad Directions

- **School-employed mental health providers** focus on prevention by implementing evidence-based interventions at the school-wide level.
- At the Tier 1 level, universal interventions should be effective for **80 percent** of the student population.
- Interventions simultaneously work to **reduce negative behaviors while building social-emotional competencies** and **mental wellness**.
- It is important to conceptualize **'mental health' as a continuum** between mental wellness and mental illness. It is often the role of Tier 1 to address the **promotion of mental wellness**.
- Universal interventions that promote mental wellness include **social and emotional learning, mental health education and behavioral support**.

Collaborative for Academic, Social, & Emotional Learning – District Resource Center

Commack Schoo x Google Account x Google Account x slides for present x hp Google x jkelly_eLuma MIT x CASEL District Re x

drc.casel.org

CASEL District Resource Center

How It Works SEL and Equity District Framework Rubric Resources Login

CASEL's District Resource Center

The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school systems across the U.S. to support high-quality, systemic implementation of SEL.

How It Works

Scroll for More

9:27 AM 1/12/2022

DRC.CASEL.org

Inspiring Every Educator and Student to Live a Life of Passion, Purpose, and Joy

Mindsets-based Learning for Positive, Lasting Change

LEARN MORE >>



A Comprehensive Mindsets-Based SEL Solution Trusted by Educators for Over 15 Years

The Incredible Years

- Early intervention model targeting risk factors across settings
- Two goals
 - To **enhance both social-emotional and academic competence**, which includes understanding of feeling and decrease of negative attributions
 - **To reduce conduct problems**
- Three different curricula for **parents, teachers, and children**
- **Ages 2-8**

Promoting Alternative Thinking Strategies (PATHS)

- **Universal and comprehensive SEL intervention** for students in **kindergarten through fifth grade.**
 - Program content **includes:**
 - Emotional understanding
 - Self-control
 - Social skills
 - Social-problem-solving skills
- **Preschool version** is available

Penn Resiliency Program

- Teaches **cognitive behavioral and social problem solving**
- **Manualized curriculum**
- Designed for both **elementary and middle school levels**
- Designed to be taught by **trained school personnel**
- Student learn that **beliefs affect both emotions and behavior**
- Can be used at **Tier 2**

Second Step – Universal EL Curriculum

Classroom-based program that promotes the **development of critical thinking and problem-solving skills**

Early Childhood (preschool)

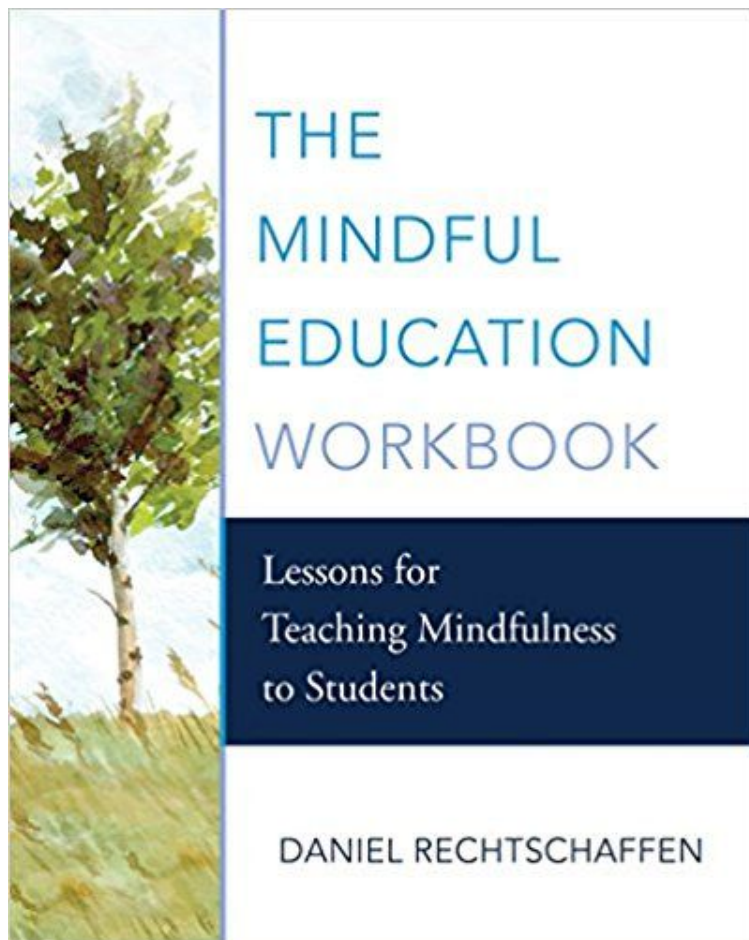
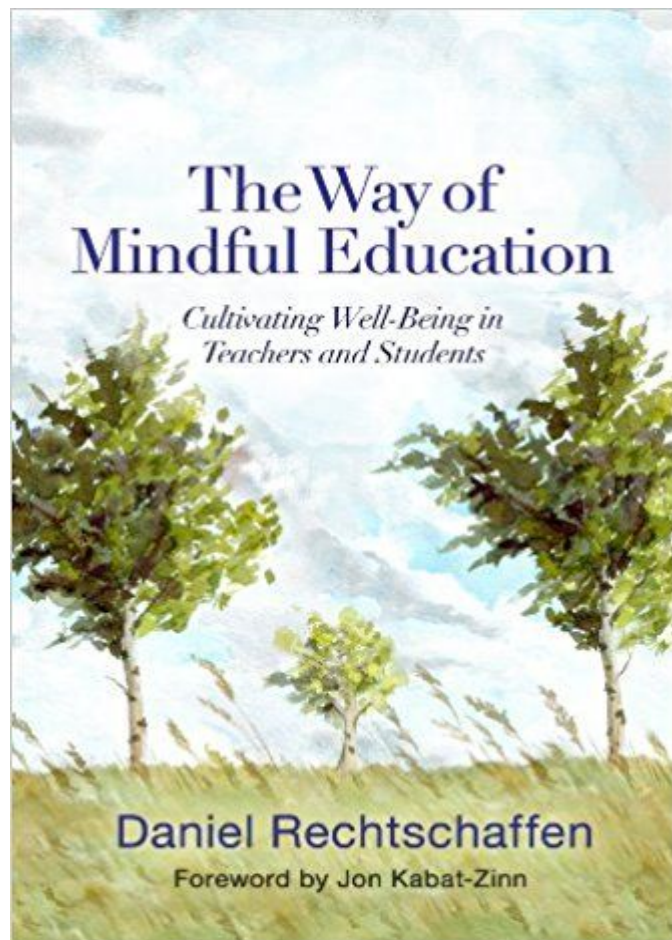
- Listen
- Pay attention
- Control their behavior
- Get along with others

Elementary (K-5)

- Empathy
- Emotion Management
- Problem Solving

Middle School (6-8)

- Mindset & Goals
- Values and Friendships
- Thoughts, Emotions & Decisions
- Serious Peer Conflict



Mindfulness in Public Schools

Building Wellness & Resilience in Our Children



A Manual for Teaching Mindfulness

Compiled by the South Burlington, Vermont, School District

Edited by Judith Horstman

Foreword by Jon Kabat-Zinn

Contributors include Sonia Cassani, Auriel Gray, Pat Messerie, Marilyn Webb Neagley, Anthony Quintilliani, Sheri Rand, Ferris Buck Urbanowski, and the teachers, students and staff of the South Burlington School District

www.mindfulnessinkk12education.com

Web-based resources

<https://www.mindful.org/4-signs-poorly-designed-school-mindfulness-programs/>

<https://www.mindful.org/mindfulness-schools-can-provide-lifeline-teens/>

<http://www.calmclassroom.com/>

<https://learning2breathe.org/>

<https://mindfulnessinschools.org/>

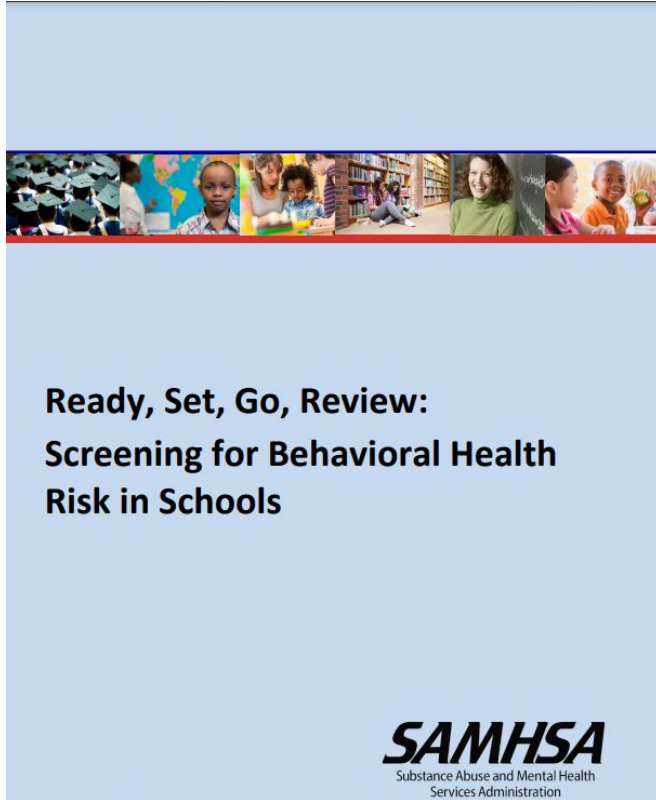
<http://themandfulnessinitiative.org.uk/publications/building-the-case>

<http://missionbe.org>

Tier 1 Data-based Decision Making

- Climate survey
- Attendance
- Grades
- Discipline records
- Universal screeners
- Anecdotal information regarding individual student experiences
- Risk factors for and warning signs of psychological distress
- Data from caregivers
- Teacher report
- Self-report data

Universal Screening Guidance



The Ready, Set, Go Review: Screening for Behavioral Health Risks in Schools toolkit is designed to guide schools through the process of developing comprehensive screening procedures, as well as provide readily available resources to facilitate the implementation of effective behavioral health screening in schools.

Tier 2

Mental and Behavioral Health Services

The Broad Directions

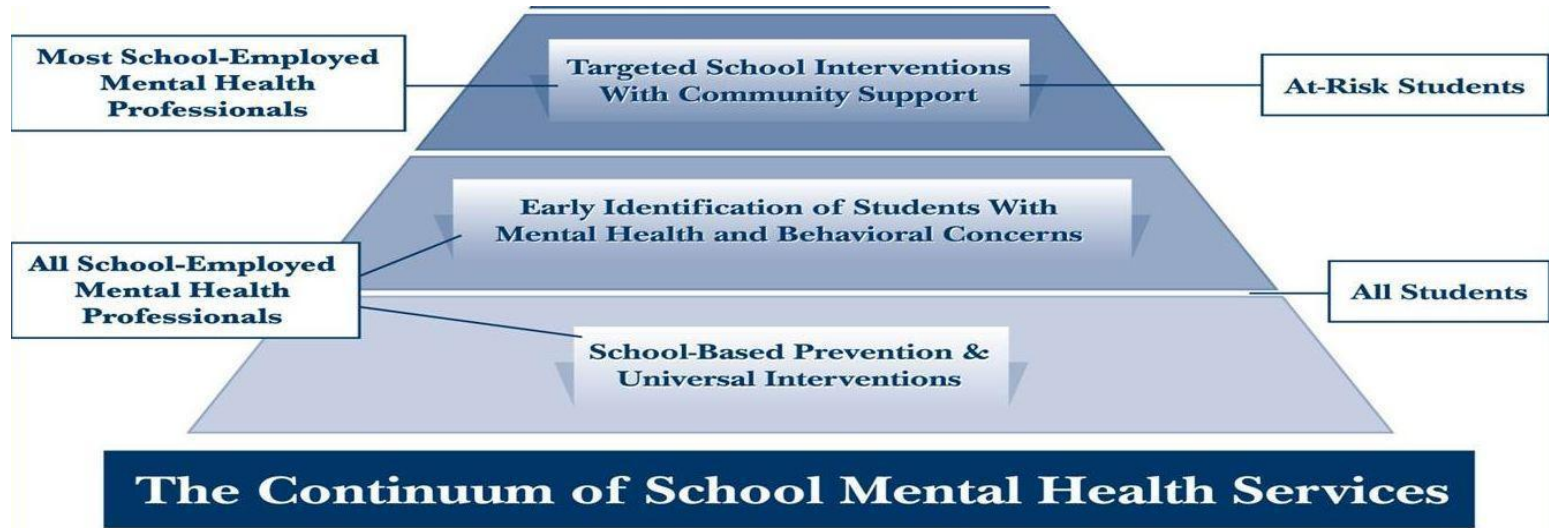
- Tier 2 mental and behavioral health services can be **both direct and indirect interventions**.
- They provide support to **targeted groups** of students who are beginning to display signs of **behavioral and/or emotional challenges** or who need more support due to other **risk factors**. Such risk factors may include issues related to a student's:
 - **Home or community environment**
 - **Health or other biological issues**
 - **Emerging mental health issues**

The Broad Directions

- In conjunction with Tier 1 universal and prevention programs, Tier 2 supports are selective and geared toward **strengthening skills, competencies, and reducing risk** in students who are identified as in need of a higher level of support and intervention.
- The goal of Tier 2 interventions is to **address students' needs** and **respond in a specific way** in order to **mitigate** the issue, as well as **prevent it from becoming worse**. It is a **proactive** means of supporting students' mental and behavioral health needs.

Targeted Interventions

- Co-Planning Session
- Wellness Plans
- Chick-in, Check-out
- Group Counseling
- Behavioral Plans
- Mentoring
- Teacher/Family Consultation



Lehigh University – Trauma Responsive MTSS Toolkit

Trauma-
Responsive MTSS
Toolkit

Home

About

▼ What is Trauma-
Responsive MTSS?

Tier 1 Supports

Tier 2 Supports

Tier 3 Supports

Glossary

Resources

References

TIER 2 SUPPORTS



WHAT IS TIER 2?

CBT for childhood anxiety & depression includes:

- Psychoeducation
- Exposure therapy
- Cognitive restructuring
- Relaxation training, diaphragmatic breathing, progressive muscle relaxation
- Contingent reinforcement
- Modeling

Camp Cope-A-Lot



- 12-session interactive online intervention for use with children suffering from anxiety
- Ages 7-13
- During the **first 6 sessions**, online sessions teach the child how to **recognize anxious feelings and thoughts, use strategies to manage their anxiety and reward themselves for facing anxiety**
- During the **last 6 sessions**, the child **completes tasks and participates in role-playing** situations that cause anxiety with a MH professional

Skills Training in Affective and Interpersonal Regulation for Adolescents (STAIR-A)

- **Manualized, cognitive-behavioral therapy (CBT)** program that aims to **improve regulation and interpersonal and social-support problems** among adolescents exposed to trauma
- Intended for ages **12-21**
- Reduce PTSD and depression symptoms
- **8-12 group sessions**

Cool Kids Child and Adolescent Anxiety Management Program

- **Ages 7-18.**
- Anxiety and related disorders.
- **Family-based program** that uses CBT providing children (and parents) with skills to manage anxiety.
- **Parents are offered information sessions** as well as support through phone calls.
- **Homework assignments** following each session provide the opportunity to practice new skills.

Support for Students Exposed to Trauma (SSET)

- **Adapted Cognitive Behavioral Intervention for Trauma – Schools (CBITS)**
- **Ages 10-14**
- **Reduce posttraumatic and depressive symptoms** and improve functioning in youths who have been exposed to traumatic events
- SSET is delivered through a **lesson-plan format**

Let's get creative....

What would be your most innovative group to address the needs of your students?



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Tier 2 Data-based Decision Making

- Data from Tier 1 programs
- Attendance
- Grades
- Discipline records
- Previous support at school
- Pre-existing conditions
- Behavioral, social, or emotional concerns
- Data from teachings or caregivers

Tier 3

Mental and Behavioral Health Services

The Broad Directions

- Effective **Tier 1 and Tier 2** practices provide the foundation upon which viable and sustainable Tier 3 interventions may be built
- When **prevention and early interventions do not meet** students' needs, other interventions should be used.
- Intensive and individualized interventions should be linked with the **system of care principles**, where 'wraparound; or coordination of school-based services with community support are facilitated to meet the needs of students and families.

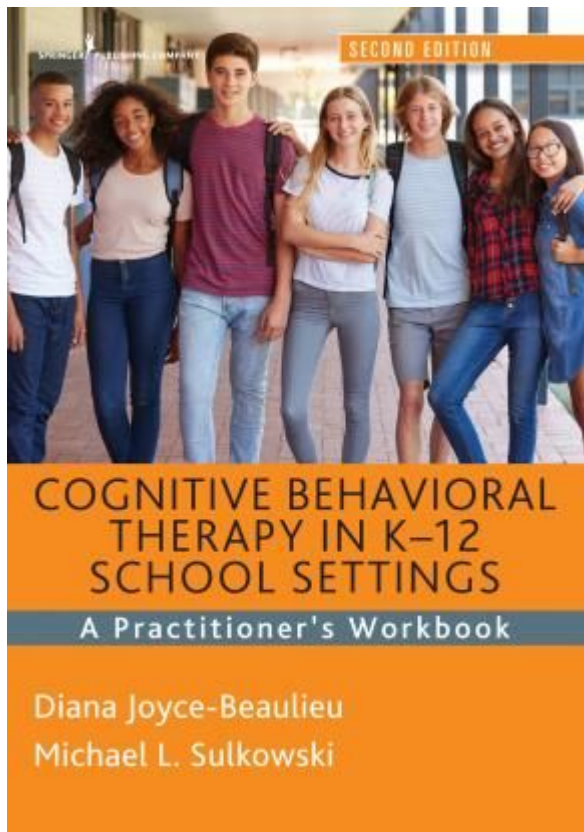
The Broad Directions

- Tier 3 or indicated services are for students who **already display a mental health concern or problem.**
- In providing services to students with intensive needs, school teams need to apply **culturally responsive and equity-focused lens** to their identification and intervention processes.
- **Cultural norms and expectations** for emotional responses, expression, and behavior vary widely, as do norms for help-seeking and community support
- **Current and historical context** for emotions and behaviors must be considered. **Student's individual and cultural strengths** must be a significant point of emphasis in any intervention plan.

Intensive School & Community Supports

- Individual Counseling
- Family Counseling
- Long-Term Therapy
- Functional Behavioral Assessment
- Special Education Considerations
- IEP
- Involvement with Social services
- Community Mentoring
- More Restrictive Environment





Part I: School-Based Cognitive Behavioral Therapy

One: Effective Cognitive Behavioral Therapy in Schools

Two: Cognitive Theoretical Foundations

Three: Cognitive Behavioral Therapy Essential Components

Part II: Counseling Techniques

Four: Emotional and Behavioral Regulation Strategies

Five: Exposure & Response Prevention and CBT

Six: Applied Cognitive Behaviour Session Activities

Seven: Case Studies

CREATIVE CBT
INTERVENTIONS
FOR CHILDREN
WITH ANXIETY

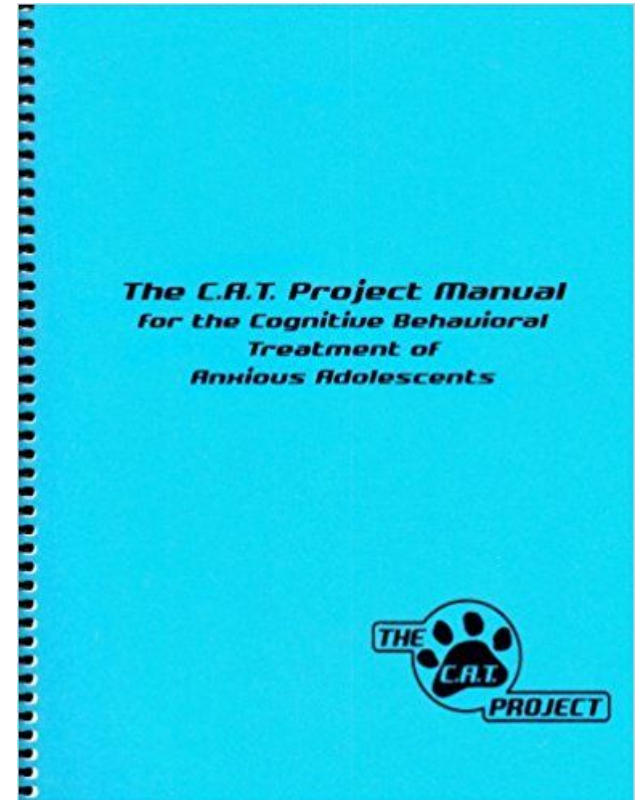
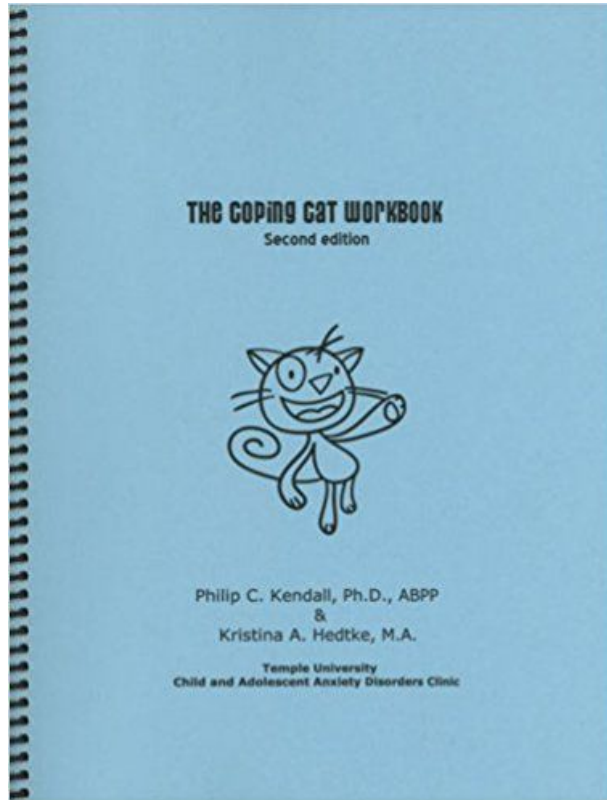


Liana Lowenstein

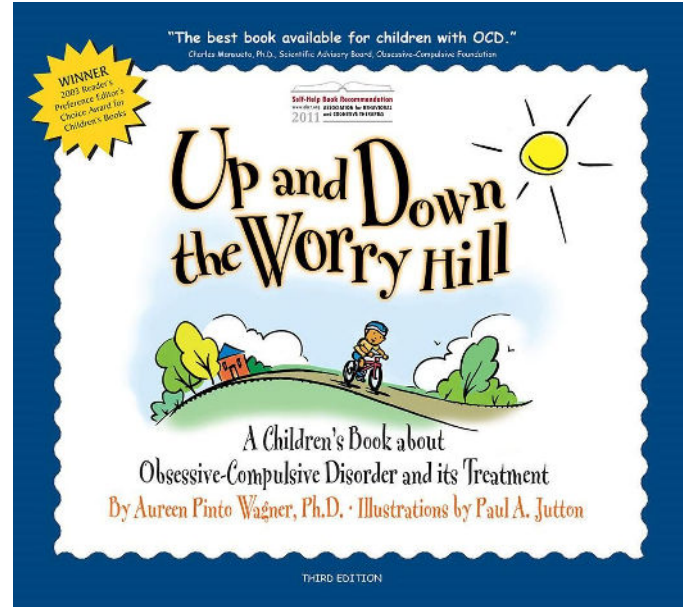
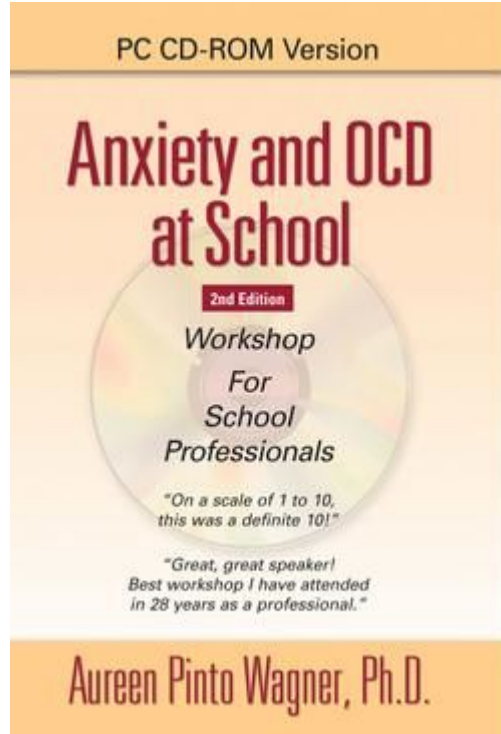
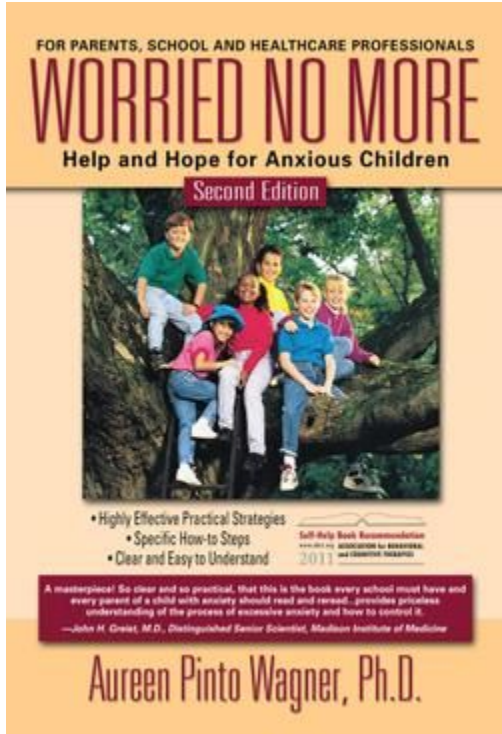
Therapeutic games, art, stories, and other creative activities address the key components of CBT.

Psychoeducation, relaxation, affective expression, cognitive coping, exposure, and parent training.

Coping Cat & CAT Project - Kendall & Hedtke



Aureen Pinto Wagner



Share a Success Story....



Tell us about an effective Tier 3 Intervention at your school.

Tier 3 Data-based Decision Making

- Data from Tier 1 and Tier 2 Interventions
- Attendance
- Grades
- Discipline records
- Anecdotal information regarding individual student experiences
- Risk factors for and warning signs of psychological distress
- Data from teachings or caregivers
- Self-reported data

Detour Ahead:



Potential Roadblocks to implementation

Obtaining appropriate and sustainable funding for staffing school-employed mental health providers

- RECOVS Grant
- Learning Loss RECOVS Grant
- **Project AWARE Grants**
- Medicaid funded School Supportive Health Programs
- **Cooperative Agreements** for School-based Trauma-informed Support Services (TISS) and Mental Health Care for Children and Youth
- Bipartisan Safer Communities Act
- Geenlights Grant Initiatives

Georgia APEX Program



Mental health staff engaged in other activities

- Administrators need to collaborate with school-employed MH providers to discuss **recommended staffing ratios**
- Utilize grant funding identified to **ensure appropriate ratios of school-employed MH providers**

The perception that school-based mental health providers should not provide these services

- It is so important to note that **services at all three levels are considered mental health services**, not just at Tier 3.
- School psychs, social workers and counselors all have **national practice models to identify them as qualified to provide mental and behavioral health** services based upon their expertise and training..

Gaining buy-in from staff, parents and students.

- **Reconsider 'top down' approaches** in selecting and implementing programs
- Establish ongoing **district-wide committees** consisting of staff members in various roles to discuss mental and behavioral initiatives in the district
- Focus on **research-based programs** that demonstrate effectiveness
- Educate staff and parents about the **impact of mental wellness** on student achievement

Time

- Educate staff and parents on how the **implementation of services saves time in the long-run**
- **Spread out** SEL lessons and integrate lessons into academic instruction
- Identify a program that has **lesson plans written out**
- **Dedicate** a period of the schedule to allow for implementation



Please share your
one takeaway from
today



eLuma

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Building Capacity: Tier 3 Support

April 30, 2024

Moderated by
Leslie A. Cole, M.Ed. C.A.S.



Christa C. Nelson, Ed.S

Christa Nelson currently works in the Houston County School System as a Student Services Coordinator. Christa is currently finishing her 25th year in education.

Christa began her career as a Speech Language Pathologist and later as a Special Education Teacher serving students in elementary, middle and high school. Christa has worked with eLuma for the past 4 years to facilitate speech language services for students in the Houston County School System.

In addition, Christa is working with eLuma to include mental health services to students in her district.

[Houston County School System](#)



Dr. Katie Lowry

Katie Lowry is the Special Education Director in the Lumpkin County School System. Before moving to Dahlonega in June of 2018, Dr. Lowry served as the Student Services & Special Education Director in Rabun County Schools from 2014 - 2018. Prior to joining District-Level leadership, she served as the Special Education Department Chair/Mentor Teacher in Gwinnett County Schools from 2006 - 2014.

Dr. Lowry began her career as a Special Education teacher at Telfair County High School in 2004 - 2006. Dr. Lowry graduated from Liberty University in May of 2022 with a doctorate in Education Leadership. In 2015, Dr. Lowry earned her Educational Specialist degree, from the University of Georgia, in Leadership, Educational Administration, and Policy. She received her Master's degree in Special Education from the University of West Alabama in 2009 and a B.S. in Psychology from Brewton-Parker College in 2003.





“As a father of two and a proud Georgian, I believe investing in our youth isn’t just a choice, it’s our duty .”

Andrew Coddling

Director of School Partnerships, Southeast

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