Advancing Wellness and Resiliency in Education
Texas Education Agency

Strong Schools: Texas 4th Annual Advancing Behavioral Health Collaborations Summit | November 6, 2019
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Objectives

• **Increase awareness** about new school mental and behavioral health and school safety requirements.

• Foster **connections that strengthen implementation and statewide communication** among stakeholders concerning school mental health and school safety.

• Provide an **opportunity for input and involvement** to support development of policies and resources.
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
- Feedback and Questions
HH Task Force on School Mental Health Supports Established  
October 2017

Santa Fe ISD School Shooting Occurs  
May 2018

Governor Abbott Releases School Safety Action Plan  
May 2018

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

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

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IN HARRY'S WAKE

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

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

Governor Abbott signs mental health and school safety reforms

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

Governor Abbott Unveils Plan To Address School Safety In Texas

Canyon High School participating in mental health first aid pilot
School Safety and School Mental Health Bills in the 86th Legislature

- **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** - Update the 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. *(Updates planned for November 2019 and August 2020)*

• **Statewide Plan for Mental Health Access** - 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. (Distribute January 2020)
Mental Health – TEA Required Activities

Safe and Supportive Schools Program - Commissioner to 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
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 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 – 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

• Develop and implement a plan to strengthen and expand telemedicine and telehealth programs schools.

• Consulting with 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
Senate Bill 11: Overview

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. ($10 per/student - $170-$1.8 million)
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 educations (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 alarm
  - Two-way radio systems
  - Perimeter security fencing
  - Bullet-resistant glass or film for school entrances
  - Door-locking systems
House Bill 18: Overview

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

- Educator training is required to support learning for students with mental health conditions or who engage in substance abuse and suicide prevention. There are different training requirements for principals, counselors and teachers. TEA to develop resources for training. TEA and SBEC to propose and adopt rules in 2020

- District procedures for supporting students in returning to school from treatment or a suicide attempt required
- 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.
House Bill 18: Overview

- 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)

- Requires posting online whether campus has full-time nurse or counselor

- A school district or open-enrollment charter school may establish a school-based health center at one or more campuses on the recommendation of a Student Health Advisory Committee (SHAC), board of trustees or governing body of an open-enrollement charter.
  - Services may include treating mental health conditions and substance abuse.

- Provides authority for LEAs to hire or contract with non-physician mental health professionals (includes LPCs, PhD Clinical Psychologists, LMFTs, LCSWs, RNs with masters in psychiatric nursing).
House Bill 19: Overview

- Places a 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.
House Bill 906: Overview

- 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)
Opportunities for Engagement

1) Contribute to policy development and review process for rulemaking (i.e. Safe and Supportive School Program; Trauma-Informed Care; Suicide Prevention)

2) Assist with the review and development or training resources and tools.

3) Help connect, align, integrate, and communicate new mental health and school safety requirements across your networks.
School Mental Health Matters

Why does this work matter?

- 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.
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.
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.
“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
Advancing Wellness and Resiliency in Education (AWARE)
Statewide Partners

- TEA – Full-Time Coordinator
- HHSC – ½ time Co-Coordinator
- Evaluation – Texas Institute for Excellence in Mental Health
- ESC 2, 3, 4, 5 and 5 LEAs
- LMHAs serving LEA regions – Access to Care/MOUs with ISDs
- Unified Services for All Children (USAC) – Advisory Council

**All Partners – Statewide Infrastructure Development**
AWARE TEXAS Grant Partners
Advancing Wellness and Resiliency in Education

Few Intensive Services
Targeted Mental Health Services and Supports
Universal Prevention Best Practices and Mental Health Awareness Activities

Collaboration & PLC
SAMHSA Grants
Evidence-Based Practices
Direct MH Services
Regional Teams, Goals and Implementation

- ESC 2, 3, 4, 5, and 5 school districts – Access for 15 schools
  - 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)
  - 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
Fact Sheet

**INTERCONNECTED SYSTEMS FRAMEWORK 101:**  
**AN INTRODUCTION**  
BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN  
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

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

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

https://www.pbis.org/resource-type/materials
National Center for School Mental Health: FREE Mapping Tools, Customized Reports, Dashboards & Resource Library

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

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

- SHAPE users map their school mental health services and supports
- Assess system quality using national performance standards
- Receive custom reports and strategic planning guidance and resources
- Utilize additional SHAPE features including the Screening and Assessment Library and Trauma-Responsive Schools Assessment and Resources
- Use district and state dashboards to collaborate with schools and districts in your region
National Center for School Mental Health
National School Mental Health Quality Measures

Teaming

Needs Assessment, Resource Mapping, Planning

Impact

7 Quality Domains with 43 indicators for Self-Assessing Comprehensive School Mental Health

Funding and Sustainability

Screening

Early Intervention and Treatment

Mental Health Promotion and Prevention
Mental and Behavioral Health
Best Practice Components

- Mental Health Promotion, 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
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_TEA/Other_Services/Mental_Health/Mental_Health_and_Behavioral_Health/
Toolkit Contents:
- Overview of Comprehensive School Mental Health
- Needs Assessment
- Resource Mapping
- Campus Service Delivery Planning
- Service Coordination and Case Management (Sample Tools for Parent Consent, Referral, MOU, Student Service Plan)
- Compendiums: School Climate Surveys, Screening Tools
- Texas Statutes and Implementation Tips
- Best Practice Resources and Guiding Principles for Coordination
- Spotlights on Texas Programs Supporting School Mental Health
- References and Resources
- Acknowledgements
Texas School Mental Health
Advancing Wellness and Resiliency in Education

FEW
- Early Identification, Screening & Progress Monitoring
- Effective Interventions & Supports through:
  1. Measuring Positive School Climate & Culture
  2. Data-Driven Continuous Improvement
  3. Leadership Learning
  4. Strong Universal Implementation & Prevention
  5. Early Identification of Needs & Intervention
  6. Confidentiality and Information-Sharing Policies
  7. Professional Development for All
  8. Youth, Family, Community & School Collaboration
  9. Continuum of Evidence-Based Supports
  10. Measuring Impact
  11. Funding & Sustainability Plans
  12. Vision & Plan for Social, Emotional, Behavioral Wellness

SAFE
- School & Classroom Environment
- Alternative Learning Settings
- Family Support
- Engaging Students
- Early Intervention

WE
- Wellness
- Prevention
- Empowerment

ALL
- Trauma-Sensitive Practices
- Mental Health & Wellness Education
- Rich Social, Emotional, Behavioral Teaching and Learning
- Rules, Relationships & Resiliency Building with Evidence-Based Practices

SOME
- Student Wellness and Support Plans
- Student Identification, Referral & Progress Monitoring
- Effective Individual 
  & Group Interventions including:
  Counseling & Self-Building
  Caring & Self-Building
  Positive Behavior Support
  Mental Health Services
  Community-Based Services

NONE
- No plans
- No referrals
- No progress monitoring
- No interventions
- No services
- No community-based services

FOUNDATION
- Integrating School Mental Health with Positive Behavioral Interventions & Supports through:
  1. Measuring Positive School Climate & Culture
  2. Data-Driven Continuous Improvement
  3. Leadership Learning
  4. Strong Universal Implementation & Prevention
  5. Early Identification of Needs & Intervention
  6. Confidentiality and Information-Sharing Policies
  7. Professional Development for All
  8. Youth, Family, Community & School Collaboration
  9. Continuum of Evidence-Based Supports
  10. Measuring Impact
  11. Funding & Sustainability Plans
  12. Vision & Plan for Social, Emotional, Behavioral Wellness
Early Identification of Mental Health Needs

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

### 35 Screeners Identified by Experts

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<th>Instrument</th>
<th>Author/Year</th>
<th>Description</th>
<th>Target Population</th>
<th>Length</th>
<th>Other</th>
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<td>SNAP-IV</td>
<td>2005, Cornish et al.</td>
<td>6-18 year old, 15 questions</td>
<td>Teachers and parents</td>
<td>30 min</td>
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For more information, please visit the Texas Education Agency (TEA) website: [http://www.tea.state.tx.us](http://www.tea.state.tx.us)
### 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: 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 to both the SRSS-E and SRSS-IE total scores.*

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<th>STUDENT ID#</th>
<th>STUDENT NAME</th>
<th>S/A/TEACHER NAME</th>
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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 ecosystem 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 School Mental Health (SMH) interventions within a school. This includes planning around a framework of Multi-Tiered System of Supports (MTSS) to link the academic and behavioral health needs of students. Planned interventions should increase in 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. 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. Specifically identify who will facilitate each intervention and the location each intervention will take place. Document the specific timeframe each intervention will occur and the duration of the intervention 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 the referral process and how students are identified to participate in the intervention. Identify the number of students to be served or the percent of the student body to participate. Specifically identify any measurement tools to be used during the intervention, the specific schedule for their administration, who is responsible for administering the tools, 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 and affiliation. Ensure all necessary agreements and data sharing considerations are in place. Identify any orientation or training needed for each provider (e.g., school protocols).

#### Student Roster

Use this document to capture information about the specific students receiving services during the year and specific baseline and progress data collected (as appropriate).

#### Calendar Template

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

---

### Campus Service Plan Template

<table>
<thead>
<tr>
<th>Program, Training or Intervention</th>
<th>Tier I, II or III</th>
<th>Need Addressed / Desired Impact</th>
<th>Who Facilitates</th>
<th>Location</th>
<th>Schedule / Duration</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>

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### Supplemental Planning Tools: Calendar

<table>
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<tr>
<th>MONTH:</th>
<th>Sunday</th>
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</table>
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?
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!"

85% of educators trained believe they could implement PAX GBG

43% of educators trained are very confident GBG will improve their health

Learn more about PAX Good Behavior Game