Coordinating Treatment With School-Based Mental Health Providers

Promoting Best Practice
MTSS and Traditional Model

**MTSS**
- Focused on prevention
- On-going progress monitoring
- Focus on quality and fit of intervention

**Tradition Special Education**
- Wait to fail
- Individual assessments 3 times a year
- Focused on individual disability
Multi-tier Model

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
  - Of longer duration

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Mental Health Skills

Academic Enablers
- Organizational Skills
- Study Skills
- Group Process
- Time Management

Social/Emotional
- Communication Skills
- Healthy Relationships
- Managing Stress
How?

- Define (Tell)
  - Simplify

- Model (Show)
  - For efficiency

- Practice
  - In setting

- Monitor

- Adjust (Reteach)
  - For efficiency

BE CONSISTENT
Keys to Successful Integration

• Focus on interventions not labels
• Support skill generalization
• Advocate for best-practice and data collection
• Set up effective systems for communication
• Help parents partner with school staff