

# Accessing Behavioral Health Supports at Mission Hill School

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## PREVENTION SUPPORTS

### 1. At the end of school year:

- Age bands meet to establish classrooms for the upcoming year before 3rd week in May
- Meet with current teachers in June to discuss classrooms for next year and review current behavioral health supports.
- If a student is currently receiving behavioral health supports:
  - Outreach to family over the summer (phone call/note in the mail). The goal is to collaborate with families to support the student.
- If summer outreach doesn't happen, make sure you contact the family before the school year starts.

### 2. At the beginning of school year:

- First welcome letter:
  - Include ways to communicate with teachers
- Add something regarding behavioral health to your welcome letter:
  - "If someone is currently supporting your student in the community with behavioral health, it will be helpful for us to collaborate with those providers so that we can better support your child."
  - Make sure the teacher receives a signed release of information to collaborate with the provider.

### 3. Plan for Tier 1 Supports:

- See supports on next page



## SEAL TEAM guides and oversees the whole system of support (Social Emotional Academic Leadership TEAM)

### Sequence of Supports

### Strategies

#### TIER 3

- Contact Family - Have there been any recent changes in family?
- Permission to discuss child at Action Team.
- Action Team
- Child study can be an option at this level.

#### TIER 3

- Individual Therapy
- In Home Therapy
- Therapeutic Mentor
- Intensive Case Coordinator (ICC)
- IEP

#### TIER 2

- Contact Family – Have there been any recent changes in family?
- Keep IEP as a focus if the student has one.
- Connect with any outside support people (clinicians, church people, mentors, after school program managers, tutors etc).
- Child Study\*
- Permission to discuss child at Action Team.
- Action Team

#### TIER 2

- [Doc Wayne](#)
- Behavior as Communication

##### Supports for Anxious/Active Behaviors

- Movement Breaks
- Fidget Tools
- Optional Work Spaces
- Mindfulness
- Deep Breathing
- Mindful Listening
- Progressive Muscle Relaxation
- [Pea Pod](#)

##### Supports to Build Self Esteem

- Positive Self Talk
  - Build Philanthropy
  - Peer/lunch groups
  - Help student look good
- ##### Supports for Externalizing Behaviors
- Check In Check Out
  - Mentoring
  - Praise Approximation
  - Soft Reminders/Non-verbal
  - Consequence Mapping

#### TIER 1

- Contact Family – Have there been any recent changes in family?
- Review IEP if the student has one.
- Age pair/ band team
- House Meeting
- Check with last year's teacher.

#### TIER 1

- [Responsive Classroom](#)  
Classroom rules
- Structured Check Ins
- After School Programs
- [Urban Improv](#)
- Commonwealth Circus Center
- Music/Arts
- Electives
- [Listening Conferences](#)
- [Welcoming Schools](#)
- Democratic Classroom
- Friday Share
- Mission Hill Way
- Acts of Kindness
- Restorative Justice
- [Zones of Regulation](#)
- Peaceful Place
- [The Farm School](#)
- Emotional Literacy/books and feelings wheel

## PROCESS AND CONSIDERATIONS

### WHY USE A TIER SYSTEM OF SUPPORT?

It is effective and efficient. It streamlines meetings and helps reduce time for teachers - starting with a meeting with your Age Band, then moving forward and bringing in the other people that support the student. When we have a clear system, students are better able to receive the services they need and teachers are better able to ask for support for themselves, the students (families). Guiding our system of support are [Culturally and Linguistically Sustaining Practices](#).

### START AT TIER 1

- Monitor progress of strategies within your system of support (Age Band/House/previous teacher, any Tier 1 support).
- Allow 4 weeks for the strategy to solidify.
- Make sure that at 4 weeks you check with the system of support you have chosen to see if the strategy has been effective.
- If it wasn't effective, go to a higher level of support.

### AT TIER 2

- Monitor progress of strategies within your system of support (Outside supports, Doc Wayne, other Tier 2 supports).
- Allow 4 weeks for the strategy to solidify.
- Make sure that at 4 weeks you check with the system of support you have chosen to see if the strategy has been effective.
- If it wasn't effective, go to a higher level of support.

### AT TIER 3

- Monitor progress of strategies within your system of support (Action Team)
- See Action Team Protocol
- Allow 4 weeks for the strategy to solidify.
- Make sure that at 4 weeks you check with the system of support you have chosen to see if the strategy has been effective.

## CONSIDERATION FOR ALL LEVELS OF SUPPORT:

- If you see an increase in intensity and frequency of a behavior reach out to ACTION TEAM. Fill out a Referral Form. At the Action Team meeting the team of specialized support can attend to the needs of those involved and help create a prevention plan.
- The Referral Form can be found on the Drive in the Action Team folder.
- If there has been a crisis after an Action Team, follow up with the Action Team to create a plan to support the student to avoid any further crisis.

You may go through each tier quickly at teacher judgement - a few days or weeks. When a student's behavior is escalating in intensity or frequency you can move through the tiers for higher levels of support.

## Looking for more? Check out TAP Online Free Trainings:

1. [An Overview of Social Emotional Development: What Can We Expect in the Classroom?](#)
2. [An Introduction to Behavioral Health in Schools: Supports for Students](#)
3. [Managing Behavioral Health Crises in School](#)
4. [Understanding Trauma and the Impact on Learning Part 1: Definitions and Effects on the Brain](#)

