



School Mental Health and Wellness Resources

AMET Conference

November 17, 1:30-2:30



Session Presenter



Julie Wayman, MSSW

*Mental and Behavioral Health Manager, Interagency Liaison
Safe and Supportive Schools*

Email: Julie.Wayman@tea.texas.gov

Session Agenda

1. Provide an Overview for TEA Mental Health and Wellness

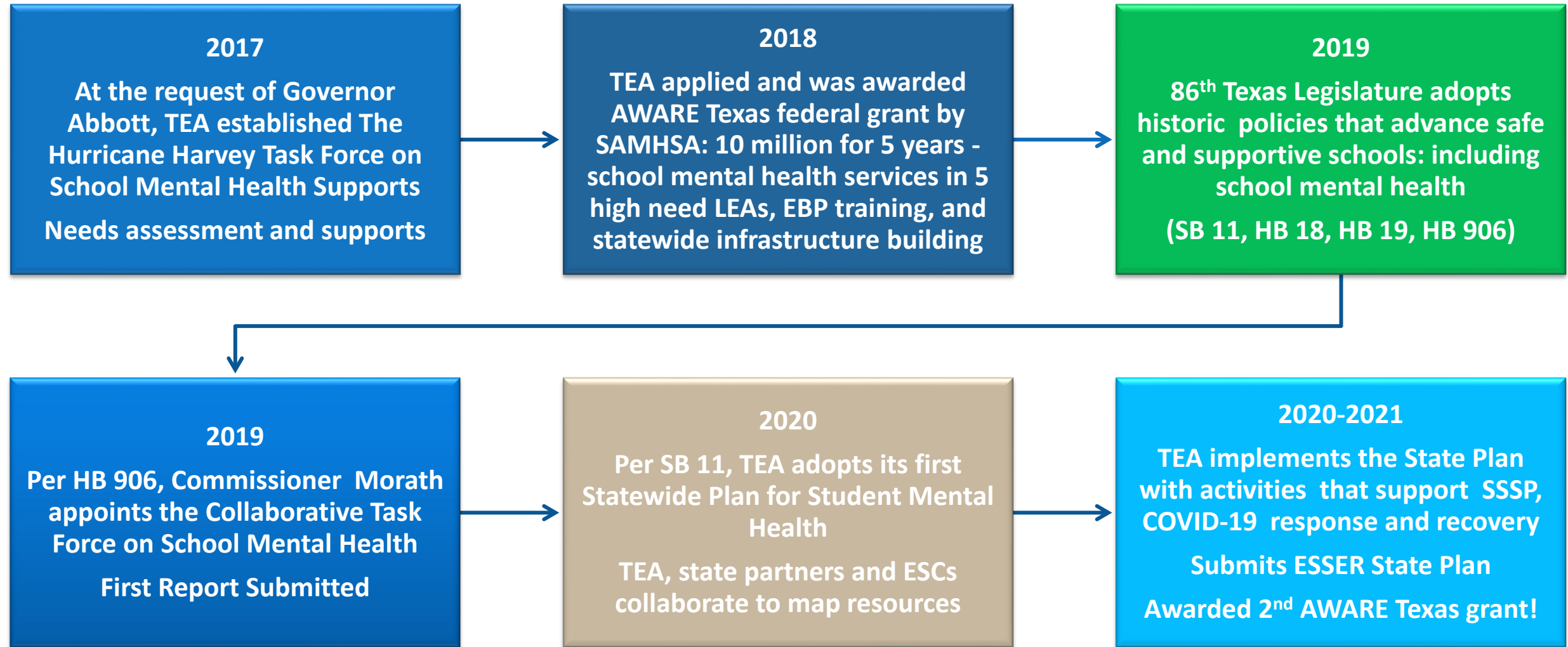
- TEA Background
- COVID 19 Impact and Educator Wellness
- Grief and Trauma-Informed Care

2. Explore TEA School Mental Health and Wellness Resources

- School Mental Health Framework
- School Mental Health Website
- SMH Practice Guide and Toolkit
- Integrating Mental Health and Wellness in the TEKS
- Safe and Supportive Schools Division

3. Extra: Wellness Tips for Parents and Families

TEA's Foundation for Supporting School Mental Health in COVID-19 Response and Recovery



Grounding and Reflection: After SB 11 86R – Interconnected Responsibilities and Alignment Towards a Shared Statewide Goal



Increased coordination amongst school safety stakeholders



Increased data collection to drive continuous improvement



Increased support for and coordination within campuses

- 1** **Increase and improve access** to culturally competent and developmentally appropriate school and community-based mental health services.
- 2** **Increase awareness and identification** of mental health issues among adults working with young people.
- 3** **Help students develop skills** that promote resilience, self-regulation and pro-social behaviors, avert development of mental health disorders and prevent youth violence.
- 4** **Develop an infrastructure** that will sustain services at LEA/ESC's and *build statewide capacity for promoting mental health awareness, wellness, and evidenced-based practices.*

AWARE TEXAS Grant Partners

Advancing Wellness and Resiliency in Education

SAMHSA Grants

Collaboration & PLC



Advancing Wellness and Resiliency in Education

GOOSE CREEK
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



BRIDGE CITY ISD
Home of the Cardinals

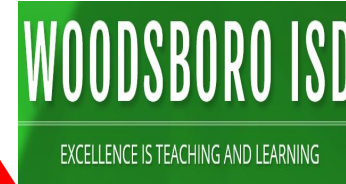
Evidence-Based Practices



The University of Texas at Austin
Texas Institute for Excellence
in Mental Health
Steve Hicks School of Social Work



TEXAS
Health and Human
Services



Refugio



Direct MH Services

A photograph of three students sitting at a wooden table. They are using colorful geometric blocks (like Bloxels) to create a 3D model on a tablet. One student is holding the tablet, another is pointing at the screen, and a third is looking on. There are several trays of blocks and a completed 3D model on the table. A blue banner with white text is overlaid on the image.

COVID 19 Response to Student and Educator Mental Health and Wellness

Student Voice Matters: Texas Mental Health Creative Arts Contest

<https://gallery.txsystemofcare.org/>



ANXIETY'S CONTROL

By: Devyn Alec S.

Living in a day to day life where you suffer from anxiety, it can be hard. Hard to be heard, hard to fit in, and hard to feel loved. I know from experience, that it is not fun to go to school and have racing, intrusive thoughts, and that you can feel like your head is being torn apart, like you can't breathe, and all you wanna do is scream. I want people to know they are not alone, and they do not have to go through it alone. Ask for help. My art style is what I like to describe as "cryptic", to show how it can be scary, messy, destructive even. I chose a black background because it can only give you an idea of the drowning, feeling of being lost, not knowing what to do. The white writing shows the contrast of this feeling of being lost, and these thoughts. They stick out to you, they're all you can see, think, feel. It's all you can focus on. The "monster-like" hands represent the grasp anxiety can have on you, hence, "Anxiety's Control". It can feel like it's ripping you apart, into pieces. Overall I just want people to know, or get an idea of what anxiety can do to people, not just leg bouncing, or being aware at all times. It's a force that seems unstoppable, and can consume you.

1st · Middle School Original Artwork (2020)

Grounding and Reflection: COVID 19 Pandemic Response and Recovery

Example Resource: American Rescue Plan Elementary and Secondary School Emergency Relief “ARP ESSER” Fund Plan



TEA State Plan Strengths Highlights: Three most impactful strategies – during 2020 in the COVID-19 Pandemic:

- Encouraging and supporting on-campus instruction
- Launching Operation Connectivity
- Providing high-quality curriculum tailored to virtual and hybrid settings



TEA State Plan Needs Highlights: Two biggest issues facing students across Texas as a result of the COVID-19 pandemic:

- **Learning Loss**
- **Mental health challenges**



Tip: Increased opportunity for LEA investment for school mental health and wellness

[TEA State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#)

Five Examples: COVID-19 Mental Health Resources for Schools 2020-2021

1

Grief and Trauma - Informed Statewide Resource List

COVID-19 Mental & Behavioral Health Grief & Trauma: Informed Virtual Support and Statewide Resources List April 3, 2020		
TEA Texas Education Agency	COVID-19 Mental & Behavioral Health Grief & Trauma: Informed Virtual Support and Statewide Resources List April 3, 2020	tea.texas.gov/coronavirus
(512) 463-9000	distasterinfo@tea.texas.gov	tea.texas.gov/coronavirus
As Texas schools continue to deal with the COVID-19 outbreak, it is important for local education agencies (LEAs) to recognize students and families may be struggling with stress, anxiety, grief, and loss. Schools can support the mental health, wellness, and resiliency of students through trauma informed practices. Below is a list of statewide resources that can help school connect families with specific resources as needed as identified.		
Resource	Purpose	Contact Info
Telephone and Text Support Lines		
National Suicide Prevention Lifeline (24/7)	Provides crisis support for people thinking about suicide.	1-800-273-TALK (2025)
COVID-19 Mental Health Support Line (24/7)	Provides mental health support for during COVID-19.	SPRINT Line: 1-800-639-9424 TTY: 1-800-795-4889 deaf and hard of hearing
COVID-19 Mental Health Support Line (24/7)	Provides mental health support for during COVID-19.	1-800-986-5915
TEA Health and Human Services Commission (HSC)	Translation available for Spanish	TEA Texas.gov
Counseling (24/7)	Provides a trained counselor to talk with during COVID-19.	1-800-986-5915 or Text "TEASUPPORT" to 46746 For SAMHSA's Coping Resource Guide: Virtual Resources and Digital Stories Link
Statewide Abuse and Mental Health Services Administration (SAMHSA)	Provides a trained counselor to talk with during COVID-19.	1-800-986-5915 or Text "TEASUPPORT" to 46746 For SAMHSA's Coping Resource Guide: Virtual Resources and Digital Stories Link

2

Supporting Your Child and Family During COVID-19

3

Remote Student Engagement and Counseling - MTSS

4

Educator Wellness: Equipping Staff for Return to School

5

Engaging Highly Mobile and At-Risk Students: Embedding mental health support



General Support

Updated September 3 2020

Accountability, School Boards, Charters,
Mental Health, Student Discipline,
School Safety, School Improvement,
Emergency Child Care Guidance




TEA Texas Education Agency

Educator Wellness: Equipping Staff to Return to School

August 20, 2020

(512) 463-9000 disasterinfo@tea.texas.gov tea.texas.gov/coronavirus

STRONG START 2020-21

Introduction and Overview

The COVID-19 pandemic has suddenly changed the field of education and affected school communities, students, and staff in a variety of ways. Texas students and school staff will enter this new school year changed. It is critical that school staff feel connected, supported, and equipped amidst the unknowns that lie ahead. Staff well-being, including mental and emotional health, must be a top priority during the return to school. Strategies to support staff and student well-being must be integrated along with instructional continuity when making plans relative to both in-person and remote learning environments. School communities possess a unique opportunity to begin the school year with a clear focus on promoting wellness and resiliency which is now more important than ever.

Background: TEA's Highly Mobile and At-Risk Student Programs Division conducted a Virtual Listening Tour with nine LEAs during Spring 2020 to better understand the complex needs and challenges experienced by educators, to identify training and guidance needs, and to cultivate innovative strategies and solutions that can be shared with all schools. Division staff also studied national best practices and guidance provided by multiple organizations that promote well-being in schools.

Resources released will support local education agencies in their preparation for 2020-2021 school year and beyond. The purpose of this "Equipping Staff" guidance document is to provide school leaders with step-by-step instructions and best-practice guidance to ensure that school staff members are equipped to handle the dynamic needs of students upon return from COVID-19. This resource outlines an intentional and thoughtful process to support staff well-being through planning, assessing, building, and training for a strong and safe start to 2020-2021.

The ethos and environment of the school will have an impact on staff well-being.

It is important to build a culture of trust where school staff feel valued and know how to access support.

tea.texas.gov



[**PDF Web Link**](#)

[**COVID 19 General Support Link**](#)

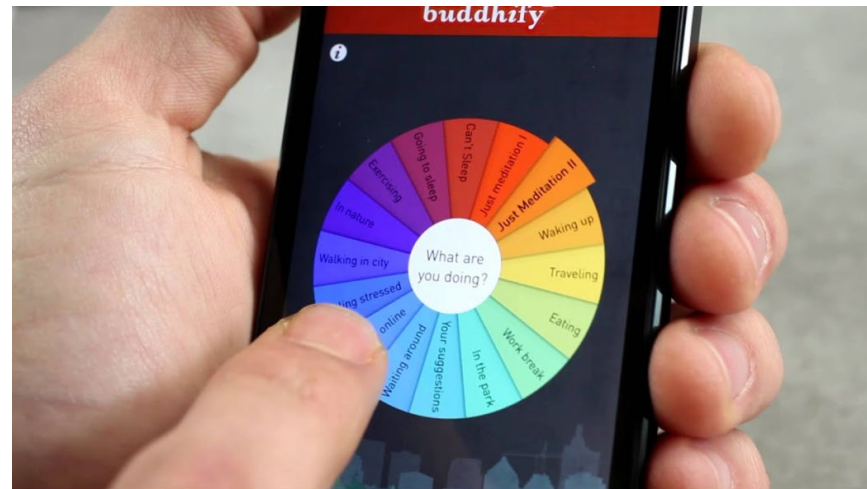
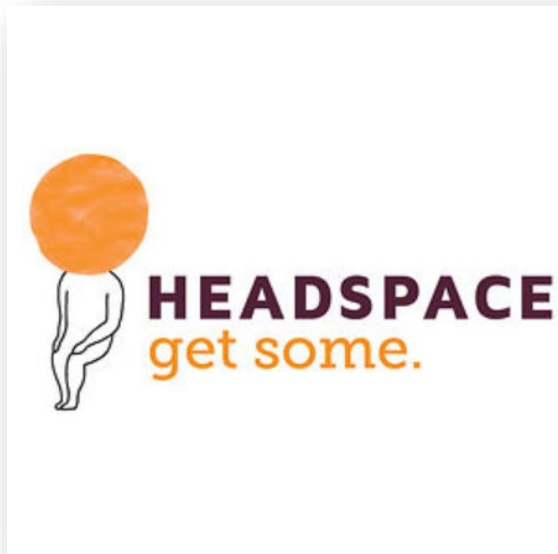
Educator Wellness

The ethos and environment of the school
will have an impact on staff well-being.

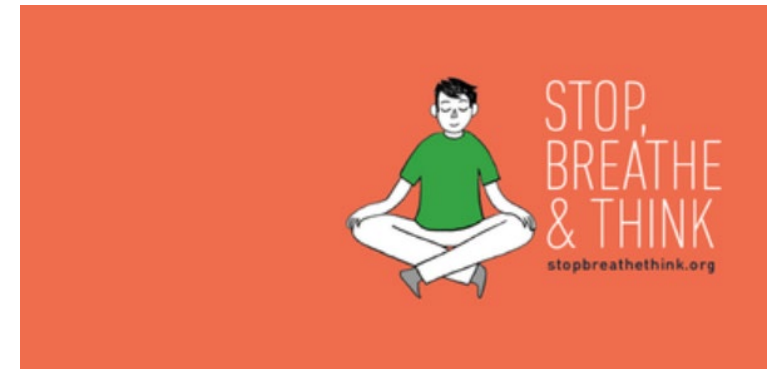
It is important to build a culture of trust
where school staff feel valued and know
how to access support.

[COVID 19 General Support Link](#)

Examples of Apps to Support Breath & Presence



Buddify



What wellness activities do you engage in to support your own mental health?



Grief and Trauma Informed Care

Student Voice Matters: Texas Mental Health Creative Arts Contest

<https://gallery.txsystemofcare.org/>



COMPARTMENTALIZED

By: Trevor T.

This piece points and explores the internal disconnect that can be experienced by someone with ADHD and being treated with medication. Often I like to use my art to articulate my own personal struggles. At the time of making this piece I had recently been diagnosed with ADHD and with medication I was able to more clearly recognize my internal disconnect- especially when I was off of meds. This piece depicts my difficult first few months experiencing side effects while trying to find the right ADHD medication and dosage for me. I used black and white and the juxtaposition between my mixed media to illustrate the mental disconnect I experienced while on and off medication. This piece is important to me not only in it's depiction of my own personal struggles but in the hopes that it's imagery of the separation of internal and external will resonate with others and their journey with mental health.

1st · High School Original Artwork (2021)

Teachers' well-being is fundamental to a school's success



TIP: Review Supplemental Resources for Adult Relationship-Centered Learning:

Foundational Capacity-Building Examples:

- Compassionate Schools
- Trauma Sensitive Schools

<https://tea.texas.gov/about-tea/other-services/mental-health/grief-informed-trauma-informed-practices>

Grief Informed & Trauma Informed Practices

Studies now show that nearly every school has children who have been exposed to overwhelming experiences, such as witnessing violence between their caretakers, being the direct targets of abuse, and other kinds of adversity that considerably impacts learning. The landmark [Adverse Childhood Experiences \(ACE\)](#) study found higher levels of traumatic experiences in the general population than previously imagined.

Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. As students get older, exposure to traumatic experiences can also lead to the adoption of high-risk, self-medicating behaviors such as substance abuse, smoking, and overeating.

TEA's Grief and Trauma-Informed Practices Learning Series for Educators: 2020



[Access Project Restore to Get Started!](#)

The background image shows a modern school interior. In the foreground, a wide set of grey stairs with metal railings leads up. Several students are walking on the stairs and in the hallway. To the right, there is a large wall of windows that looks out onto a green, tree-filled landscape. The overall atmosphere is bright and open.

New School Mental Health Resources and Tools

Student Voice Matters: Texas Mental Health Creative Arts Contest

<https://gallery.txsystemofcare.org/>



MIND BATTLE

By: Kayla C.

Elementary Original Artwork (2019)

NEW! School Mental Health Resources and Tools: 2021-2022

1

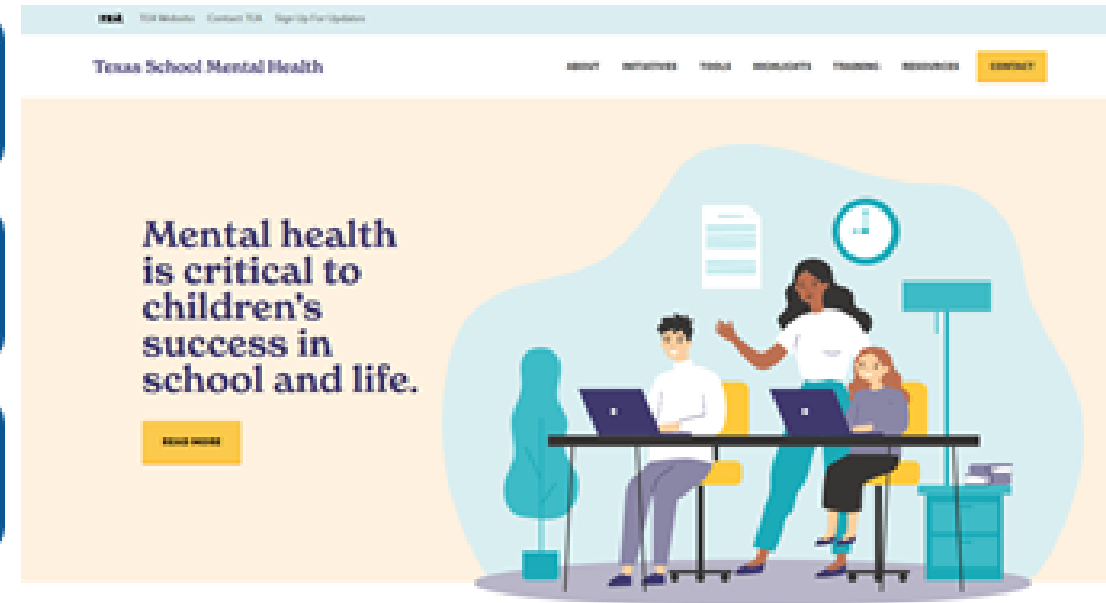
- School Mental Health Practice Guide and Toolkit

2

- Texas School Mental Health Website
<https://schoolmentalhealthtx.org/>

3

- Safe and Supportive Schools Program MTSS for Mental Health Learning Modules – Coming Soon!



Informing resources and advancing wellness and resiliency in education through collaborative efforts, including:



Advancing Wellness and
Resiliency in Education



Texas Education Agency



South-Southwest (HHS Region 6)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



tcmhcc

CCNETWORK
Comprehensive Center Network

REGION 14
Arkansas
Louisiana
Texas



- The Texas Health and Human Services Commission
- The Texas School Safety Center
- Texas Suicide Prevention Council and Coalition

- The Collaborative Task Force on School Mental Health Supports
- Texas System of Care, Community Resource Coordination Groups
- ESC Mental Health Professional Learning Community and Network



School Mental Health Practice Guide and Toolkit

School Mental Health Practice Guide and Toolkit

SEPTEMBER 2021




School Mental Health Practice Guide and Toolkit

Contents

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6 What Are the Foundational Components of School Mental Health in Texas?	12
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About School Mental Health

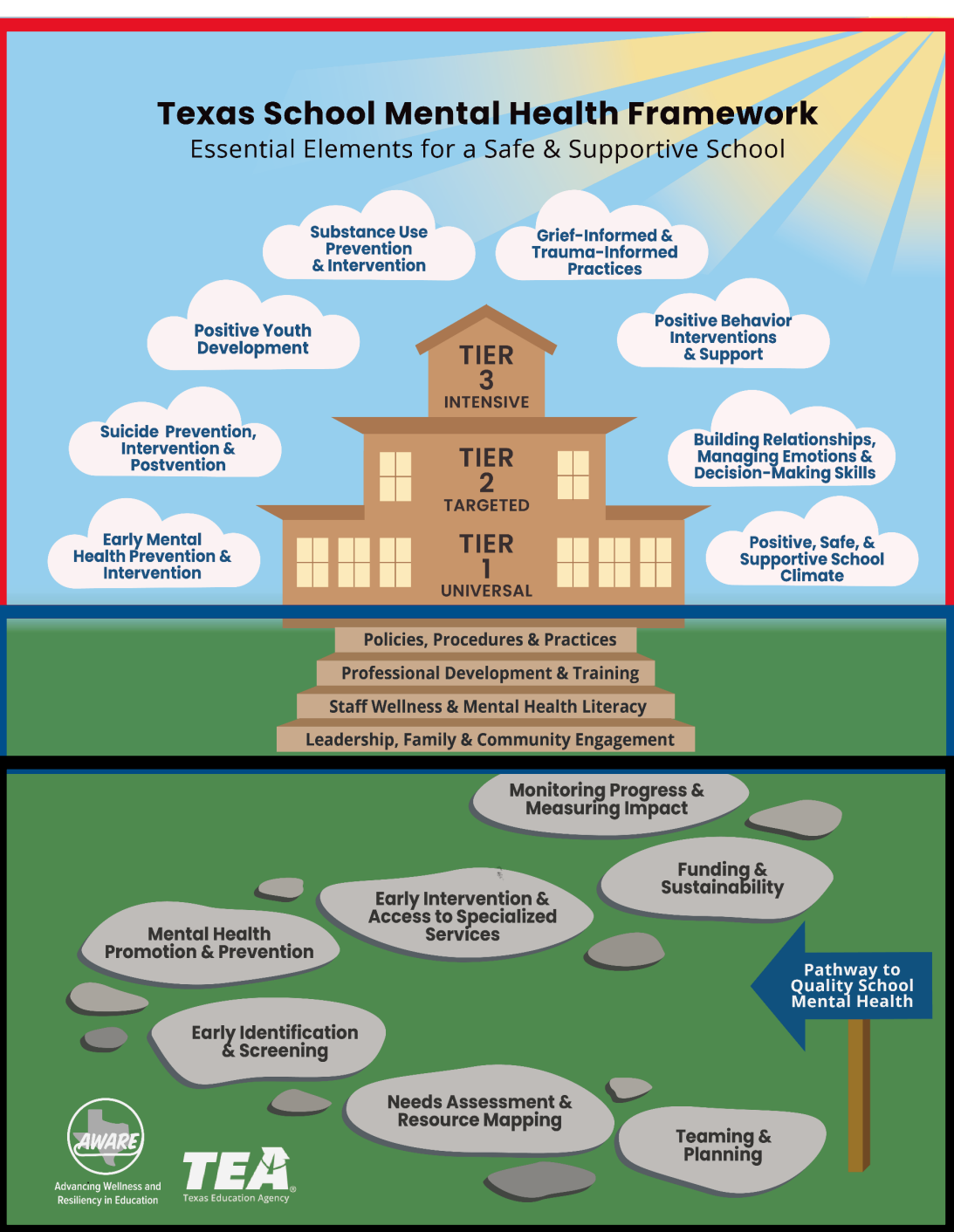


School mental health (SMH) encompasses a continuum of policies, procedures, and practices that ultimately promotes the social, emotional, and behavioral development and wellbeing of students to support their learning and success in school and life.



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New School Mental Health Resources Launched September 2021



1

- Texas School Mental Health Components

2

- Foundational Steps

3

- Pathway to Quality School Mental Health Systems

Texas School Mental Health Practice Guide and Toolkit



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- ☐ Mental Health Promotion, Prevention and Early Intervention
- ☐ Skills for Managing Emotions, Maintaining Positive Relationships and Responsible Decision-Making
- ☐ Substance Use and Misuse Prevention/Intervention
- ☐ Suicide Prevention, Intervention and Postvention
- ☐ Grief and Trauma-Informed Practices

Texas School Mental Health Practice Guide and Toolkit



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- ☐ Positive, Safe and Supportive School Climates
- ☐ Positive Behavioral Interventions and Supports
- ☐ Positive Youth Development

Campus Service Delivery Plan

Comprehensive Service Plan FY 2020 with Updates: September 2020						
Training, Activity or Intervention	WD, Tier I, II or III	Need Addressed / Desired Impact	Who Facilitates	Location	Schedule / Duration	Resources Needed
PAX Good Behavior Game Training	WD	<p>FY 2020: Trained 90% of elementary staff which includes Pre-K – 6th grade teachers, paraprofessionals, and administrators</p> <p>FY 2020: Another initial training will be held in September for those who were not trained in the summer</p> <p>FY 2021: The NEXT training will be set up so that staff who have begun implementation will have the opportunity to ask questions and receive more in-depth training</p> <p>FY 2020: Decrease in number of discipline referrals, increase in student attendance, increase in academic achievement</p>	<p>AWARE Staff (CPM & MHBHS)</p> <p>PAXIS</p>	<p>Smith Elementary Cafeteria</p> <p>Jones Elementary</p> <p>Kelly Elementary</p>	<p>August 5 & 6, 2020 8:00-4:00</p> <p>September 27, 2020 8:00-4:00</p> <p>September 27, 2020 8:00-4:00</p>	<p>Secure date</p> <p>Book training</p> <p>Location</p> <p>Communication of training</p> <p>Ensure funding is available</p>
PAX Good Behavior Game Implementation	Tier 1	FY: 2020 To implement program in order to improve classroom behaviors in the elementary setting	<p>Teachers</p> <p>Elementary Administrator</p> <p>AWARE Staff</p> <p>ESC Supports</p>	Smith Elementary	<p>Baseline data to be obtained in September</p> <p>Teachers' implementation will be ongoing</p>	<p>Additional PAX supplies</p> <p>Reminder sessions of kernels</p> <p>Support to teachers</p>
Collaborative & Proactive Solutions Training	WD	FY 2020: Will train district teams and AWARE staff	<p>AWARE Staff (CPM & MHBHS)</p> <p>District Teams</p>	Kelly ISD Board Room	September 23, 2020	Develop processes as to how this can be delivered in the school setting



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Screening/Needs Identification: Early Identification of Mental Health Needs - Sample

Universal Screening Tool piloting in AWARE Texas- Aligned with PBIS and SMH



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TEACHER NAME:																		In-person: Student receives all instruction in-person. Hybrid: Student receives some instruction in-person and some remotely (e.g., attends school M/TH and receives remote learning T/W/F). Remote: Student receives all instruction remotely.		
0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.																			What is the primary way you served this student during the screening period? For fall: from the first day of school until the fall screening point For winter: from fall screening to winter screening For spring: from winter screening to spring screening <i>Please use the provided dropdown menu to respond. See definitions of terms above.</i>	Was the student a regular attender? Answer relative to the type of instruction this student received during this screening period (in-person, hybrid, remote). Use district guidance regarding attendance expectations. <i>Please use the provided dropdown menu to respond.</i>
Student Name	Student ID	Count	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally	Withdrawn	Depressed	Anxious	Lonely	SS TO	S-IE	TCS-IE	TC		
Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	9	22	In-person	Yes	
Example: Lane, Scarlett	112341	0	0	0	1	0	0	1	0	0	1	0	1	0	2	2	4	Hybrid	No	
Example: Lane, Nathan	112345	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	Remote	Yes	
		3													0	0	0			
		4													0	0	0			
		5													0	0	0			
		6													0	0	0			
		7													0	0	0			
		8													0	0	0			
		9													0	0	0			
		10													0	0	0			
		11													0	0	0			
		12													0	0	0			
		13													0	0	0			

Screening/Needs Identification: Teacher Referral Form - Sample



Advancing Wellness and
Resiliency in Education

Behavior Observation Sheet (LEA Example)

STUDENT: _____ M / F GRADE/AGE: ____ / ____ DATE: _____

COMPLETED BY: _____ SUBJECT: _____ PERIOD(s): _____

Please check the patterns of behaviors you have observed and forward this to _____
no later than _____

<p>STUDENT'S STRENGTHS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self motivated/self starter <input type="checkbox"/> Engaged in school/class <input type="checkbox"/> Displays sense of humor <input type="checkbox"/> Has creative outlet(s) <input type="checkbox"/> Asks for assistance <input type="checkbox"/> Shows integrity <input type="checkbox"/> Stands up to peer pressure <input type="checkbox"/> Responsible for self <input type="checkbox"/> Thinks before acting <input type="checkbox"/> Sound decision-making skills <input type="checkbox"/> Empathetic or sensitive <input type="checkbox"/> Respects cultural differences <input type="checkbox"/> Resolves conflicts peacefully <input type="checkbox"/> Tolerates change <input type="checkbox"/> High self-esteem <input type="checkbox"/> Positive view of future <p>INTERESTS: _____</p> <p>_____</p> <p>_____</p> <p>COMMUNICATION</p> <p>Have you communicated with the student's parents?</p> <p><input type="checkbox"/> Yes, Phone, date(s) _____ Conference, date(s) _____</p> <p><input type="checkbox"/> No (Write comments on back)</p> <p>Student's current grade in your class? _____</p> <p>Student's last report card grade in your class? _____</p> <p>Number of absences in your class? _____</p> <p>Number of times you've referred the student for discipline violations? _____</p> <p>Use the back to document any intervention or accommodations that have been tried with this student, including frequency & duration, and whether or not they were helpful.</p>	<p>BEHAVIORS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inattentive <input type="checkbox"/> Easily distracted <input type="checkbox"/> Forgetful <input type="checkbox"/> Disorganized <input type="checkbox"/> Defiance of rules <input type="checkbox"/> Irresponsible <input type="checkbox"/> Blaming <input type="checkbox"/> Fighting/argumentative <input type="checkbox"/> Secretive behavior <input type="checkbox"/> Cheating <input type="checkbox"/> Dramatic attention-getting <input type="checkbox"/> Verbal abuse <input type="checkbox"/> Obscene language/gestures <input type="checkbox"/> Crying inappropriately <input type="checkbox"/> Physically aggressive <input type="checkbox"/> Bullying others <input type="checkbox"/> Impulsive <input type="checkbox"/> Stealing <input type="checkbox"/> Vandalism <input type="checkbox"/> Rigid obedience <input type="checkbox"/> Extremely negative <input type="checkbox"/> Anxious or nervous <input type="checkbox"/> Agitation/fidgety <input type="checkbox"/> Excessive demands on teacher <input type="checkbox"/> Day dreams regularly <input type="checkbox"/> Unresponsive to interaction <input type="checkbox"/> Easily led by others <input type="checkbox"/> Sudden change in peers <input type="checkbox"/> Refuses to comply with requests <input type="checkbox"/> Isolating/withdrawn <input type="checkbox"/> Apathetic <input type="checkbox"/> Expression does not match feelings <input type="checkbox"/> Excessive sadness <input type="checkbox"/> Expresses self-destructive thoughts/actions <input type="checkbox"/> Dishonesty <input type="checkbox"/> Excessive mood swings <input type="checkbox"/> Expresses fear for self or others <input type="checkbox"/> Less mature than peers <input type="checkbox"/> Expresses low self-esteem <input type="checkbox"/> Erratic behavior changes <input type="checkbox"/> Violates other's boundaries <input type="checkbox"/> Sexually preoccupied 	<p>ACADEMIC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low grades <input type="checkbox"/> Drop in grades <input type="checkbox"/> Academic failure <input type="checkbox"/> Inconsistent daily work <input type="checkbox"/> Does not follow directions <input type="checkbox"/> Lack of motivation <input type="checkbox"/> Change in student to teacher relationship <input type="checkbox"/> Change in participation <input type="checkbox"/> Overly sensitive to criticism <input type="checkbox"/> Compulsive over-achiever <input type="checkbox"/> Easily frustrated/gives up <input type="checkbox"/> Homework incomplete <input type="checkbox"/> Lacking English skills <p>CLASS ATTENDANCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excessive absenteeism <input type="checkbox"/> Patterns of absences <input type="checkbox"/> Frequent tardiness <input type="checkbox"/> In jeopardy of losing credit <input type="checkbox"/> Frequent visits to restroom <input type="checkbox"/> Frequent visits to nurse <input type="checkbox"/> Frequent visits to counselor <p>EXTRACURRICULAR ACTIVITIES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loss of interest <input type="checkbox"/> Increased non involvement <input type="checkbox"/> Loss of eligibility <input type="checkbox"/> Dropped out of activity <input type="checkbox"/> Over extended in activities <input type="checkbox"/> Unable to meet deadlines <p>PHYSICAL CONCERNS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequently fatigued <input type="checkbox"/> Sleeping in class <input type="checkbox"/> Impaired coordination <input type="checkbox"/> Difficulty with vision/hearing <input type="checkbox"/> Poor hygiene <input type="checkbox"/> Rapid increase/drop in weight <input type="checkbox"/> Frequent physical complaints <input type="checkbox"/> Frequent illnesses <input type="checkbox"/> Burn marks/bruises/cuts <input type="checkbox"/> Slurred speech <input type="checkbox"/> Smells of tobacco/marijuana <input type="checkbox"/> Smells of alcohol <input type="checkbox"/> Runny nose <input type="checkbox"/> Red or glassy eyes
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Teacher Observation Comments
(back of Behavior Observation Sheet)

Case Management Tools: Student Services Plan - Sample



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Student Wellness Plan - SAMPLE

Student Name:	Student ID:
Campus:	Grade:
Special Programs:	
Contact Information	Medical Info
Parent/Guardian Name:	Diagnosis/Medication:
Contact Number:	Other Information:

Student Safety Plan:

Description of Unsafe Behavior(s) (why student has a safety plan):
Actions if Student Displays Behaviors Described Above:
Warning Signs/Triggers:
Strategies that Work:
Strategies that Do Not Work:

External Service Provider Coordination Plan:

Provider Name(s):	
Provider Agency Name:	
Provider Position: (ex. Therapist/case manager/etc.)	
Provider Contact Information (email/phone):	
Targeted Concern:	
Evidence Based Intervention Tool(s):	
Intervention Goal(s):	
Intervention Frequency:	
Progress Monitoring:	
Impact of Intervention:	

School Service Coordination Plan:

School Personnel Name(s):	
School Personnel Position(s):	
School Personnel Contact Information (phone/email):	
Targeted Concern:	
Intervention Goal(s):	
Evidence-Based Intervention Tool(s):	
Intervention Frequency:	
Progress Monitoring:	
Impact of Intervention:	

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



Advancing Wellness and
Resiliency in Education

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



New! Texas School Mental Health Website

TEA TEA Website Contact TEA Sign Up For Updates

Texas School Mental Health

ABOUT

INITIATIVES

TOOLS

HIGHLIGHTS

TRAINING

RESOURCES

CONTACT

**Mental health
is critical to
children's
success in
school and life.**

READ MORE



<https://schoolmentalhealthtx.org/>

About School Mental Health



About School Mental Health

Learn more about the Texas School Mental Health framework.



Multi-tiered System of Supports

Explore the key characteristics of a multi-tiered system of supports.



State School Mental Health Plan

TEA has established a mission and goals for school mental health.

About School Mental Health



School Mental Health Legislation

Examine recent legislation impacting school mental health.



Partners

Learn more about the partners involved in Texas activities.



Reports

Find reports and infographics on student mental health in Texas.

About School Mental Health



Statewide Plan for Student Mental Health

Senate Bill 11

December 2020



The Collaborative Task Force on Public
School Mental Health Services

Year 1 Report

November 2, 2020

<https://schoolmentalhealthtx.org/>



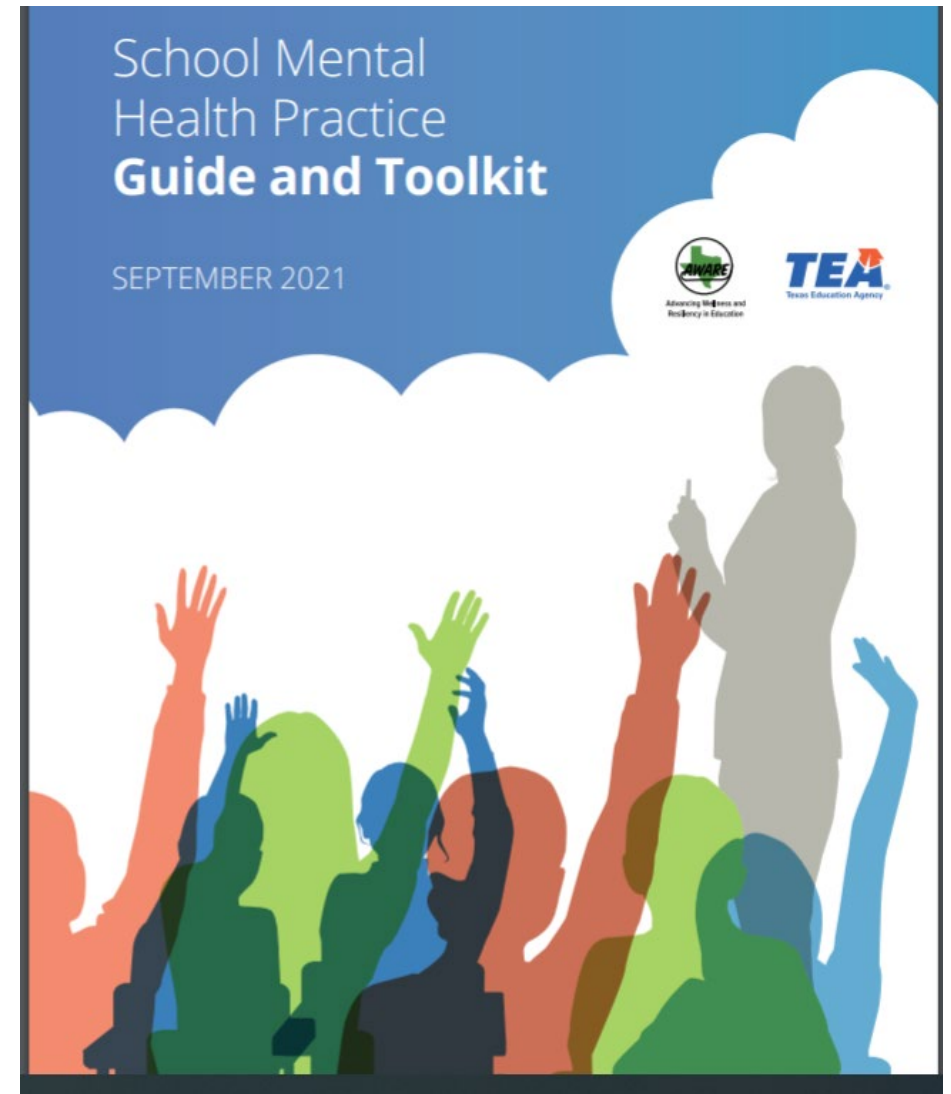
New! Texas School Mental Health Website

Toolkit

The Texas School Mental Health Practice Guide and Toolkit provides information, considerations, resources, and tools for schools. The purpose is to help Local Education Agencies plan and provide a comprehensive school mental health system. This toolkit supports schools with readiness to plan interventions, services and supports for the Safe and Supportive School Program. Various resources and tools can be accessed in the toolkit library.

[DOWNLOAD THE TOOLKIT](#)

<https://schoolmentalhealthtx.org/>



New! Texas School Mental Health Website

FILTER BY CATEGORY

- ☐ Assessing Fidelity and Quality (4)
- ☐ Community-based Resources (10)
- ☐ Consent and Referral Forms (6)
- ☐ Resiliency and Trauma-Informed Schools (3)
- ☐ School Climate (2)
- ☐ Screening and Needs Identification (8)
- ☐ Student Support and Care Management Tools (10)
- ☐ Suicide Prevention (3)
- ☐ Systems Planning Tools (9)



Guía de recursos estatales para la salud conductual en las escuelas

Noviembre de 2021

COMMUNITY-BASED
RESOURCES

USAC School
Behavioral Health
Statewide
Resource Guide
Spanish



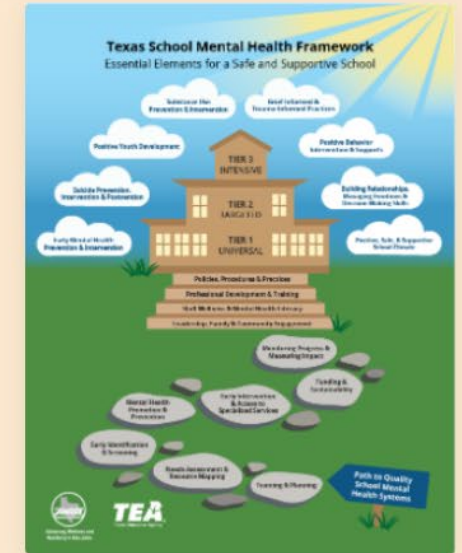
School Behavioral Health
Statewide Resource Guide

November 2020



COMMUNITY-BASED
RESOURCES

USAC School
Behavioral Health
Statewide
Resource Guide



SYSTEMS PLANNING
TOOLS

Texas School
Mental Health
Framework

This handout provides a

Reflection

Based on the School Mental Health Website features that we have reviewed today, what are you most looking forward to researching further to implement in your district or at your campus?



MENTAL & BEHAVIORAL HEALTH IN SCHOOLS Professional Learning Community

AUDIENCE: Educational Service Center professionals
supporting school behavioral health efforts

**TOT: School Mental Health
Practices Modules, Building and
Leading Trauma-Sensitive Schools**

**Title IVA
ESC Behavioral Health Grants and
LEA Cohort of 100+ schools**

**Training, Coaching and Support for
Implementation**

TEA Examples: Collaboration to Support Mental Health and Wellness

[Home](#) / [Academics](#) / [College, Career, & Military Prep](#)

Counseling, Advising, & Student Supports



Preparing Texas Students for a Successful Future

Counseling, advising, and student support services are core functions of Texas schools. Collectively, these functions enable students to realize their potential by preparing them to set ambitious goals, define a pathway to achievement, and successfully navigate personal and academic obstacles they encounter along the way.

[Counseling, Advising and Student Supports](#)

College, Career, & Military Prep

[Advanced Academics](#)

[Back to school 2018-19 small_0.jpg](#)

[Armed Services Vocational Aptitude Battery \(ASVAB\)](#)

[Career and Technical Education](#)

[Counseling, Advising, and Student Supports](#)


[STEM \(Science, Technology, Engineering, and Mathematics\)](#)

[Texas College and Career Readiness School Models](#)

Related Content


[Financial Aid Graduation Requirement](#)


TEA Examples: Collaboration to Support Mental Health and Wellness





Search


[A - Z Index](#) [Contact](#) [Employment](#) [Sign Up for Updates](#)


[About TEA](#)

[Texas Schools](#)

[Academics](#)

[Finance & Grants](#)

[Reports & Data](#)

[Student Assessment](#)

College, Career, & Military Prep

- Advanced Academics
- Armed Services Vocational Aptitude Battery (ASVAB)
- Career and Technical Education
- Counseling, Advising, and Student Supports
- STEM (Science, Technology, Engineering, and Mathematics)
- Texas College and Career Readiness School Models

Instructional Materials

- Accessible Instructional Materials
- Ordering Instructional Materials
- Publisher Portal
- The Review and Adoption Process

Curriculum Standards

- TEKS Texas Essential Knowledge and Skills
- TEKS in Spanish
- Texas Essential Knowledge and Skills - Review and Revision

Learning Support and Programs

- Credit by Examination
- Mathematics and Reading Academies
- School Guidance and Counseling
- Technology Planning
- Texas Gateway
- Texas Virtual School Network

Early Childhood Education

- Data Driven Instruction in Early Childhood Education
- Educator Resources
- Family Resources
- High-Quality Prekindergarten
- Reading
- Webinars

Special Student Populations

- Dyslexia
- English Learner Support
- Gifted and Talented Education
- Highly Mobile and At Risk, and Mental Health Supports**
- Review and Support
- Special Education

Graduation Info


- Automatic College Foundation High School
- Graduation Report
- Standard Reports
- State Graduation

Subject Areas

- Career & Technical Education
- English Language Reading
- Fine Arts
- Health Education
- Innovative Course
- Languages Other Than English
- Mathematics
- Physical Education
- Science


[Home](#) / [Academics](#) / [Special Student Populations](#)


Highly Mobile and At Risk, and Mental Health Supports





Purpose


To increase awareness, build capacity, and improve TEA supports, resources and tools available for Texas schools to address the unique needs and statutory requirements of highly mobile and at-risk students. Ultimately, the Division exists to improve the school experience and education outcomes of all highly mobile and at-risk students in Texas public schools.


[Foster Care and Student Success](#)

[Human Trafficking](#)


[Mental and Behavioral Health](#)


[Military Connected Students](#)

[Pregnancy Related Services](#)

[Texas Education for Homeless Children and Youth](#)

Division Webinars and Trainings

[Student Programs Webinars](#)

[Program Newsletters](#)

TEA Examples: Collaboration to Support Mental Health and Wellness

Special Education



Special Education in Texas

[Special Education Resources- including Access to PBIS and TIER](#)

Special Student Populations

Dyslexia

English Learner Support

Gifted and Talented Education

Highly Mobile and At Risk, and Mental Health Supports

Review and Support

Section 504

Special Education

Special Education A-Z Index

Data and Reports

Dispute Resolution Processes

TEA Examples: Educator Preparation Curriculum



Principal Certification Redesign

TEA is redesigning Texas' principal certification standards and corresponding tests.



Mental Health, Substance Abuse, and Youth Suicide Training

Programs that meet the criteria for 19 TAC §228.30(c)(3). Suicide Prevention Resource Center.



Texas Behavior Support Initiative Training (type TBSI in search bar)

Positive behavior interventions and supports for all students, including those with disabilities.



Youth Mental Health First Aid Training

Eight-hour face-to-face course to help someone who is developing a mental health problem or experiencing a mental health crisis.



At-Risk (Kognito) Training

One-hour online training for Elementary, Middle School, and High School educators.



Dyslexia

Characteristics, Identification, and Effective Strategies.

Strengthening Mental Health Knowledge and Skills Training for New Educators

[Educator Preparation Resources](#)



Integrating Mental Health and Wellness in the TEKS

Student Voice Matters: Texas Mental Health Creative Arts Contest (2021)



IN A SEA OF SADNESS

*By: Ava R.
2nd Grade*

Elementary Original
Artwork (2021)

Reflection on the Texas Essential Knowledge and Skills (TEKS)

Positive Character Traits Education

The Texas Education Code (TEC) §29.906 states that the State Board of Education (SBOE) shall integrate positive character traits into the essential knowledge and skills adopted for kindergarten through grade 12, as appropriate. The law further states that the following character traits must be included in instruction:

- Courage
- Trustworthiness, including honesty, reliability, punctuality, and loyalty
- Integrity
- Respect and courtesy
- Responsibility, including accountability, diligence, perseverance, and self-control
- Fairness, including justice and freedom from prejudice
- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
- School pride
- Gratitude

Lead: Curriculum Division

[Character Traits TEKS](#)

Effective August 1, 2021

[Career Development TEKS](#)

Adopted 2015

Curriculum Division leading Rulemaking from 87R, adding new TEKS for Personal Skills

Reflection on the Texas Essential Knowledge and Skills (TEKS)

Health Education TEKS
Lead: Curriculum Division

New Adopted TEKS Effective 2022-2023 School Year
Health Education TEKS

Five Strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.

Introduction Excerpt: “The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.”



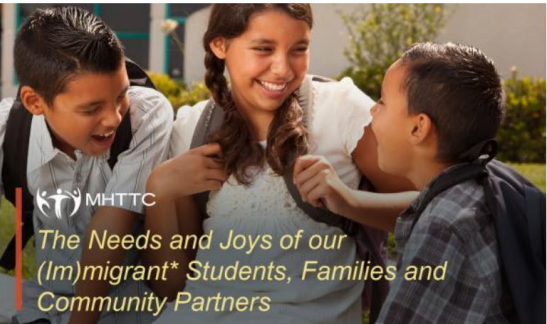
Initial Reflection



What are some strategies that my school/district has in place to support (Im)migrant students and families? (E.g., trainings for staff, trainings for parents.)

YOUR MHTTC
TRAINING AND EVENTS
RESOURCES
PROJECTS
COMMUNICATION
ABOUT

PACIFIC SOUTHWEST MHTTC NAVIGATION (Select to expand / collapse menu)
Go to Center



MHTTC
The Needs and Joys of our (Im)migrant* Students, Families and Community Partners

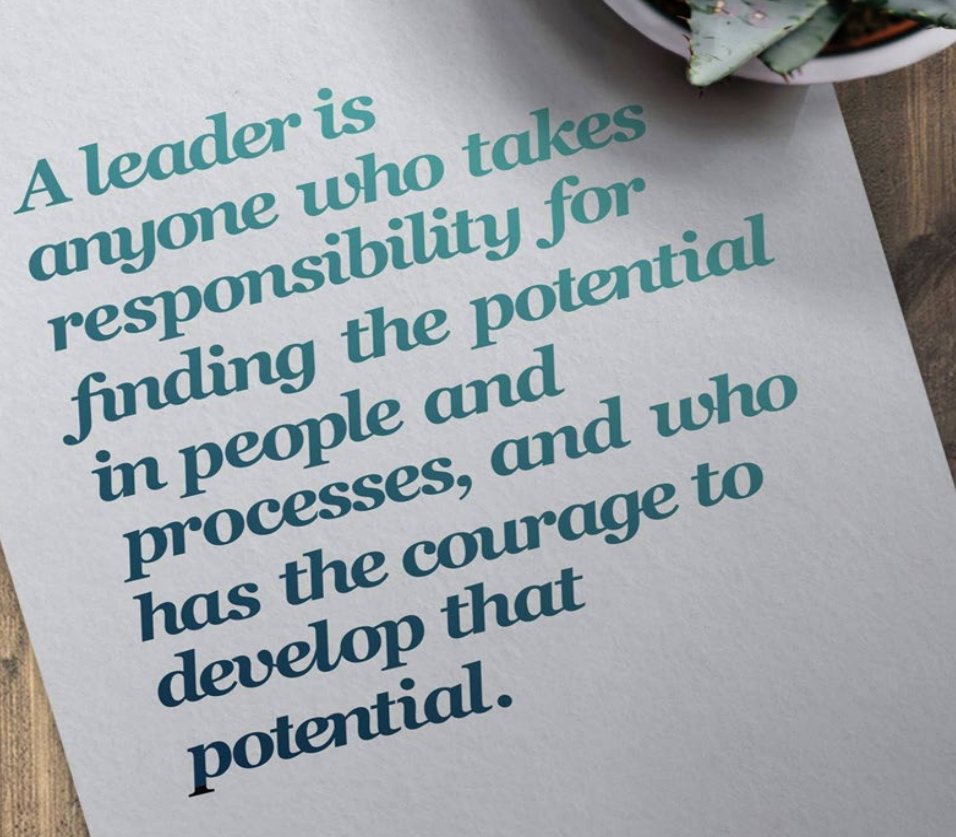
The Needs and Joys of our (Im)migrant* Students, Families and Community Partners: Exploring and Expanding our School Mental Health Practice

<https://mhttcnetwork.org/centers/pacific-southwest-mhttc/news/needs-and-joys-our-immigrant-students-families-and-community>



Build relationships for:

- Intra-agency Collaboration
- Inter-agency Collaboration

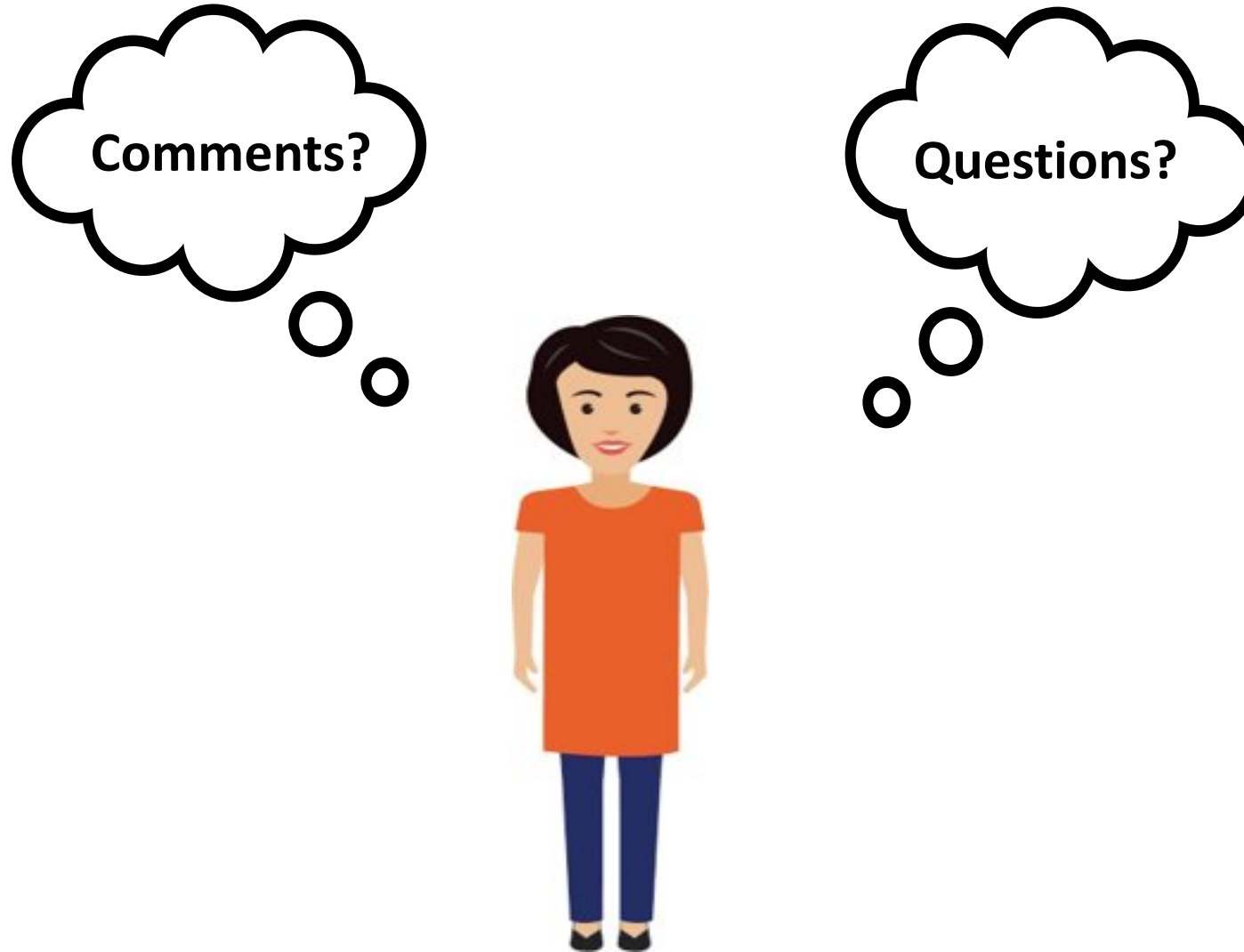
A white rectangular card is placed on a dark wooden surface. In the top right corner of the card, there is a small white pot containing a green succulent with thick, pointed leaves. The card features a quote in a dark teal, serif font, arranged in seven lines. At the bottom of the card, the word 'dare' is written in a small, lowercase, sans-serif font inside a light brown circle, followed by the name 'Brené Brown' in a similar font.

A leader is
anyone who takes
responsibility for
finding the potential
in people and
processes, and who
has the courage to
develop that
potential.

dare Brené Brown



Pause to Process



Thank You!

Visit

School Mental Health Texas

<https://schoolmentalhealthtx.org/>

**More resources
*Coming Soon!***



STAY INFORMED

Sign up to receive helpful resources and updates

TEA
Texas Education Agency

QR code

Graphic elements: a paper airplane icon, a newspaper icon, and a bell icon.

The background image shows a modern school hallway with large windows and a staircase. Several students are walking up the stairs, and others are standing in the hallway. The scene is brightly lit by natural light from the windows.

Supporting Mental Health and Wellness Tips for Parents and Families

- Reflection
- Mental Health and Wellness Tips
- Parent Resources
- Discussion and Questions

Reflection

- What is one word that describes how you are feeling as a parent/guardian this school year? Please put it in the chat.
- What is your biggest concern related to the emotional wellbeing of your child, or yourself? Please put in the chat.

Supporting Mental Health and Wellness

Strive to make your day,
and your child's day,
predictable



Supporting Mental Health and Wellness

Establish sleep
schedules.

Help yourself and your
family stick to healthy
sleep routines.

sleepeducation.org



Supporting Mental Health and Wellness

Strive to strengthen positive relationships, and maintain healthy social connections, for your family and yourself



Supporting Mental Health and Wellness

Help yourself, and your family, build a “**Toolbox**” of safe and effective **cop**ing skills to use in times of mental and emotional stress



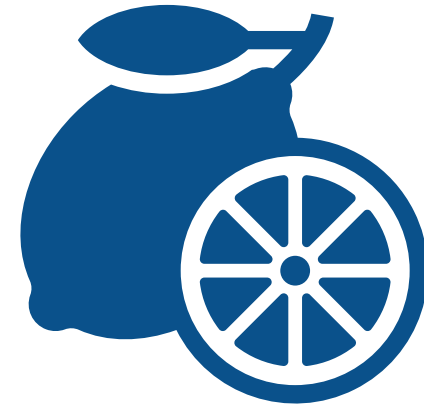
Supporting Mental Health and Wellness

Coping skill 1: Stay physically active, and make time for play



Supporting Mental Health and Wellness

Coping skill 2: Learn about healthy food choices, and help your family select nutritious foods



Supporting Mental Health and Wellness

Coping skill 3: Make time for **downtime** that provides mental rest and relaxation



Supporting Mental Health and Wellness

Coping skill 4: Listen and help your child cope with their “big thoughts” and concerns.

For adults, seek peer support to process your thoughts and concerns.



Supporting Mental Health and Wellness

Coping skill 5: Establish a Safety Plan for yourself and your family.

Learn to recognize mental health challenges, and seek help early when concerned for the mental health and wellbeing of yourself or your family.



Supporting Mental Health and Wellness – Sample Resources

COVID-19 Mental Health Support Line

Texas Health and Human Services Commission (HHSC)

1-833-986-1919

Help available in Spanish



Supporting Mental Health and Wellness – Sample Resources

Other Mental Health Support Lines and Counseling Services Locator Resources

Counseling Services Locator Information Link

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-mental-health-resources>



Supporting Mental Health and Wellness – Sample Resources

National Suicide Prevention Lifeline: 1-800-273-8255

www.SuicidePreventionLifeline.org

**National Domestic Violence Hotline
and Chat: 1-800-799-7233**

www.TheHotline.org

National Child Abuse Hotline: 1-800-422-4453
www.ChildHelp.org



Supporting Mental Health and Wellness – Sample Resources

Center for Parent Information and Resources (multi-lingual)

<https://www.parentcenterhub.org/cv19-languages/>



Talking to kids about the Coronavirus
(English/Spanish, and with video)

Available from the Child Mind Institute:

www.ChildMind.org

Supporting Mental Health and Wellness

Thank you!

Discussion
and
Questions

