

Multi-Tiered Systems of Support for Behavioral and Mental Health Services

2.8. Multi-Tiered Systems of Support for Behavioral and Mental Health Services

STAR Autism Support is committed to enhancing behavioral and mental health services in educational settings through a structured approach to professional development. Our solution focuses on equipping school staff with the skills and knowledge necessary to implement multi-tiered systems of support (MTSS) effectively. Here is a high-level overview of our approach:

1. Comprehensive Training on Behavioral Systems and Interventions

Our professional development programs are designed to provide school staff with a deep understanding of behavioral systems and interventions. Key components include:

- **Comprehensive Workshops:** These sessions cover evidence-based practices in behavioral interventions, equipping educators with strategies to support students across various tiers of support.
- **In-Class Hands-On Training:** Educators receive practical experience in implementing behavioral interventions, ensuring that they can apply these strategies effectively in their classrooms.
- **Development of District Training Sites and District Coaches.** Provides the capacity to train others.

2. Development of Support Systems for Students

We focus on creating robust support systems that address the diverse needs of students, including:

- **Multi-Tiered Framework:** Our approach emphasizes a tiered model of support, providing varying levels of intervention based on student needs.
- **Behavioral and Mental Health Resources:** Educators have access to a wide range of resources, including visual supports and intervention guidelines, to support student well-being.
- **SOLER (Social Learning and Emotional Regulation) Curriculum.** Evidence-based strategies to teach social and emotional skills. Aligned to the CASEL framework. Online digital curriculum that can be implemented with small groups of students.

3. Data-Based Decision Making

Assessment and data collection are integral to our approach, allowing for informed decision-making and tailored interventions. This includes:

- **Data Collection and Graphing Tools:** These tools help educators monitor student progress and adjust interventions as needed.
- **Fidelity Checklists:** Ensuring that interventions are implemented consistently and effectively is a key focus, supported by fidelity checklists.

4. Building Capacity for Sustainable Support Systems

STAR Autism Support emphasizes the development of sustainable support systems within schools by:

- **Coach Training:** School staff are trained to become effective coaches, supporting their peers in maintaining high standards of behavioral and mental health support.
- **Ongoing Support and Resources:** Educators have access to webinars, teleconsultation services, and an extensive library of resources to continue refining their practices.

5. Expected Outcomes

STAR Autism Support's professional development programs aim to enhance behavioral and mental health services through a structured multi-tiered approach. The expected outcomes include:

1. Enhanced Staff Competency

- **Comprehensive Understanding of Behavioral Systems:** School staff will gain a deep understanding of behavioral systems and evidence-based interventions, equipping them to support students effectively across various tiers of support.
- **Practical Application of Interventions:** Educators will be able to apply behavioral interventions consistently and effectively in their classrooms, thanks to hands-on training and coaching.
- **Measured by** Workshop Evaluation Form and Fidelity of Implementation Checklist completed by SAS trainer during in-person training.

2. Development of Robust Support Systems

- **Tiered Support Framework:** Schools will implement a multi-tiered framework that provides varying levels of intervention based on student needs, ensuring that all students receive appropriate support.
- **Sustainable Support Systems:** Educators will develop sustainable systems for ongoing behavioral and mental health support, facilitated by access to resources and continuous professional development.
- **Measured by SAS Trainer Observation and Report**

3. Data-Driven Behavioral Interventions

- **Informed Decision Making:** Teachers will utilize data collection and monitoring tools to inform their behavioral interventions, ensuring that strategies are tailored to individual student needs.
- **Consistent Implementation:** With the aid of fidelity checklists, educators will maintain high standards in the implementation of behavioral systems and interventions.
- **Measured by** Fidelity of Implementation Checklist completed by SAS trainer during in-person training.

4. Improved Student Outcomes

- **Enhanced Behavioral and Mental Health:** Students will experience improved behavioral and mental health outcomes due to the structured support systems and effective interventions provided by trained staff.
- **Increased Engagement and Well-Being:** By receiving timely and appropriate support, students will demonstrate increased engagement in school activities and overall well-being.
- **Improved Social Skills.** Students will demonstrate appropriate social skills throughout their school day.
- **Measured by the SOLER Social Skills Assessment and Progress Monitoring System.**

Through these comprehensive solutions, STAR Autism Support empowers school staff to implement multi-tiered systems of support effectively, enhancing behavioral and mental health services for students with autism and developmental delays. This approach ensures that students receive the support they need to thrive in educational settings.

1.8.B. Scope and Sequence of Professional Learning Offerings

Syllabus Overview:

- A. Training for school staff on MTSS
- B. Training for school staff on behavioral systems and interventions
- C. Training for school staff to implement the SOLER Curriculum
- D. Development of support systems for students
- E. PD on behavioral and mental health support systems.

Topic	Number Of Trainings	Length of Training	Ongoing Coaching & Support	Number Of Coaching Visits
A.	1	6 hours	Webinars and resources	
B.	1 per grade band	6 hours each	In-person coaching, webinars, resources	2.5
C.	1 per grade band	6 hours each	In-person coaching, Webinars, resources	2.5 (simultaneous with B.)
D.	1 per grade band	3 hours	In-person coaching, Webinars, resources	2.5 (simultaneous with B.)
E.	1 per grade band	3 hours	Webinars and resources	

Two Grade bands: Preschool/Elementary and Middle/High School

1.8.C. Detailed description of expected outcomes and measurable goals for our services as well as how progress toward these goals will be measured. **See previous page, section 5 for the Outcomes and Measurement Process.**

1.8.D. Sample training deck link: <https://starautismserver.com/index.php/s/x4B8MwYPZGqT5Ga>

1.8.E. Evidence of impact of previous PD link: <https://starautismserver.com/index.php/s/67tgZk7A8oD9X3K>