

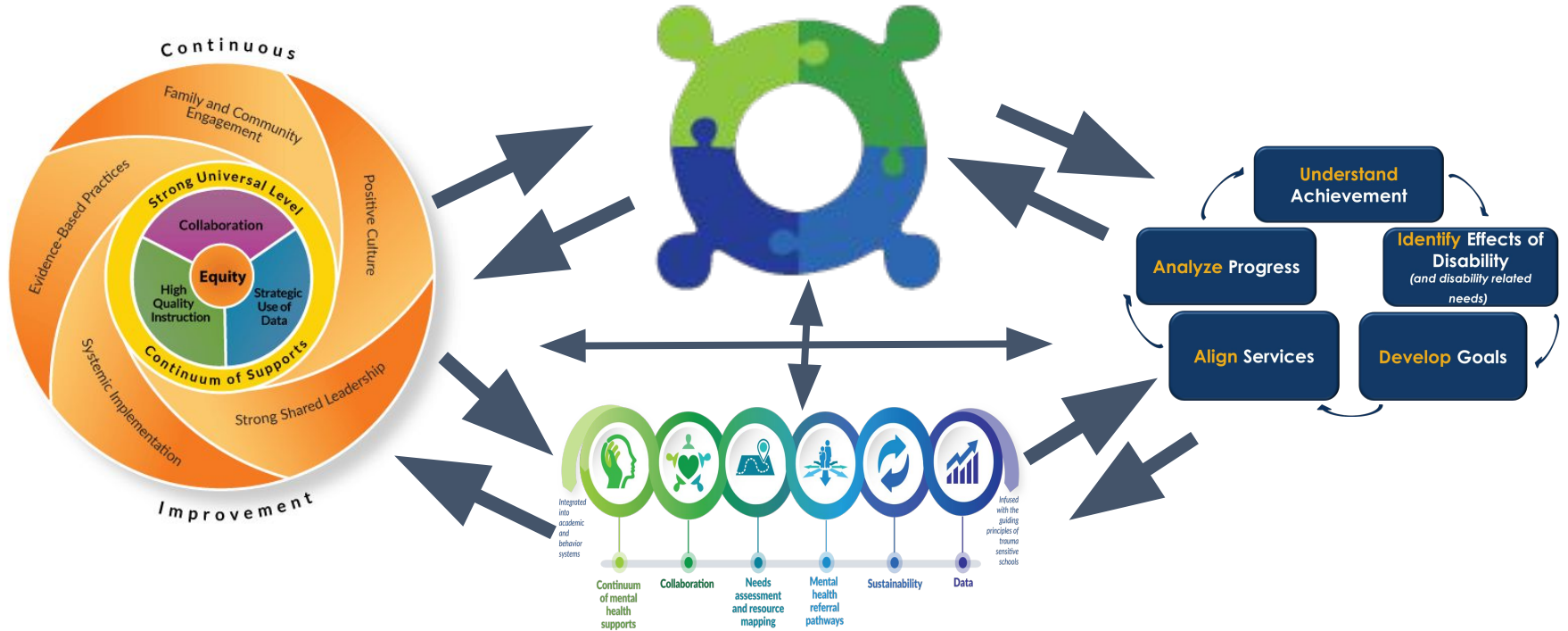
Addressing Mental Health Needs in the IEP

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Tim Peerenboom
School Psychology Consultant

Eva Shaw
Special Education Consultant

Connecting Systems and Strategies

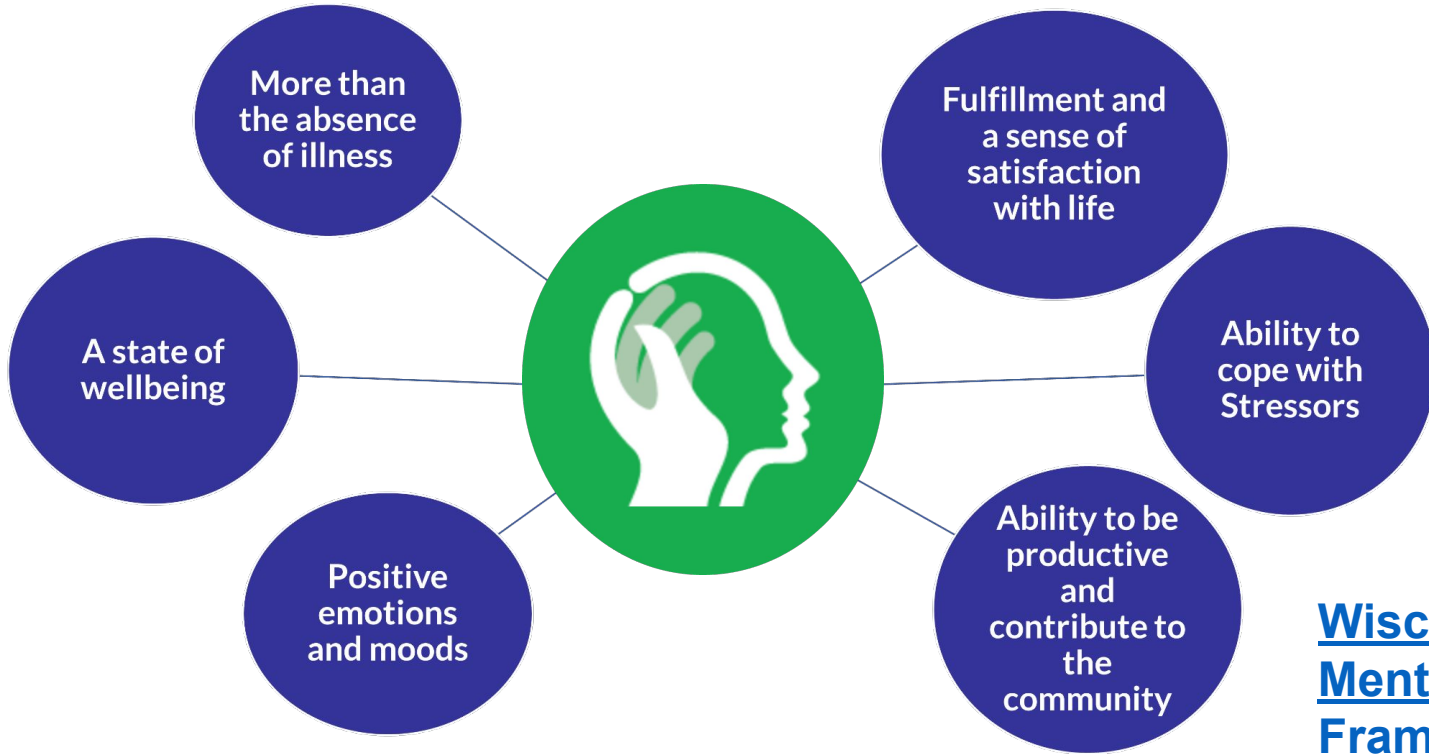


Health Defined

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

-World Health Organization Constitution

Mental Health Defined



[Wisconsin School
Mental Health
Framework](#)

Outcomes of Comprehensive School Mental Health Systems




Elements of CSMHS have been shown to:

- Increase academic achievement and graduation rates (Kase et al. 2017, Lehr et al. 2004)
- Increase student engagement and connectedness to school (Greenberg et al. 2005)
- Decrease the need for restrictive placements (Bruns 2004).
- Increased access to mental health care (Guo 2010)
- Promote positive psychosocial outcomes (Durlak et al. 2007)
- Improved school climate (Astor 2017).

Who Provides School Based Mental Health Services?

School Based Mental Health Professionals in Wisconsin

- Overview
 - Knowledge and Skills
 - Licensing information
 - Role in Schools
 - Recommended student to provider ratios
- 

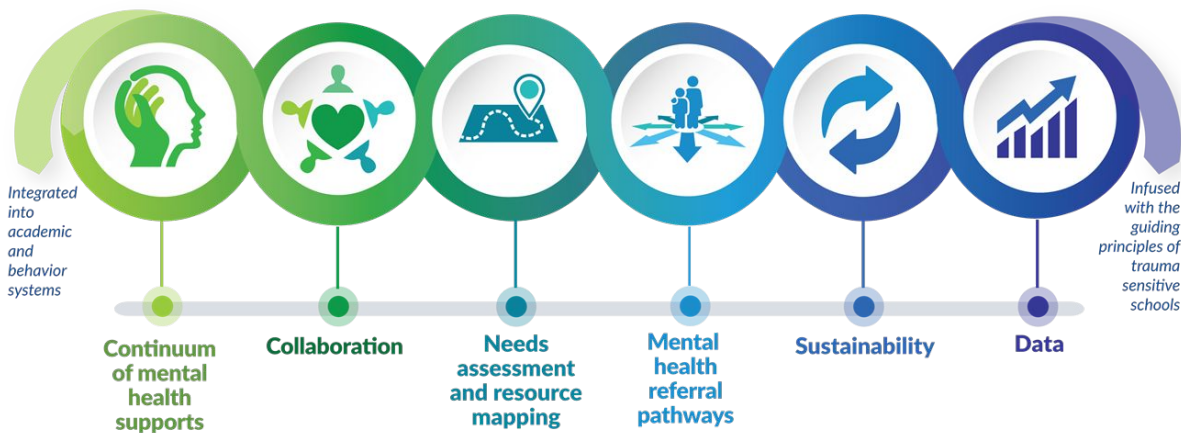
School Based Mental Health is a Team Sport!

Who else Supports Student Mental Health?

- Administrators
- General Education Teachers
- Special Education Teachers
- Related Service Providers
- Support Staff
- Parents/Families
- Peers



Wisconsin's Comprehensive School Mental Health Framework



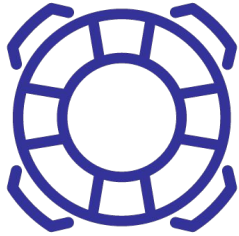
[Link to Framework](#)

The Wisconsin School Mental Health Framework

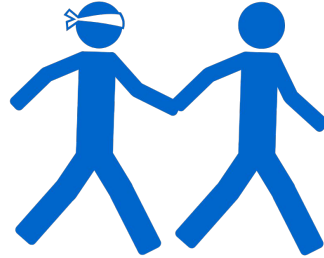
Building and Sustaining a Comprehensive System

Wisconsin Department of Public Instruction

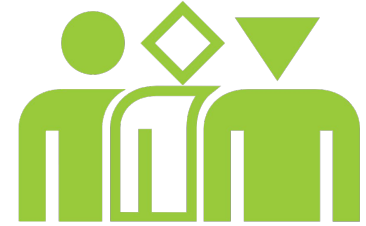
Trauma Sensitive Lens



Safety



Trustworthiness



Cultural Responsiveness



Empowerment



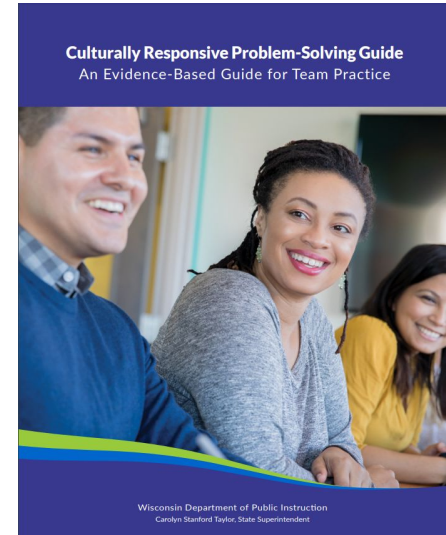
Collaboration



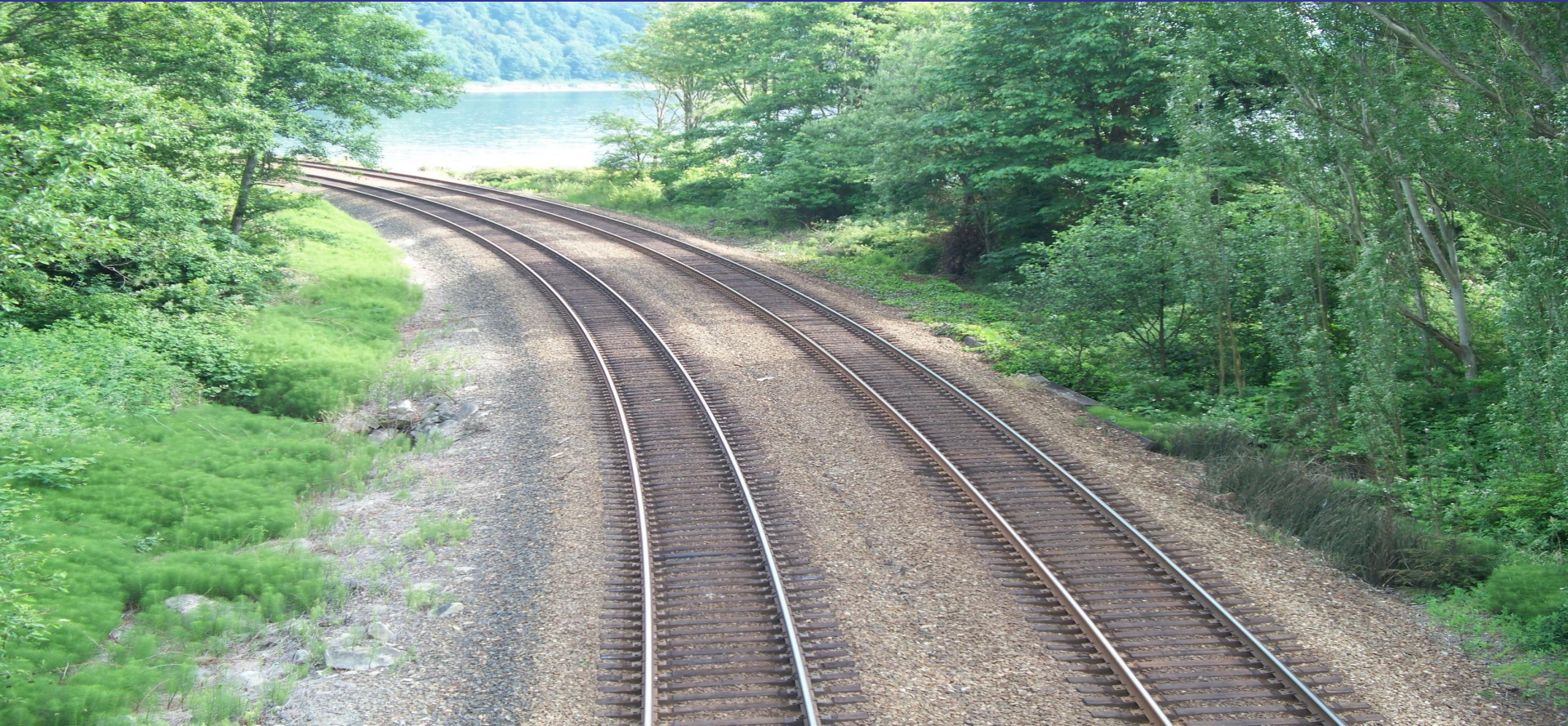
Choice

Culturally Responsive Problem-Solving

- The [Culturally Responsive Problem-Solving Guide](#) helps educators honor cultural backgrounds and remain committed to supporting students through anti-bias frameworks.
- It provides strategies that support more culturally relevant decision-making processes in order to help close the gap between students of color and their peers.



CSMH & Special Education Evaluations



CSEE Framework Overview

A Comprehensive Special Education Evaluation (CSEE) is driven by educationally relevant questions grounded in assessment areas (domains) rather than disability category criteria.

- Need vs. label focused
- Consideration of disability category criteria is only one part of a comprehensive evaluation

Six Areas of Academic and Functional Skill

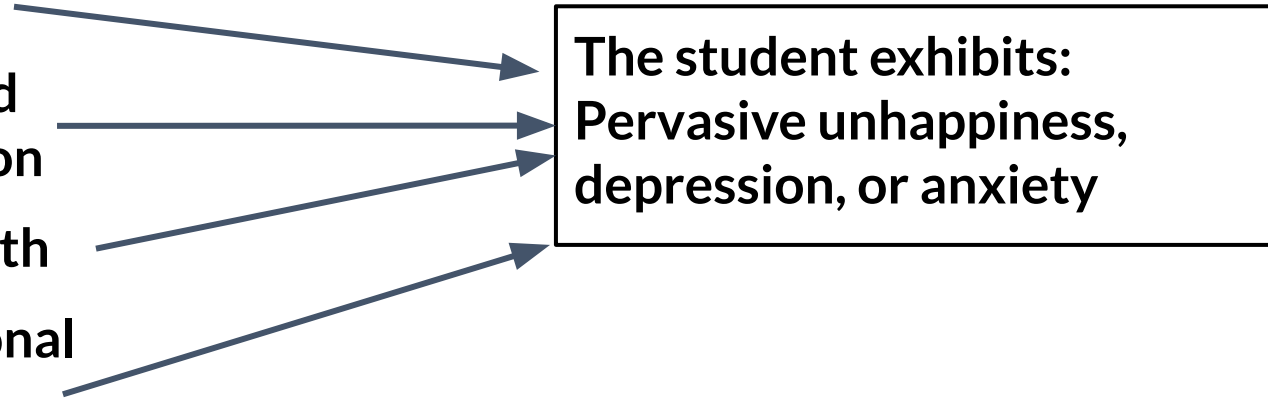
1. Academics
2. Cognitive Learning
3. Communication
4. Independence and Self-Determination
5. Physical and Health
6. Social and Emotional Learning

KEY POINT: The six areas of academic and functional skill represent interrelated knowledge, skills, and habits. Any one skill, such as self-regulation, will often interact with and affect skills within one or more of the other six areas.

<https://dpi.wi.gov/sped/ccr-ieps/comp-eval/six-areas>

Comprehensive View = Determining Needs vs. Labels

1. Academics
2. Cognitive Learning
3. Communication
4. Independence and Self-Determination
5. Physical and Health
6. Social and Emotional Learning



The student exhibits:
Pervasive unhappiness,
depression, or anxiety

Addressing Bias in a Comprehensive Special Education Evaluation

Disability identification, IEP development and provision of special education services is a problem when either or both of the following conditions are met:

Special education services are not what the student needs:

Incorrect identification → inappropriate/unnecessary SE services → unmet needs → poorer performance + disengagement from school


Special education services are ineffective:

Services that do not work = prolonged difficulties for students and further limit their access, engagement, and progress toward meeting age and grade level expectations

Vulnerable Decision Points

- Vulnerable decision points are contextual events or elements that increase the likelihood of implicit bias affecting decision-making in schools.
- There are certain contexts (e.g., classrooms with less engaging instruction), factors (e.g., student behavior that is judged subjectively, such as disrespect), and internal states of educators (e.g., hunger, fatigue) that increase the likelihood of educators making decisions based on implicit bias rather than objective information.

Comprehensive Evaluation: Four Vulnerable Decision Points

1. Forming IEP Team Communication Norms
 2. Identifying Potential Areas of Need During Referral and Review of Existing Data
 3. Collecting Additional Information
 4. Interpreting Data and Information
- 

Strategies to Address Bias at the Vulnerable Decision Points

VDP 1: Establishing Communication Norms

- Engage in Critical Self-Reflection
- Establish Shared Agreements for Communication
- Engage Parent, Family, and Student

VDP 2: Areas of Need During Review of Existing Data

- Reframe the purpose of evaluation
- Obtain Multiple Perspectives on Educational Experience (Not Just on Concerns Described in the Referral)

VDP 3: Collecting Additional Data

- Use ICEL Framework to collect multidimensional data

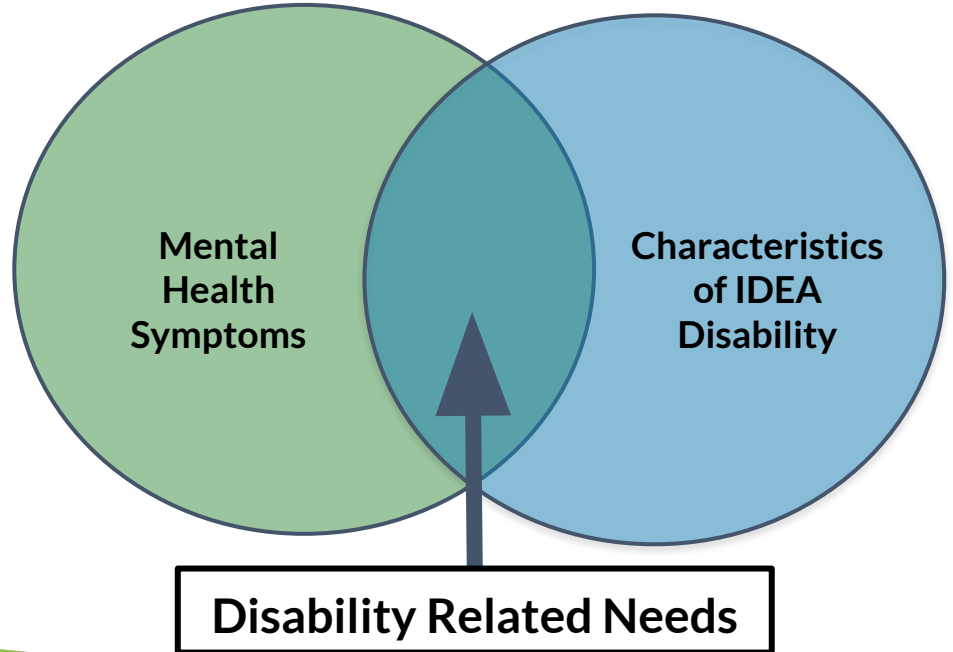
VDP 4: Interpreting Data and Information

- Ask Questions when Interpreting Data

Mental Health Diagnoses and Special Education Evaluations

Data Source (external/clinical) → MH Symptoms

Data Source (internal/CSEE evaluation) → Characteristics of IDEA Disability



CSMH, CSEE, CCR IEP



Mental Health and the IEP Parallels

Components of Mental Health*	IDEA Requirements / Concepts
“Feels fulfillment and satisfaction with life,” and “Can work productively and make contributions to their community.”	Post-Secondary Transition Planning
Has the ability to cope with everyday life stressors	Positive behavior interventions and supports that address behaviors that interfere with learning of self or others
Realizes their abilities	FAPE in LRE (Endrew F)

*Source: [Wisconsin School Mental Health Framework: Building and Sustaining a Comprehensive System](#)

Mental Health and the CCR IEP



CCR IEP Step 1: Understand Achievement

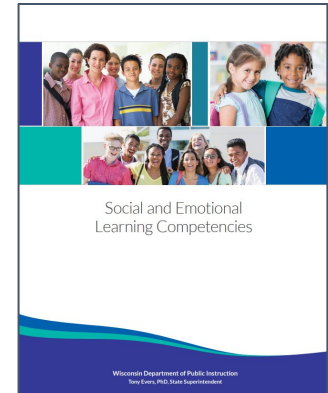
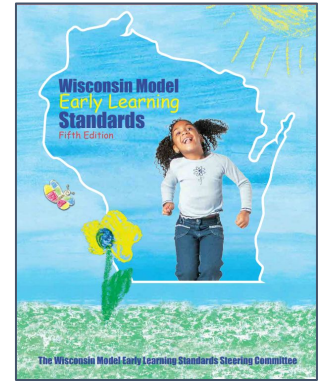
CCR IEP Step 1 At a Glance: Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

- When considering functional performance, use early childhood/grade level social-emotional learning competencies, school-wide positive behavior expectations, district/school code of conduct, or other sources as appropriate.
- Consider college and career readiness skills including independence, self-advocacy, resilience, and coping skills in relation to access, engagement, and achievement of grade-level standards and functional expectations.

Step 1 Considerations

Look Fors:

- Focus on student strengths and needs (not disability category or diagnosis)
- Multiple Sources of Data
 - Interviews, Observations, Checklists, Rating Scales
- Use of social and emotional learning competencies or Wisconsin Model Early Learning Standards



CCR IEP Step 2: Identify Effects of Disability and Summarize Disability Related Needs

- **Effects of Disability:** What are the nature, characteristics or results of the disability.
- **Root Causes:** Why is student having difficulty accessing, engaging and making progress in general education curriculum, instruction and environments?
- **Disability Related Needs:** Synthesis of Effects and Root Causes helps team identify student needs

Step 2 Considerations

Look Fors:

- **Focus on observable educational effects (repeat: not disability category or diagnosis)**
- **Move to root cause or “why” to identify underlying skills or unmet needs**
- **Identify disability-related needs that address student skills or social, emotional, behavioral functioning**



CCR IEP Step 3: Develop Goals

- **Ambitious and Achievable**
- **Strength Based**
- **Designed to close gaps between current and expected levels of academic achievement and functional performance (see Step 1)**
- **May address more than one Disability-related Need**
- **Each DRN must be linked to at least 1 goal and/or service**

Step 3 Considerations

Strength Based Skills/Goals Related To:

- Regulation
- Executive Functioning
- Communication
- Self-Determination
- Social Interactions
- Others



CCR IEP Step 4: Align Services

Special Education Services include:

- **Supplementary Aids and Services**
- **Specially Designed Instruction**
- **Related Services**
- **Program Modifications and Supports for Personnel**



Supplementary Aids and Services

- **Aids, services, and other supports (accommodations) provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.**
- **For each supplementary aid and service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s).**

Supplementary Aids and Services as MH Supports

Based on the student's individual needs and circumstances, could include:

- Reduced workload and/or extended time to complete assignments to minimize triggers to mental health symptoms
- Use of visual schedule to provide predictability
- Providing time with preferred peers, adults and activities to build social connection and resilience
- Physical activity
- Many more

Specially Designed Instruction (SDI)

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction:

(i) to address the unique needs of the student that result from their disability; and

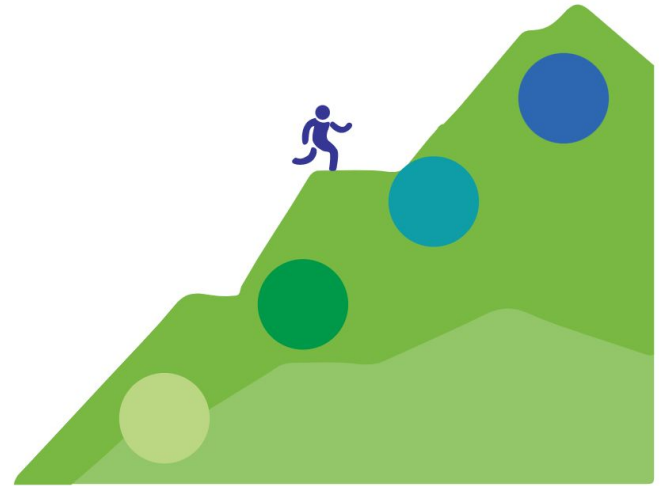
(ii) to ensure access of the student to the general curriculum so they can meet the educational standards that apply to all students within the jurisdiction of the public agency ...

[34 CFR 300.39\(b\)\(3\)](#)


SDI

Explicit instruction in:

- Regulation Skills
- Executive Functioning Skills
- Communication Skills
- Self-Determination Skills
- Social Interaction Skills
- Others



Related Services and Program Modifications

- **Related Services:** Transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education.
 - **Program Modifications:** Services or activities for school personnel to meet the needs of the student.
- 

Related Services and Mental Health

Mental health services and supports could be delivered through the provision of related services. This could include:

- **counseling**
- **school psychological services**
- **social work services**
- **occupational therapy**
- **speech-language services**



Program Modifications and Mental Health

Program modifications and supports could include:

- **regular collaboration time for related service providers, general education and special education teachers**
- **collaboration time between school staff and outside mental health providers**
- **specific training for teachers related to the implementation and progress monitoring of an evidence-based practice**

CCR IEP Step 5: Analyze Progress

- Procedures for measuring the student's progress toward meeting the annual goal from baseline to level of attainment (methods or procedures used to collect data needed to make ongoing decisions about student progress toward annual goal achievement?)
- Reports about the student's progress toward meeting the annual goal must be provided to parent(s)

Teaching New Skills and Providing Supports

Skills to Teach	Accommodations to Support
Self Regulation Skills	Regular Scheduled Breaks
Problem Solving Skills	Home Base or Calm Area when Upset
Self-monitoring Skills	Peer Supports
Transition Skills (between activities and environments)	Additional Time to Transition Use of Visual Schedule

Questions / Comments




Mental Health, FAPE and Attendance

When Mental Health Challenges Contribute to Truancy

- What triggers Child Find obligations/when is a special education evaluation appropriate for a student with a mental health challenge when truancy is a primary concern? (e.g., anxiety, depression, school refusal)?
- Is truancy an exclusionary factor for special education eligibility?
- What additional considerations are needed to address truancy when a student has an IEP?

Resources

- [What is Specially Designed Instruction and Who Can Provide It?](#)
 - [When Mental Health Challenges Contribute to Truancy](#)
 - [Wisconsin School Mental Health Framework](#)
 - [School Based Mental Health Professionals in Wisconsin](#)
 - [IEP Teams Plan Using the CCR IEP Five Step Process](#)
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Resources Continued

- [Providing Positive Behavioral Interventions and Supports to Students with Disabilities and Use of Functional Behavioral Assessments](#)
- [Special Education Evaluation](#)
- [The Role of Medical and Clinical Information in Special Education Evaluation and IEP Development](#)
- [Comprehensive Special Education Evaluation](#)
 - [Six Areas of Academic and Functional Skill](#)
- [Using instructionally-relevant questions to develop evaluations and IEPs](#)

Contact Information



Tim Peerenboom
School Psychology Consultant
timothy.peerenboom@dpi.wi.gov
(608) 266-1999

Eva Shaw
Special Education Consultant
eva.shaw@dpi.wi.gov
(608)264-6712