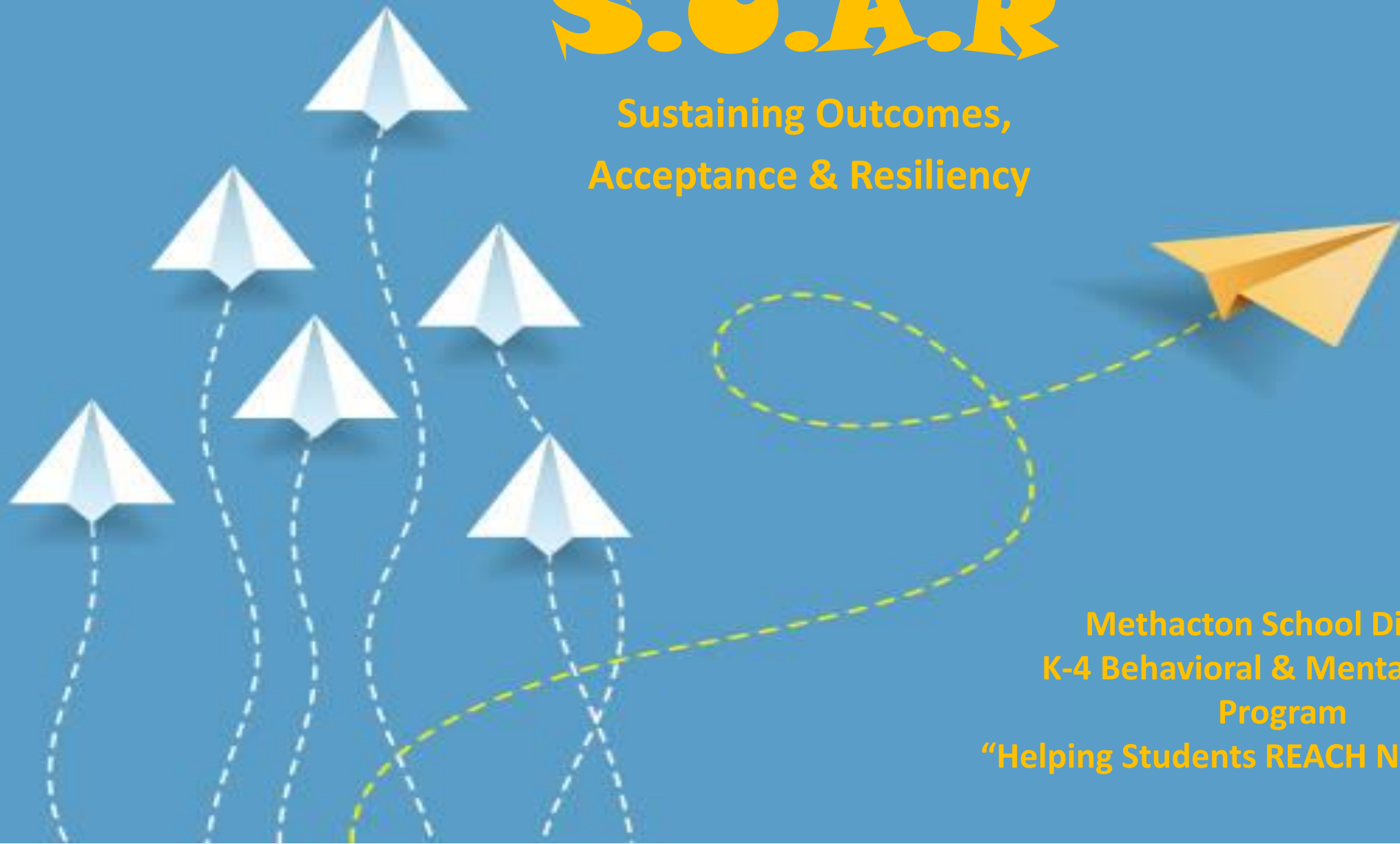


# S.O.A.R

Sustaining Outcomes,  
Acceptance & Resiliency



Methacton School District  
K-4 Behavioral & Mental Health  
Program  
“Helping Students REACH New Heights”

**“Actually meeting students where they are on their learning journey signals to them that we are advocates for their personal growth, success and well-being.”**

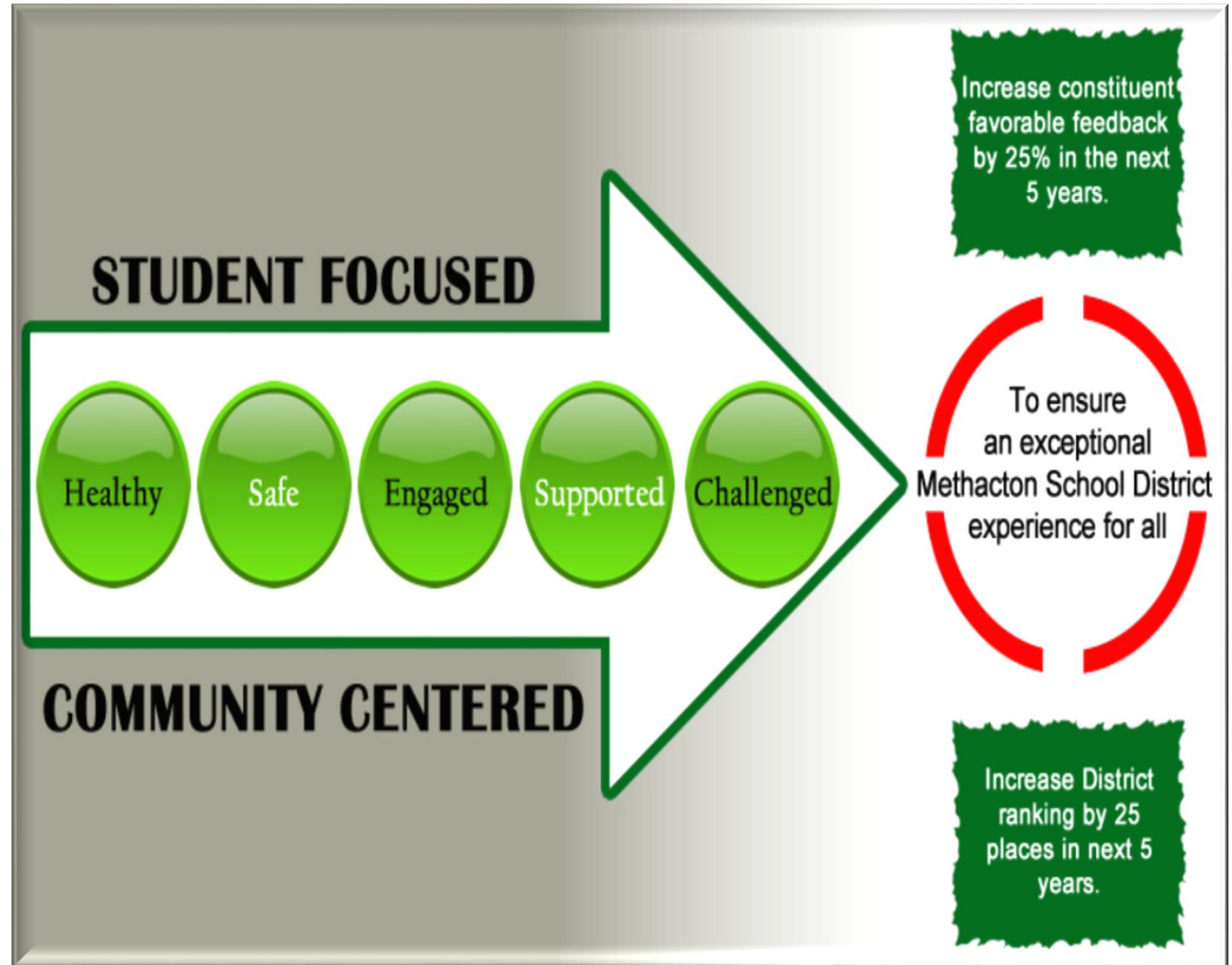
--- Celina Brennan

# Overview & Rationale:

- **Feedback from Inclusive Practices Team Meetings**
  - Support for Students with Behavioral and/or Mental Health Needs
  - Support/Training for Staff
- **Access and Opportunities**
- **Least Restrictive Environment**
- **Disproportionality**
- **Social, Emotional & Mental Health as a Result of the Pandemic**



The **S.O.A.R** program  
aligns to the  
District's  
Strategic Plan  
to ensure an  
exceptional  
experience  
for all.



**S.O.A.R** is also  
Designed to Support  
the  
Whole Child....

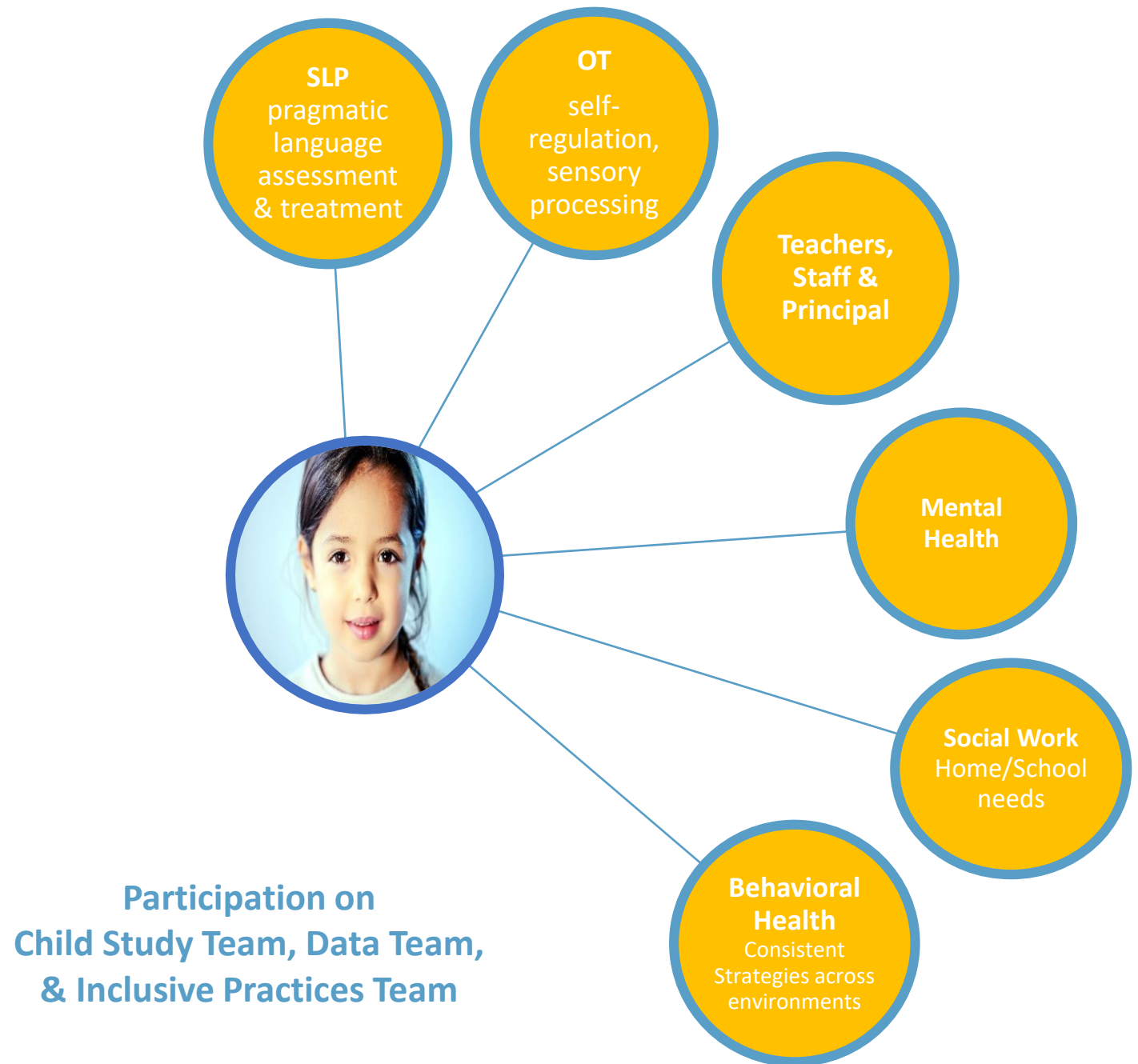


**MENTAL/BEHAVIORAL HEALTH DISORDERS** could impact academics, attendance, discipline, social and emotional well-being and relationships with peers and adults.



# By Implementing the Five Tenets of the Whole Child Using a Coordinated, Collaborative and Integrated Multi-Disciplinary Approach

*Healthy  
Safe  
Engaged  
Supported  
Challenged*



# Understanding Behavioral and Mental Health Needs:

The underlying causes associated with behavioral and mental health needs can be multi-factorial:

- Trauma
- Mental Health Diagnosis
- Behavioral Disorder
- Self-Regulation/Sensory Processing
- Communication Disorder
- Cognitive Impairment
- Executive Functioning
- Home/Family Concerns

# Inclusive Practices Goals:

- Improve academic outcomes & access to general education curriculum
- Increase social participation (sense of belonging & valued)
- Increase opportunities for independence across environments
- Increase connections to improve culture and climate
- Expand opportunities for students to participate in the least restrictive environment
- Improve attendance and decrease disciplinary referrals
- Provide *Early Intervening Services* to avoid disproportionality and/or over identification
- Offer support for staff so they can support the students in their classrooms





# **S.O.A.R** Outcomes:

**TIER 1: Safe Environments & Universally Healthy Students  
(All Students)**

**TIER 2: Early Intervening Services & Supports  
(Some Students)**

**TIER 3: Intensive Interventions & Supports  
(Individual Students)**

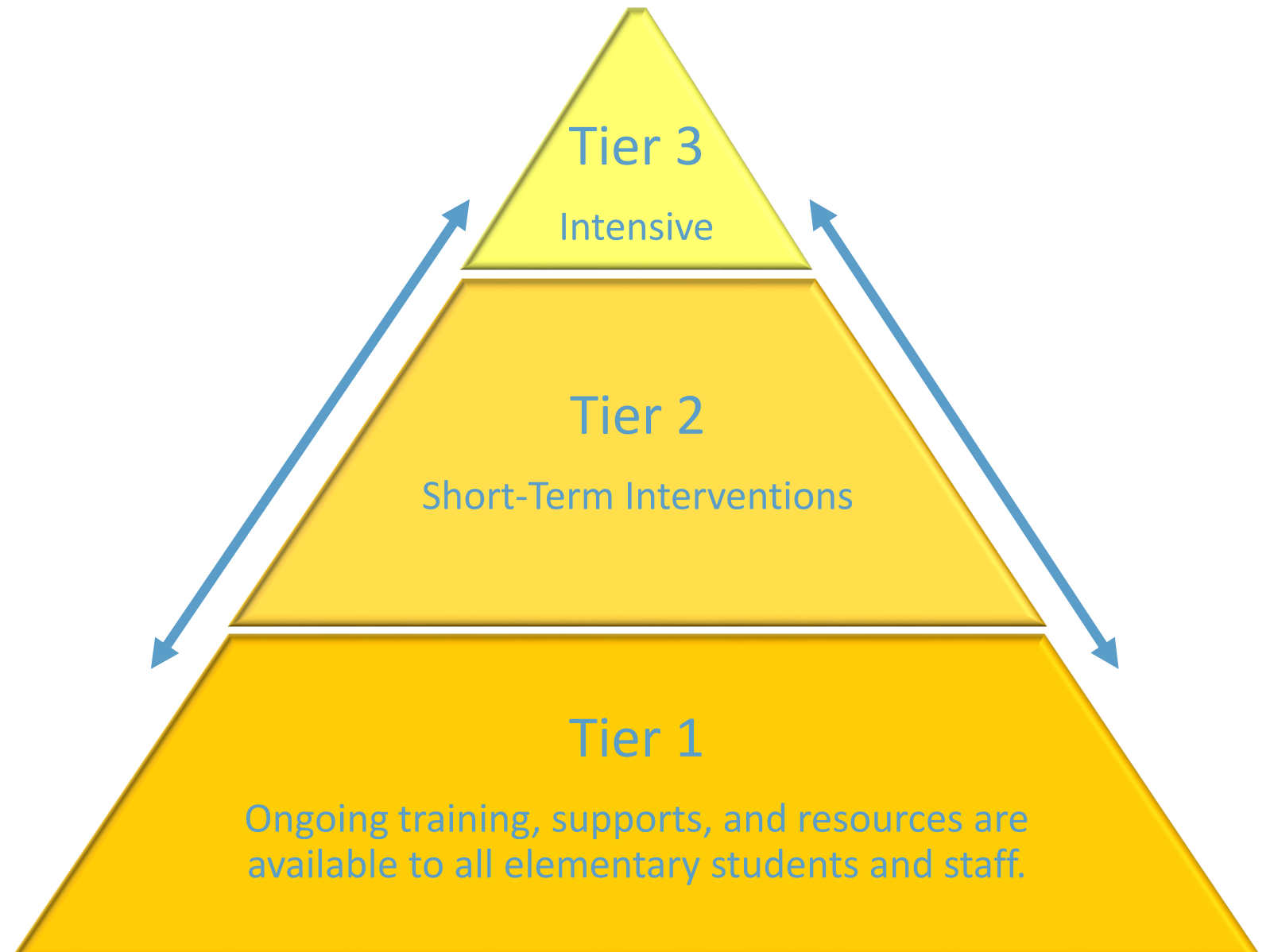
# ***S.O.A.R***

## **Provides a Multi-Tiered System of Support**

A **Multi-Tiered System of Support** (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students and to help educators provide academic and behavioral strategies for students with various needs.

MTSS relies on a continuum of evidence-based practices matched to student needs.

MTSS is based on  
building *Capacity*,  
not Dependency



# TIER 1: Safe Environments & Universally Healthy Students

- **Available for all students to develop independent skills in social/emotional learning**
- **Team Members Involved**  
Dedicated school counselors, PTS, REACH, Staff, Principals  
K-4 SAP Teams
- **Interventions**  
Occupational therapy & Speech/Language screenings and interventions  
Behavioral screenings and classroom-based interventions  
School-wide positive behavioral interventions and supports  
Whole class lessons on emotional awareness and self-management  
Super Self Pathway, Sensory Corner, Sensory and language-rich classrooms  
Connect Program: Teaching pre-requisite learning behaviors and self-management
- **Training for all K-4 staff** (self-regulation, ABC's of Behavior, trauma-informed care, mental health)

## TIER 2: Early Intervening Services & Supports

- **Available for smaller group of referred students**

Students move between Tiers – Fluid

Collaborative development of a ***Targeted Outcome Plan*** with focus on sustainability

Use of screening instrument to determine needs and progress

- **Team Members Involved**

REACH & PTS Therapists

K-4 SAP Teams & Staff

Mental Health Specialist - individual or small groups (based on IEP)

- **Interventions**

Role playing to practice strategies, build social skills, and increase emotional awareness using evidenced-based interventions (Super Self) and sensory room

## TIER 3: R.E.A.C.H. (Intensive Therapeutic Mental Health Support)

- Available to smallest group based on highest level of need due to presenting behaviors
- Partnership with Springfield Psychological
- Implemented at ALL Elementary Buildings
- **Team Members Involved**
  - REACH Clinician (doctoral-level mental health clinician)
  - Supervision by Program Director – Dr. Brianna Bernardo
- **Interventions**
  - Proactive & Evidence-Based Approach
  - Intake Process: clinician gathers data from school personnel and family to assess need
  - Collaboration with all school personnel throughout the school year
  - Family Support and Communication
  - Continuity of Care: Home, School and Other Agencies/Professionals

# Daily Onsite Support and Training for School Personnel

- This MTSS approach creates a deeper understanding of how to support students with behavioral & mental health needs.
- An Registered Behavioral Technician (RBT) will be assigned to each elementary school and will be accessible to staff.
- The REACH Clinician will be available to consult with staff.
- Professional Development - embedded as part of the day, at faculty meetings and during in-service days.
- Trainings can be pre-recorded and made available to staff for their review.
- MIAC offerings will be available during the summer.



## Considerations:

- Implementation Timeline
- Professional Development – practical strategies and tools
- Physical Space – Sensory Rooms and REACH Clinician
- Building Capacity – Setting Expectations
- Accountability
- Budget for Comprehensive Early Intervening Services



# Questions