



Mental Health Supports

Owatonna Public Schools
Nancy Williams - OHS School Social Worker
Tami Langlois - OHS Counselor

District Feedback Survey Results

Parents:

My child is able to handle the emotional challenges of school - 88% agree/strongly agree; 10% disagree
30% of families listed Mental Health service as a top 4 priority

Students:

I know my teachers care about me - 85% agree/strongly agree
What makes learning hard - Stress (61%), Test Anxiety (55%),



Baseline Description



Since January 2025, our school social workers and counselors have dedicated staff development days (same day that teachers have dedicate to READAct) to assess and evaluate our district's Multi-Tiered System of Supports (MTSS) framework for social-emotional learning (SEL), behavior, and mental health supports.

Through this process, we've recognized the strength and commitment of our staff and the presence of several valuable student supports. However, our analysis revealed key gaps in system-wide consistency and intentionality. Specifically:

- Historically, interventions across tiers are not consistently targeted, intentional, or evidence-based. With these training days, we were able to devote our time to collaborate on making it more data driven.
- Inconsistencies exist in defining and identifying tiered supports across schools.
 - Elementary schools could collaborate during this time to have consistency in supports.
 - 6-12 could specialize in an intervention to share with others.
- Each staff member implemented and documented a minimum of **three** evidence-based interventions, progress monitored for **7–9 weeks**.
 - This is to monitor the effectiveness of the intervention
 - Progress monitoring
 - Continue on with the intervention? Try a different intervention?

Tiers of Interventions

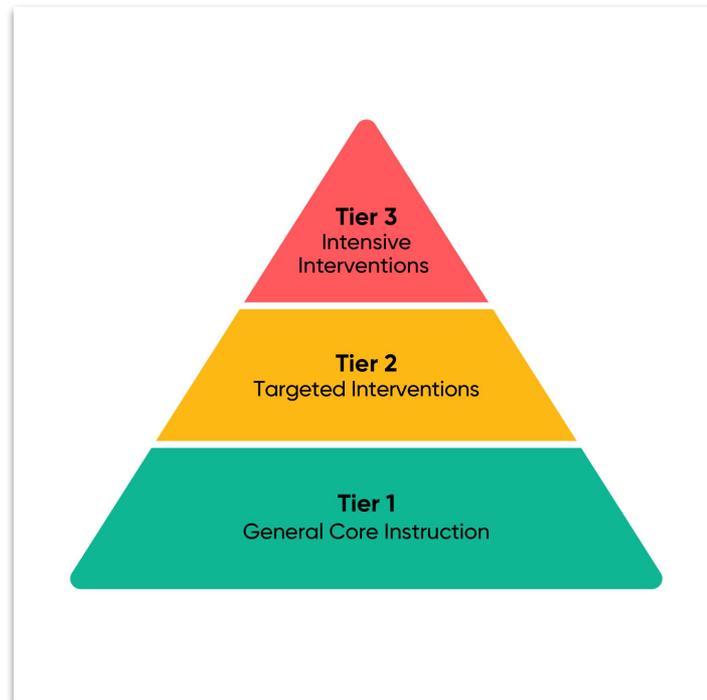
TIER 2

Attendance

Acquisition

- Internalizing
- Externalizing
- Academic Readiness/Ex Functioning
- Social Skills

Performance



TIER 3

*increased intensity and individualization of tier 2 intervention or a more specialized intervention

Anxiety/Worry

Depressed/Irritable

Trauma

Executive Functioning

Menu of Interventions

MENU OF INTERVENTIONS		
Intervention	Targeted Behaviors / Root Causes	Interventionists
Be Good People (or other social skills intervention)	behaviors due to gaps in "life skills" such as self-awareness, self-management, social awareness, relationships, and responsible decision-making	any trained staff
Brief Intervention Strategy for School Mental Health Clinicians (BRISC)	difficulty problem-solving common causes of distress, managing mood, and communicating needs	trained school-based practitioners, including licensed clinicians, school social workers, school counselors, and school psychologists
Check In Check Out (or other mentoring intervention)	behaviors that are disruptive to the learning environment such as off-task, out-of-place, out-of-turn	any staff
DBT Skills	chronic suicidal ideation, self-injurious behavior, frequent interpersonal conflict, substance abuse, frequent intense emotional dysregulation	licensed mental health clinician (LCSW, LPCC, LMFT, LP) or a clinical trainee/mental health practitioner under the supervision of a clinician that has training in DBT
Homework Organizing and Planning Skills (HOPS) (or other executive functioning/academic readiness intervention)	academic readiness and behaviors due to executive functioning skill gaps such as organization, time management, homework completion, planning ahead	any trained staff
Social narrative	unexpected or unsafe behavior or social interactions, effective communication, making choices, anxiety about new situations, etc.	any staff
Strong Start, Strong Kids, or Strong Teens	behaviors due to social-emotional skill gaps such as emotional management, perspective-taking, interpersonal problem-solving, etc.	any staff
Trails to Wellness (or other CBT intervention)	symptoms of anxiety and depression	school-based practitioners, including licensed clinicians, school social workers, school counselors, and school psychologists
Unstuck and On Target	behaviors such as not following directions, difficulty making transitions, meltdowns, and negativity due to executive functioning skill gaps such as flexibility, organization, planning	any trained staff

Moving forward

PLC Work

- Collaborative work between social workers and counselors
- Building stronger personal relationships with colleagues
- Targeted interventions based on data
- Service more students on broader level
- Students becoming more independent with their social emotional skills and becoming more resilient.
- Utilize Educlimber as a platform for data storage and analysis - attendance, behaviors, etc.