## Introduction

### Purpose:

Schools are responding to a growing number of students with significant mental health issues and who have experienced significant trauma. This site provides guidelines and resources for classroom teachers and school-based teams when assessing and addressing the needs of these students.

### Classroom Teachers:

- Use the Teacher Self Reflection Inventory included in this introduction folder to evaluate the impact of the student’s behavior on you and your classroom (Note the inventory is long. You can select sections and/or questions that best help reflection).

- Use the PBIS website to further narrow the type of behavior that is impacting the student’s progress. Here you will find tiered behavior interventions with recommended timelines for implementation. [http://www.pbisworld.com/](http://www.pbisworld.com/)

- Survey the folders within this site (Anxiety, Depression, Bipolar Disorder, Disruptive Mood Dysregulation Disorder, Oppositional Defiant Disorder, Psychosis, Reactive Attachment Disorder, Fetal Alcohol Spectrum Disorder, and Trauma) to see if there is one that reflects a more significant mental health issue that describes your student.

- Use the attached resources within the folder as interventions in your classroom. (See Tiered Supports for Behavior Intervention chart included in folder for more detailed description of tiers). Please note that interventions should be implemented for a minimum of 4-6 weeks prior to beginning a new or different intervention.

- If these interventions are not successful, please make a referral and go through the SST process. If your school does not have a culturally proficient SST process, please refer to the FCPS Culturally Responsive Student Services Team Reference Guide (included in this introduction folder).

- If the student already has a BIP, be sure that the BIP is being implemented with fidelity and consider the need to update the FBAs.