

# Addressing Mental Health Needs in the IEP

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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Objectives

- **Participants will understand how IEP teams can include supports and services in the IEP that meet the student's mental health needs.**
- **Participants will review the legal and ethical reasons for supporting students with disabilities who experience mental health challenges through their Individual Education Plans.**



# Comprehensive School Mental Health



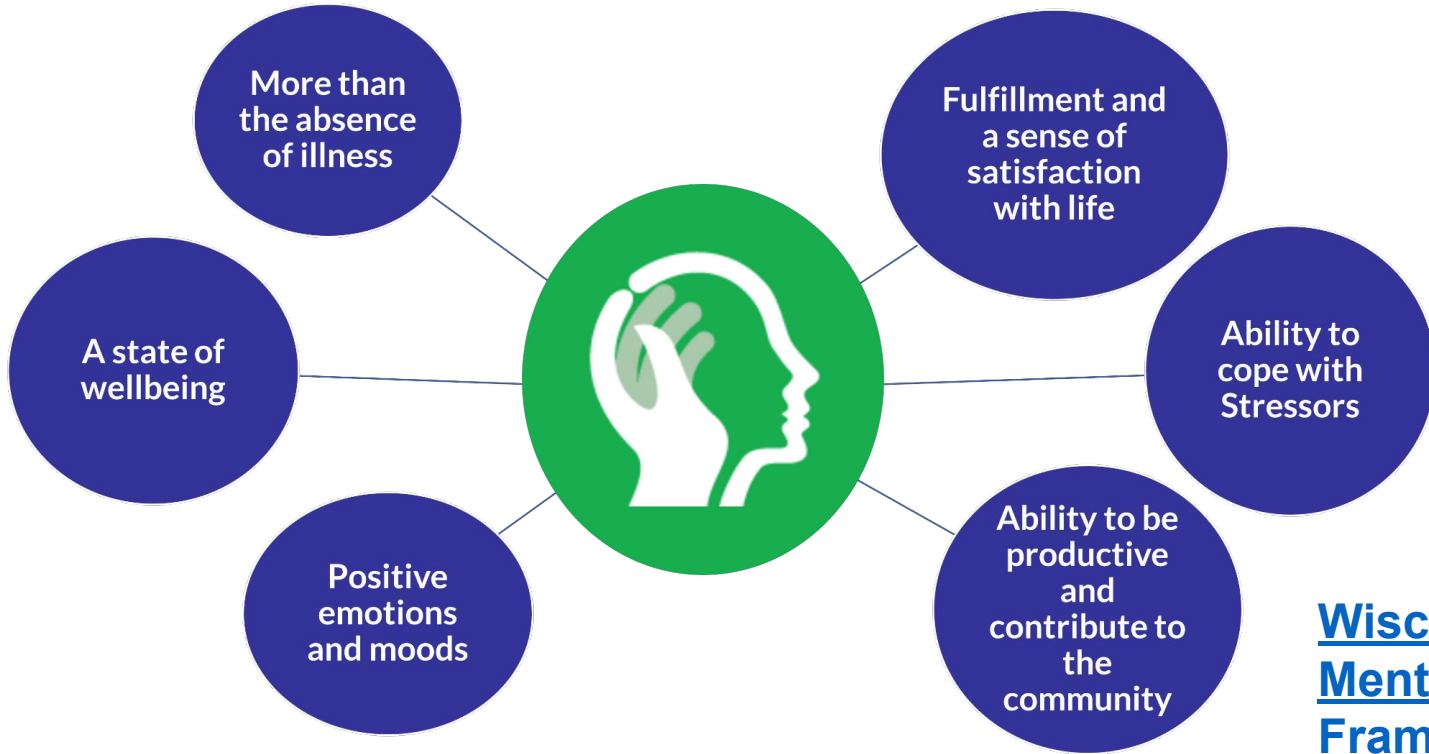
# Health Defined

**“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**

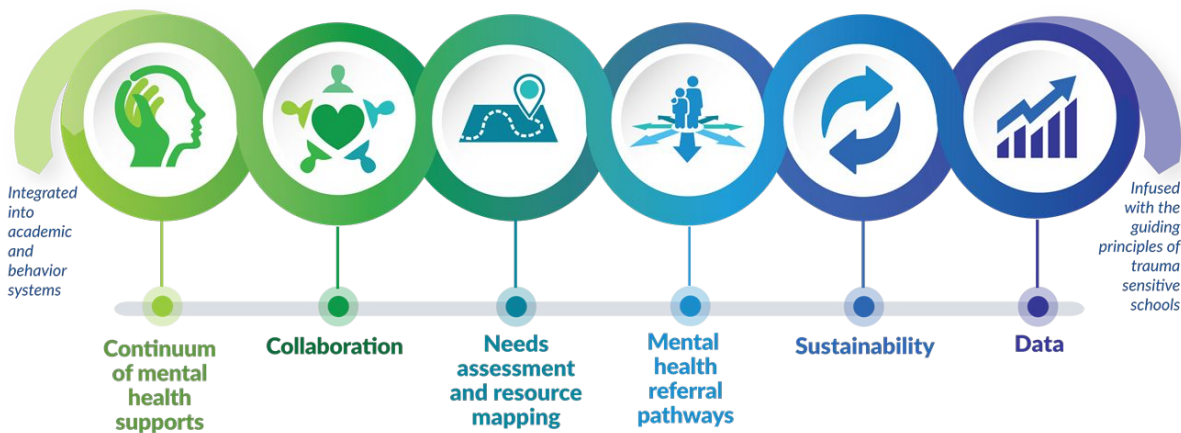


# Mental Health Defined



[Wisconsin School  
Mental Health  
Framework](#)

# Wisconsin's Comprehensive School Mental Health Framework



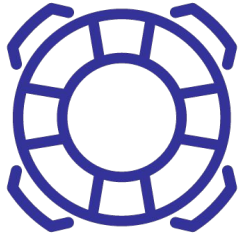
[Link to Framework](#)



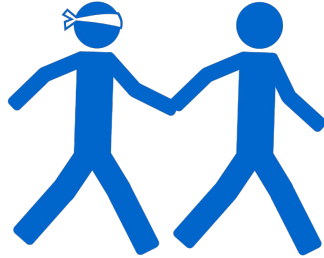
## The Wisconsin School Mental Health Framework

Building and Sustaining a Comprehensive System

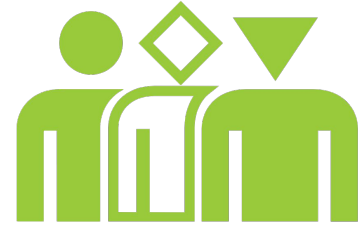
# Trauma Sensitive Lens



**Safety**



**Trustworthiness**



**Cultural Responsiveness**



**Empowerment**




**Collaboration**



**Choice**

# 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
- 



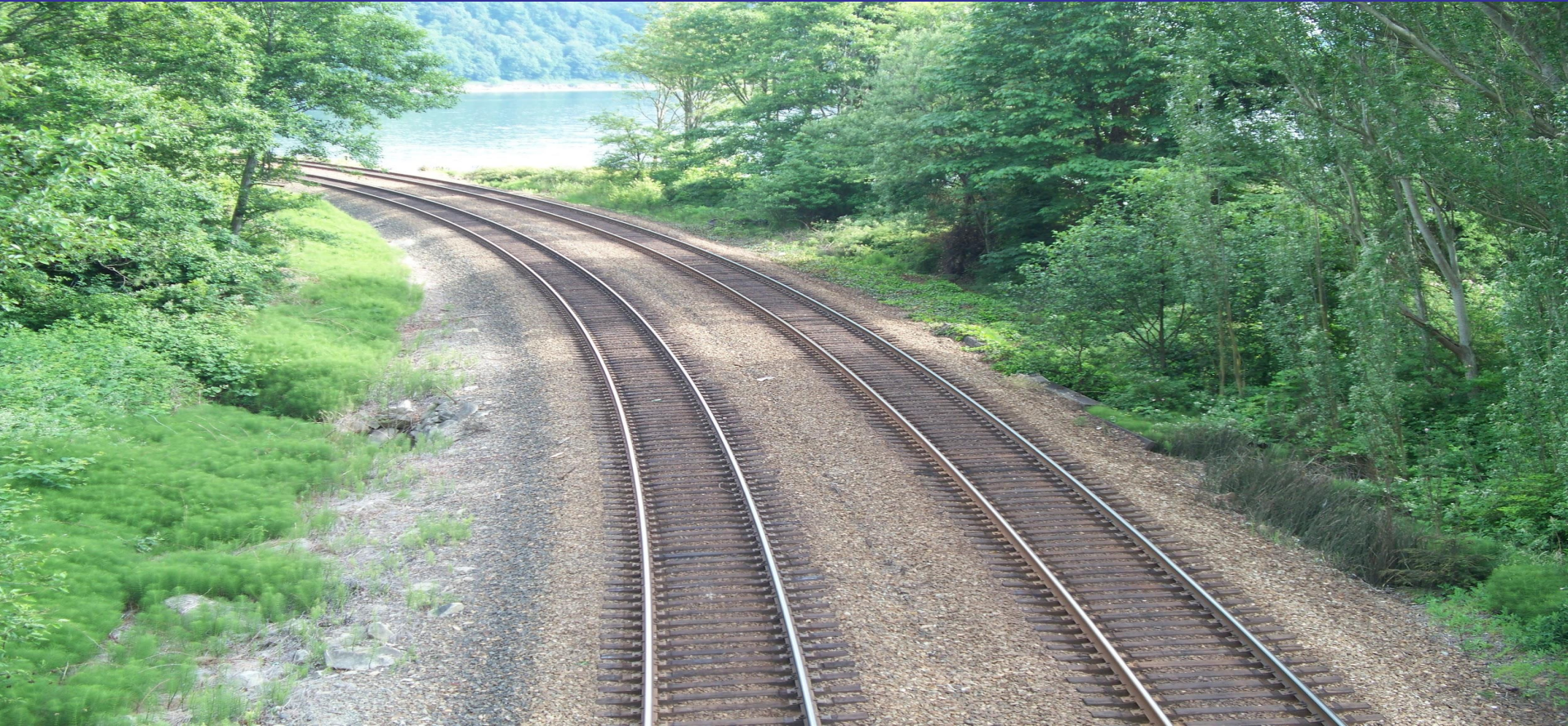
# School Based Mental Health is a Team Sport!

## Who else Supports Student Mental Health?

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



# Comprehensive Special Education Evaluations



# CSEE Framework Overview

**A Comprehensive Special Education Evaluation (CSEE) helps determine if the student has a disability AND identifies the educational needs that require IEP services.**

- **Need based not label focused**
- **When a student has a medical condition, the IEP team must consider the effects of the condition within the context of the public school environment.**
- **Not all students with medical conditions need special education services in school.**

# Six Areas of Academic and Functional Skill

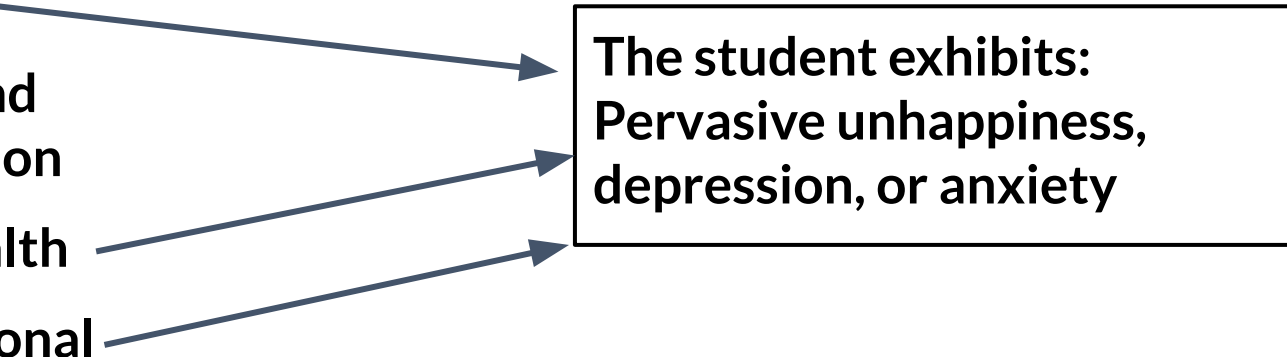
1. Academics
2. Cognitive Learning
3. Communication
4. Independence and Self-Determination
5. Physical and Health
6. Social and Emotional Learning

**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

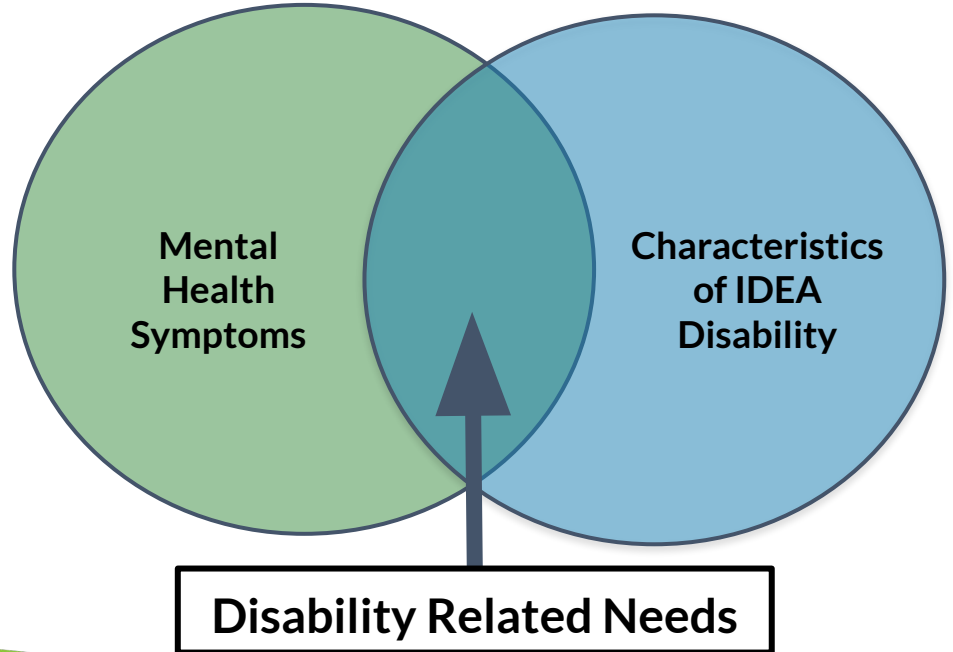
## Special education services are ineffective:

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

# Mental Health Diagnoses and Special Education Evaluations

Data Source (external/clinical) → MH Symptoms

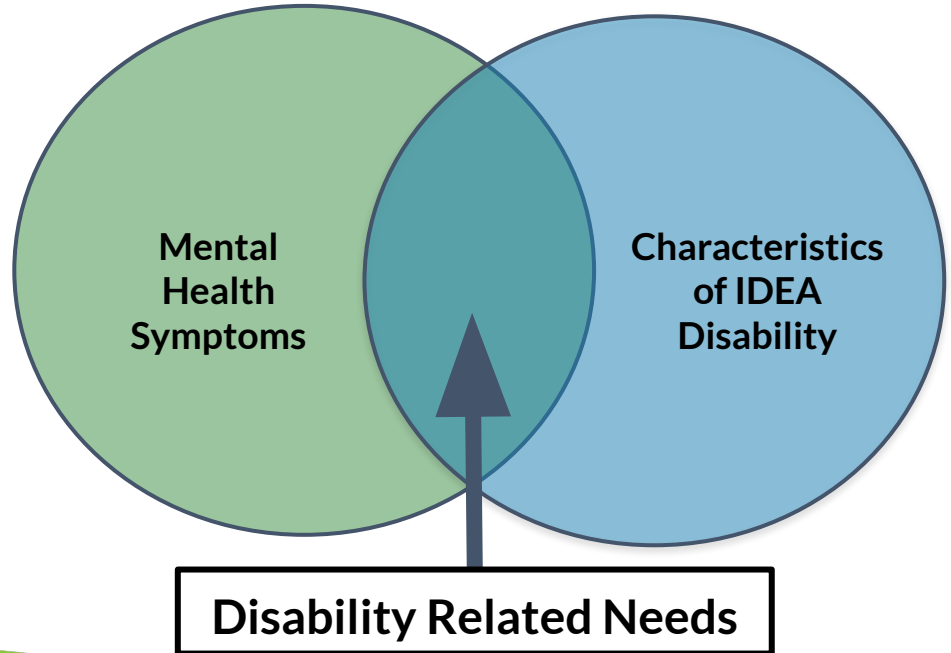
Data Source (internal/CSEE evaluation) → Characteristics of IDEA Disability



# Mental Health Diagnoses and Special Education Evaluations

Data Source (external/clinical) → MH Symptoms

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





# College and Career Ready 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.”	<a href="#">Post-Secondary Transition Planning</a>
Has the ability to cope with everyday life stressors	<a href="#">Positive behavior interventions and supports that address behaviors that interfere with learning of self or others</a>
Realizes their abilities	<a href="#">FAPE</a> 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

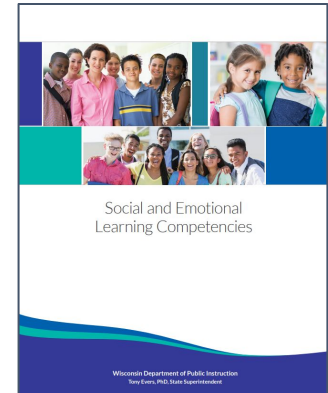
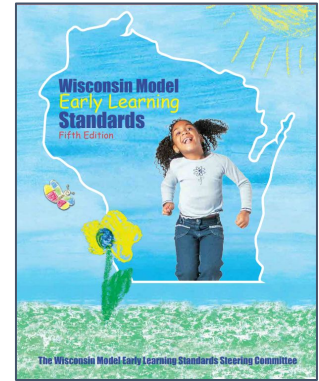
**CCR IEP Step 1 At a Glance:** Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

- 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**
- 



# 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

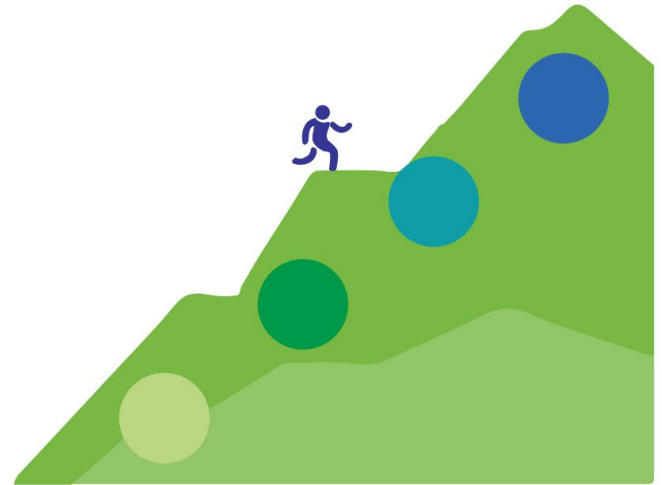
(ii) to ensure access of the student to the general curriculum so they can meet the educational standards that apply to all students within the jurisdiction of the public agency ...

[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





# Related Services

**Are School Psychologists, School Counselors, School Social Workers therapists?**

**What can/should parents expect from these 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

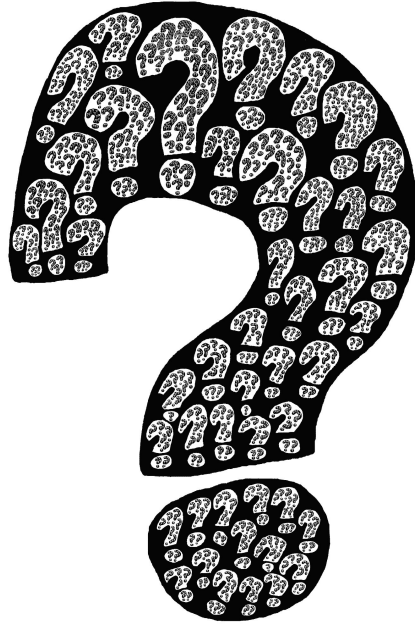
# CCR IEP Step 5: Analyze Progress

- 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

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

# Questions / Comments



# 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](#)
- [College and Career Ready IEPs](#)
  - [IEP Teams Plan Using the CCR IEP Five Step Process](#)

# 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](#)

# More Resources

## Wisconsin DPI

- [Introduction to Special Education](#)
- [Introduction to Special Education \(Hmong\)](#)
- [Introduction to Special Education \(Spanish\)](#)
- [Special Education in Plain Language](#)
- [Special Education in Plain Language \(Spanish\)](#)

## Family Support Organizations:

- [Disability Rights](#)
- [Wisconsin FACETS](#)
- [Wisconsin Family Ties](#)
- [Wisconsin Statewide Parent Educator Initiative](#)





# 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?

# Contact Information



WISCONSIN DEPARTMENT OF  
**Public Instruction**

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Team**

**(608) 266-1781**

Submit a [Contact Form](#)

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