

Meadows Mental Health Policy Institute

Utilizing Common Frameworks to Better Support the Mental Health of Students with Developmental Disabilities

Overview

Many frameworks are used in education to provide structure, clarity, and consistency across settings for all students. Frameworks may be utilized at all levels: district, school campus, individual classroom, small groups, and with an individual student. This resource provides an overview of two frameworks that provide the basis for comprehensive school mental health in Texas: (1) Multi-Tiered Systems of Support and (2) Nine Components of State-Required School Mental Health Practices, Procedures, and Training. For each framework, information on how to use the framework to best support the mental health of students with developmental disabilities (DD) is provided.

We recommend using this tool to explore supportive strategies, resources, and adaptations that will support students with DD with any mental or behavioral health need. In addition to using these strategies to promote mental wellbeing schoolwide, once a school has determined strategies and adaptations that appropriately support a student's developmental needs, we recommend collaborating with Special Education staff, teachers, administrators, and caregivers to formalize those strategies within the student's Individualized Education Plan (IEP) to generalize those strategies across various educational settings and monitor their impact on the student's overall academic progress.

Multi-Tiered System of Supports (MTSS)

Tables in this section were adapted from Texas Education Agency's [School Mental Health Guide and Toolkit](#); starting on page 20 of that guide there are example activities that school districts can utilize when implementing each of the MTSS tiers. The tables below highlight only a few example activities and offer strategies and tools for making each of these example activities more accessible. Schools should consider how to adapt all activities and incorporate [universal design for learning principles](#) into MTSS in order to best meet the needs of all students.

MTSS Tier 1: Universal Supports

Universal supports include broad mental health and behavioral health related activities including promotion and prevention that are selected and implemented to meet the needs of all students.

Considerations for implementing Universal Supports that meet the needs of students with DD:

1. Teaching Mental Health Awareness:
 - Break down complex topics into smaller parts and use plain language.
 - Utilize visuals.
 - Use concrete examples that are relevant to the students' lives.

MTSS Tier 1: Universal Supports

- Offer multiple response options for students to demonstrate understanding. This can include written response, picture or visual, verbal, or another form of communication.
 - Repeat important content.
 - Provide opportunities for students to practice what you are teaching.
2. Grief and Trauma:
- Recognize behavior is communication and that trauma can have a profound effect on a child with DD.
 - Educate yourself on how trauma and grief can impact youth with DD.
 - [Facts on Traumatic Stress and Children with Developmental Disabilities, National Child Traumatic Stress Network \(NCTSN\)](#)
 - [Grief and Loss Overview Tip Sheet for Educators](#), Vanderbilt Kennedy Center
 - Help (re)establish a sense of safety.
 - Provide support to the child’s caregivers.
 - Know the child and family have just as much to teach you as you have to teach them.
 - [Social stories](#) can be a helpful tool for students with disabilities and may be helpful when talking about grief and/or trauma.
3. Universal Screening:
- Mental Health screeners and assessments developed for youth with DD that are free:
 - [Child and Adolescent Trauma Screen \(CATS\)](#)
 - [Lancaster and Northgate Trauma Scale \(LANTS\)](#)
 - [Nisonger Child Behavior Rating Form](#)
 - [Screen for Child Anxiety-Related Emotional Disorders \(SCARED\)](#)
 - [Young Child PTSD Screen \(YCPS\)](#)

MTSS Tier 2: Targeted Supports

Targeted supports include targeted early intervention services and supports for some students identified as at risk of mental health concerns.

Considerations for providing Targeted Supports that meet the needs of students with DD:

1. Evidence-based small group interventions for additional skill-building, such as problem-solving, conflict resolution, building/maintaining relationships, goal setting, responsible decision making, stress management, and resiliency building:
 - Mindfulness practices
 - Box Breathing, Belly Breathing or Pinwheel Breathing; [Progressive Muscle Relaxation](#); Sensory Exploration/Activities
 - [Distraction techniques and alternative coping strategies](#) to help students shift attention away from something that is unpleasant or distressing
 - [Social stories](#)
 - [Zones of Regulation](#) or [Incredible 5-Point Scale](#) to support self-awareness and regulation of emotions

MTSS Tier 2: Targeted Supports

- [Social Thinking, Superflex Series](#) to teach flexibility, self-awareness, executive functions, self-regulation, and promote the use of visual supports, modeling, naturalistic teaching, and self-management
 - Strategies to Support Social Engagement from the Vanderbilt Kennedy Center: [Emotional Processing](#); [Social/Interpersonal Skills](#); [Executive Functioning Skills](#)
2. Caregiver engagement and family group psychosocial education:
 - Prioritize building partnerships with parents and students and strengthen family protective factors by doing the following:
 - Ask and answer parent questions;
 - Provide timely information to include education, coaching, in-home modeling, mentoring, and support services;
 - Recognize that parents themselves may have trauma histories or experience secondary traumatic stress; and,
 - Promote a healing and protective environment.
 - Identify key individuals in a child’s life, what is *important to and important for* the child, and how the caregivers can support the child with what is important.
 - Encourage and support families in accessing DD- and trauma-informed support which can be informal, formal, or family-to-family.
 - Maintain cultural competence and nonjudgment around all types of family and parent dynamics and cultural beliefs around disability.
 3. Low intensity classroom-based supports, such as daily teacher/student check-in, and restorative practices and circles:
 - Utilize [Positive Behavior Intervention Support](#) (PBIS) [Tier Two](#) classroom interventions
 - Engage in [Positive Identity Development](#) (PID) by focusing on psychological well-being through connections, safety (emotional and physical) and empowerment.
 - Review the [My Coping Tool for Individuals with IDD](#) from the Vanderbilt Kennedy Center

MTSS Tier 3: Intensive Supports

Intensive supports include mental health treatment or specialized services to support selected students with social, emotional, behavioral, and/or mental health needs.

Considerations for providing Intensive Supports that meet the needs of youth with DD:

1. Safety Plans or Crisis Plans for suicide prevention, return from treatment or hospitalization, and intervention protocols:
 - Understand that those with DD are at increased risk for suicide or suicidal behavior.
 - Include student agency and voice in the plan.
 - Use short and simple language, using the student phrasing or word choice when possible.
 - Identify through naming and recognizing emotions and connect the emotion(s) to action(s) the student can take and support they can reach out to.
 - List of family, friends, or teachers who they can go to for help.
 - Identify the student’s own behaviors which might indicate escalation.

MTSS Tier 3: Intensive Supports

- Help the student practice asking for support or showing they need support.
 - Review the linked crisis response webinar and resources here [MMHPI - Supporting the Mental Health and Well-being of Youth with Developmental Disabilities](#).
 - [Safety Planning Intervention for Autistic Individuals - SPI-A – adapted from Stanley Brown](#)
 - [Training for 988 National Suicide Lifeline Screeners: Suicide Screening for People with Autism Spectrum Disorder \(ASD\) and Intellectual and Developmental Disabilities \(IDD\) MH](#)
 - [Texas Health and Human Services Commission \(HHSC\) Flyer – Suicide Prevention for Individuals with IDD](#)
 - [Click here](#) to learn more about current research and efforts to develop autism-specific suicide risk assessment tools and management strategies.
 - [Understanding and Preventing Suicide in People with IDD: Experiences Learned from a Collaborative Research Project Webinar](#)
 - Review [AAIDD's](#) webinar on Understanding and Preventing Suicide in People with ID
 - [Navigate Life Texas, Supporting a Child through a Mental Health Crisis: Rebuilding After](#)
 - [Vanderbilt Kennedy Center, Crisis Prevention and Management Plan](#)
2. Evidence-based therapeutic interventions:
 - Utilize resources adapted for those with DD, such as:
 - [Cognitive Behavioral Therapy \(CBT\) Adaptations for IDD](#)
 - [NCTSN: Tailoring Trauma-Focused CBT for Children w/ IDD](#)
 - [Modification for Mental Health Evidence-based Practices for Intellectual DD](#)
 - [Tailoring Trauma-Focused CBT for Youth with Developmental Disabilities \(TF-CBT-IDD\) and their Caregivers](#)
 - [Supporting Youth with Developmental Disabilities and Mental Health Concerns in Schools – Meadows Institute Report](#)
 3. Reentry plans from disciplinary alternative education programs (DAEP)
 - [TEA guiding principles](#) for reintegration for students with and without disabilities, includes common concerns and planning steps that are helpful.
 - [Reentry template](#), Harris County Reentry Group & Disability Rights Texas
 - [TEA Recommended Reintegration Template](#)

The Nine Components of State-Required School Mental Health Practices, Procedures, and Training

Tables in this section are adapted from Texas Education Agency's (TEA) [School Mental Health Guide and Toolkit](#). These tables highlight school mental health components under TEC § 38.351 for which Local Education Agencies (LEAs) must develop practices and procedures, as well as required professional development (training) under TEC § 21.451. **The resources in the TEA *Approved Best Practices and Programs* section of each table are from the [Texas School Mental Health website](#) and were selected because they include elements that support students with DD.** More information about each of the best practices and programs are linked in the tables and can also be found on the [Texas School Mental Health website](#). For some components, there are additional trainings and tips relevant to supporting students with DD.

School Mental Health Component 1: Early Mental Health Prevention and Intervention, Mental Health Promotion

TEA Approved Best Practices and Programs

Prevention/Intervention Training, costs may be associated:

1. [Mental Health Wellness for Individuals with Intellectual and Developmental Disabilities \(MHW-IDD\) Training](#)- this resource helps people recognize the signs of mental health challenges in youth with DD. Increase understanding of signs of mental health concerns in youth with DD can help prevent associating behavior with the DD diagnosis alone and find the right supports.
2. [Youth Mental Health First Aid](#)- trainings for youth, teens, and adults.
 - Consider incorporating information on signs of mental health concerns in youth with developmental disabilities.
3. [Psychological First Aid for Schools](#)- for students, school personnel, families.
 - This training is offered by the National Child Traumatic Stress Network (NCTSN) that also offers this helpful resource - [Trauma and Intellectual and Developmental Disabilities \(IDD\) Toolkit](#)

Intervention:

1. [Community Resource Coordination Groups \(CRCG\)](#)

Registries/Databases:

1. [Texas School Mental Health Resource Database](#)
 - Search database for “developmental” and/or “disability” to find relevant local resources
2. [Texas School Safety Center \(TxSSC\): Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#) with resources to build a positive culture of safety for all.
3. [California Evidence Based Clearinghouse \(CEBC\)](#)
 - See topic page - [Developmental and Autism Spectrum Disorder Interventions \(Child & Adolescent\)](#)
4. [Blueprints for Healthy Youth Development](#)
 - [Incredible Years - Child Treatment](#) – may be helpful for youth with DD.
 - [SRA Early Interventions in Reading](#) supports kids with intellectual disability to develop reading and writing skills to enable greater academic achievement.
5. [Office of Juvenile Justice and Delinquency Prevention Model Programs Guide](#)
 - Eye to Eye is a group-mentoring afterschool program for students with a learning disability or ADHD.

Additional information relevant to supporting students with DD

- [The Universal Design Learning \(UDL\) Guidelines](#) make learning accessible and inclusive for all.
- When teaching students with DD about mental health, include accommodations such as role playing, use of visuals, session structure with visual activity schedule, and plan for repetition of key concepts.

School Mental Health Component 2: Substance Use Prevention and Intervention

TEA Approved Best Practices and Programs

Prevention/Intervention Training, costs may be associated:

1. [Check and Connect](#) is a school-based program for general education and special education students in grades K-12 and who show warning signs of disengagement with school and who are at risk of dropping out.
2. [Substance Abuse and Mental Health Services Administration \(SAMHSA\) Programs - Preventing Substance Use Among Young Adults with Disabilities](#) highlights the need for primary substance use prevention programs for young adults with disabilities, provides guidance on designing and tailoring these programs, and describes factors that may affect the delivery of prevention programming.

Interventions/Community Resources:

1. [Outreach, Screening, Assessment and Referral](#) (OSAR) services are incorporated into multiple local mental health authorities (LMHAs), which can help coordinate care with the local intellectual and developmental disability authorities (LIDDAs) across Texas.
2. [Prevention Resource Centers](#) - contact regional programs to see if they have supports specific to youth with DD and substance use challenges.
3. [Community Resource Coordination Groups](#) (CRCG)

School Mental Health Component 3: Building Skills Related to Managing Emotions, Establishing and Maintaining Relationships, and Responsible Decision-Making

TEA Approved Best Practices and Programs

Prevention/Intervention Training, costs may be associated:

1. [Positive Behavior Interventions and Supports \(PBIS\)](#) is a schoolwide framework for supporting academic and behavior outcomes for all students, [including those with disabilities](#).
2. [Youth Thrive](#) is a framework aimed at increasing protective and promotive factors while reducing risk factors for youth. Research shows that these supports help young people move beyond trauma to become more resilient in addressing their developmental needs. Some adaptations may be to reach all students.
3. [Preventing Adverse Childhood Experiences](#) (ACEs) is intended for any adult working on a K-12 campus to help them understand, recognize, and prevent ACEs from occurring.
4. [Center for Optimal Brain Integration](#) is intended for any school personnel to help them understand the impact of trauma and trauma-informed care.

Interventions/Community Resources:

1. [Prevention Resource Centers](#) - contact regional programs to see if they have supports specific to youth with DD.
2. [Triple P Positive Parenting Program](#) is intended for parents and caregivers of children up to age 16. [Stepping Stones Triple P](#) is specifically for parents of a child with a disability.
3. [Check and Connect](#) is a school-based program for general education and special education for students in grades K-12 and who show warning signs of disengagement with school and who are at risk of dropping out.

School Mental Health Component 3: Building Skills Related to Managing Emotions, Establishing and Maintaining Relationships, and Responsible Decision-Making

4. [Restorative Justice/Restorative Practices](#) is intended for use with entire communities, including the school community. Students with DD should receive the support needed to fully engage in restorative justice on campus.
5. [Conscious Discipline](#) is intended for use by teachers, administrators, mental health professionals, or parents with infants and toddlers (0-3) and children in grades PreK-5. Includes [training specific to students with Autism](#).
6. [Collaborative and Proactive Solutions](#) is intended for use by clinicians, educators, or parents with children and adolescents ages 4-14 and is an evidence-based, trauma-informed, neuro-affirming approach to working with kids with social, emotional, and behavioral challenges.

Registries/Databases:

1. [Texas School Mental Health Resource Database](#)
 - Search database for “developmental” and/or “disability” to find relevant local resources
2. [Texas School Safety Center \(TxSSC\) - Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#) with resources on building a positive culture of safety for all.
3. [What Works Clearinghouse \(WWC\)](#)
 - Search database for “developmental” and/or “disability” to find relevant resources
4. [California Evidence Based Clearinghouse \(CEBC\)](#)
 - See topic page - [Developmental and Autism Spectrum Disorder Interventions \(Child & Adolescent\)](#)
5. [Tier Interventions Using Evidence-Based Research \(TIER\)](#) and includes many resources specific to children receiving [special education services](#).
6. [Office of Juvenile Justice and Delinquency Prevention Model Programs Guide](#)
 - Eye to Eye is a group-mentoring afterschool program for students with a learning disability or ADHD.

Additional information relevant to supporting students with DD

- Mindfulness practices: Box Breathing, Belly Breathing or Pinwheel Breathing; [Progressive Muscle Relaxation](#); Sensory Exploration/Activities
- Teach [distraction techniques and alternative coping strategies](#) to help students shift attention away from something that is unpleasant or distressing.
- [Use of social stories](#) to establish school routines. Additional resources on [social stories](#).
- Teach [Zones of Regulation](#) or [Incredible 5-Point Scale](#) to support self-awareness and regulation of emotions.
- [Social Thinking, Superflex Series](#) - teaches flexibility, self-awareness, executive functions, self-regulation. The Social Thinking Methodology promotes the use of visual supports, modeling, naturalistic teaching, and self-management.
- Strategies to Support Social Engagement, Vanderbilt Kennedy Center: [Emotional Processing](#); [Social/Interpersonal Skills](#); [Executive Functioning Skills](#)

School Mental Health Component 4: Suicide Prevention/Intervention/Postvention

TEA Approved Best Practices and Programs

Trainings and Interventions:

1. [Eduhero](#): Suicide awareness and prevention training- intended for all school-based staff
2. [Safety Planning Intervention](#) is a brief intervention intended for diverse groups which should be adapted for the relevant group
3. [Hope Squad](#) is a peer-to-peer suicide intervention program which offers accessible support and flexible implementation

Registries/Databases:

1. [Texas School Mental Health Resource Database](#)
 - Search database for “developmental” and/or “disability” to find relevant local resources
2. [Texas School Safety Center \(TxSSC\)](#) - [Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#) with resources on building a positive culture of safety for all.
3. [What Works Clearinghouse \(WWC\)](#)
 - Search database for “developmental” and/or “disability” to find relevant resources
4. [California Evidence Based Clearinghouse \(CEBC\)](#)
 - See topic page - [Developmental and Autism Spectrum Disorder Interventions \(Child & Adolescent\)](#)
5. [Office of Juvenile Justice and Delinquency Prevention Model Programs Guide](#)
 - Eye to Eye is a group-mentoring afterschool program for students with a learning disability or ADHD.

Additional information relevant to supporting students with DD

- Understand that those with DD are at increased risk for suicide or suicidal behavior.
- [Meadows Mental Health Policy Institute - Supporting the Mental Health and Well-being of Youth with Developmental Disabilities](#) – see crisis response webinar and resources
- Safety Planning Intervention for Autistic Individuals (SPI-A) – adapted Stanley Brown - [click here for presentation on this tool](#).
- [Training for 988 National Suicide Lifeline Screeners: Suicide Screening for People with Autism Spectrum Disorder \(ASD\) and Intellectual and Developmental Disabilities \(IDD\) Mental Health](#)
- [Texas Health and Human Services Commission \(HHSC\) Flyer – Suicide Prevention for Individuals with IDD](#)
- [Click here](#) to learn more about current research and efforts to develop an autism-specific suicide risk assessment tools and management strategies.
- [Understanding and Preventing Suicide in People with IDD: Experiences Learned from a Collaborative Research Project Webinar](#)
- Utilize resources adapted for those with DD, such as [CBT Adaptations for IDD](#) and [Supporting Youth with Developmental Disabilities and Mental Health Concerns in Schools – Meadows Institute Report](#)
- [AAIDD](#), Webinar on Understanding and Preventing Suicide in People with IDD: Experiences Learned from a Collaborative Research Project

School Mental Health Component 5: Grief- and Trauma-Informed Care

TEA Approved Best Practices and Programs

Trainings:

1. [National Child Traumatic Stress Network \(NCTSN\) Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma](#) is intended to train any educator or staff at a school about trauma-informed care for students with DD.
2. [Tiered Interventions using Evidence based Research \(TIER\) Trauma Sensitive Schools Training](#)
3. [National Center on Safe Supportive Learning Environments \(NCSSLE\): Trauma Sensitive Schools Training Series](#)- intended for school and district leaders to plan and implement a universal trauma informed approach in their school or district.
4. [Preventing Adverse Childhood Experiences \(ACEs\)](#) is intended for anyone adult working on a K-12 campus to help them understand, recognize, and prevent ACEs from occurring.
5. [Center for Optimal Brain Integration](#) is intended for any school personnel to help them understand the impact of trauma and trauma-informed care.
6. [Midwest PBIS- Trauma Informed Schools](#) is for any educator or personnel at a school interested in understanding how trauma impacts performance in the educational setting. Includes information on how [Tier 3 strategies](#) can support youth with DD.
7. [TBRI & Trauma-Informed Classrooms Training](#) is intended for all educators. TBRI has been found effective for use with [students with Autism](#).

Registries/Databases:

1. [Texas School Mental Health Resource Database](#)
 - Search database for “developmental” and/or “disability” to find relevant local resources
2. [What Works Clearinghouse \(WWC\)](#)
 - Search database for “developmental” and/or “disability” to find relevant resources
3. [California Evidence Based Clearinghouse \(CEBC\)](#)
4. See topic page - [Developmental and Autism Spectrum Disorder Interventions \(Child & Adolescent\)](#)

Additional information relevant to supporting students with DD

1. [National Child Traumatic Stress Network \(NCTSN\): Intellectual and Developmental Disabilities Resources](#)
 - [NCTSN: Tailoring Trauma-Focused Cognitive Behavioral Therapy for Children with IDD \(webinar recording available\)](#)
 - [NCTSN: Facts on Traumatic Stress and Children with Developmental Disabilities](#)
 - [NCTSN: Supporting Schools to Test and Implement Tailored Trauma-Informed Practices](#)

School Mental Health Component 6: Positive Youth Development

TEA Approved Best Practices and Programs

See resource under **Component 3: Building Skills Related to Managing Emotions, Establishing and Maintaining Relationships, and Responsible Decision-Making.**

Additional information relevant to supporting students with DD

Positive Youth Development techniques to remember when supporting students with disabilities:

1. Highlight the strengths of the individual.
2. Forge positive relationships.
3. Strengthen academic, soft, and technical skills.
4. Cultivate trustworthy, safe spaces.
5. Offer youth opportunities to succeed in meaningful ways.

Self-determination helps people to make choices and take control of their lives and is key to developing youth voice.

Self-Determination Skills to Develop in Elementary and Middle School:

1. Self-Awareness
 - Identification of feelings, needs, and opinions
 - Identification of strengths
2. Problem Solving and Decision Making
 - Setting collective classroom rules guides by students
 - Practice identifying accommodations
 - Developing educational goals or setting other goals
 - Daily schedules
 - Task or assignment completion chart
3. Communication Skills
 - Body and posture
 - Clear expression of ideas and feelings
4. Active listening
 - Asking questions
 - Accepting comments and criticism
5. Resources
 - [Self-Directed IEP \(ARD\) Resource- Elementary Adaptation](#)
 - [ME! Lessons for Teaching Self-Awareness and Self-Advocacy, Adaptation for Elementary-Aged Student, The University of Oklahoma](#)
 - [How to include the student in the IEP Process](#)
 - [ChoiceMaker Self-Determination Transition Curriculum, The University of Oklahoma](#)
 - [Transition Planning for High Schoolers, Curriculum from The University of Oklahoma](#)

Resources to Help Develop Self-Determination with High School Students with DD:

1. [Transition Planning for High Schoolers, Curriculum from The University of Oklahoma](#)
2. Connect with local [Community and Independent Living services](#)

School Mental Health Component 6: Positive Youth Development

3. [Self-Determined Learning Module of Instruction](#), The University of Kansas Center on Disabilities
4. Vanderbilt Kennedy Center - [Promoting Self-Determination Among Students with Disabilities](#)

Additional Resources:

1. U.S. Department of Labor - [Youth Development and Leadership](#)
2. [Creating Inclusive Program Environments for Youth with Different Abilities: A Training Manual](#)
3. [Charting the LifeCourse™](#): Tools and guides for setting goals at any stage of life
4. [The PATH Method](#): Person Centered Ways to Build Community

School Mental Health Component 7: Positive Behavior Interventions and Supports

TEA Approved Best Practices and Programs

Training:

1. [Texas Behavior Support Initiative \(TBSI\)](#)- provides foundational knowledge for positive behavior interventions and supports for all students, including students with disabilities. Includes information on procedures for restraint and time-out and provides a framework for sharing a wide range of foundational-level behavior strategies and prevention-based school-wide, classroom, and individual interventions. [Most recent TBSI course can be found here.](#)

Intervention:

1. [Positive Behavior Intervention and Supports \(PBIS\)](#) - [Supporting students with disabilities through a PBIS framework](#)

*See additional relevant resources under **Component 3: Building Skills Related to Managing Emotions, Establishing and Maintaining Relationships, and Responsible Decision-Making***

School Mental Health Component 8: Positive, Safe, and Supportive School Climates

TEA Approved Best Practices and Programs

Training and Interventions:

1. [Building a Practice to Support Educator Wellness and Trauma-Informed Classrooms and Campuses Training](#) is intended for educators and administrators at the school level and district level and is a whole school approach to creating trauma sensitive schools.
2. [Restorative Justice/Restorative Practices](#) is intended for use with entire communities, including the school community. Students with DD should receive the support needed to fully engage in restorative justice on campus.
3. [Conscious Discipline](#) is intended for use by teachers, administrators, mental health professionals, or parents with infants and toddlers (0-3) and children in grades PreK-5. Includes [training specific to students with Autism](#).
4. [Hope Squad](#) is a peer-to-peer suicide intervention program which offers accessible support and flexible implementation.

School Mental Health Component 8: Positive, Safe, and Supportive School Climates

5. [Check and Connect](#) is a school-based program for general education and special education for students in grades K-12 and who show warning signs of disengagement with school and who are at risk of dropping out.
6. [Collaborative and Proactive Solutions](#) is intended for use by clinicians, educators, or parents with children and adolescents ages 4-14 and is an evidence-based, trauma-informed, neuro-affirming approach to working with kids with social, emotional, and behavioral challenges.

Registries/Databases:

1. [Texas School Safety Center \(TxSSC\)](#) - [Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#) with resources on building a positive culture of safety for all.
2. [Tier Interventions Using Evidence-Based Research \(TIER\)](#) and includes many resources specific to children receiving [special education services](#).

School Mental Health Component 9: Bullying Prevention

TEA Approved Best Practices and Programs

1. [Stopbullying.gov](#) - use search tool to search “disability” for helpful resources relevant to students with DD.

Note: As of July 2025, the [Texas Schools Mental Health website](#) had very few resources specifically on bullying prevention.

Additional information relevant to supporting students with DD

1. National Academies Preventing Bullying, [Teacher Toolkit](#) and [Administrator Toolkit](#) – not specific to youth with DD, but does mention that youth with disabilities are at higher risk for bullying.
2. National Bullying Prevention Center - [Bullying Prevention for Children with Disabilities: Using the IEP, 504, or Creating Your Own Plan](#)
3. [PACER- National Bullying Prevention Center](#)
4. [Texas School Safety Center- Bullying Prevention Trainings](#)
5. [Texas School Safety Center- Texas Bullying Laws](#)

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