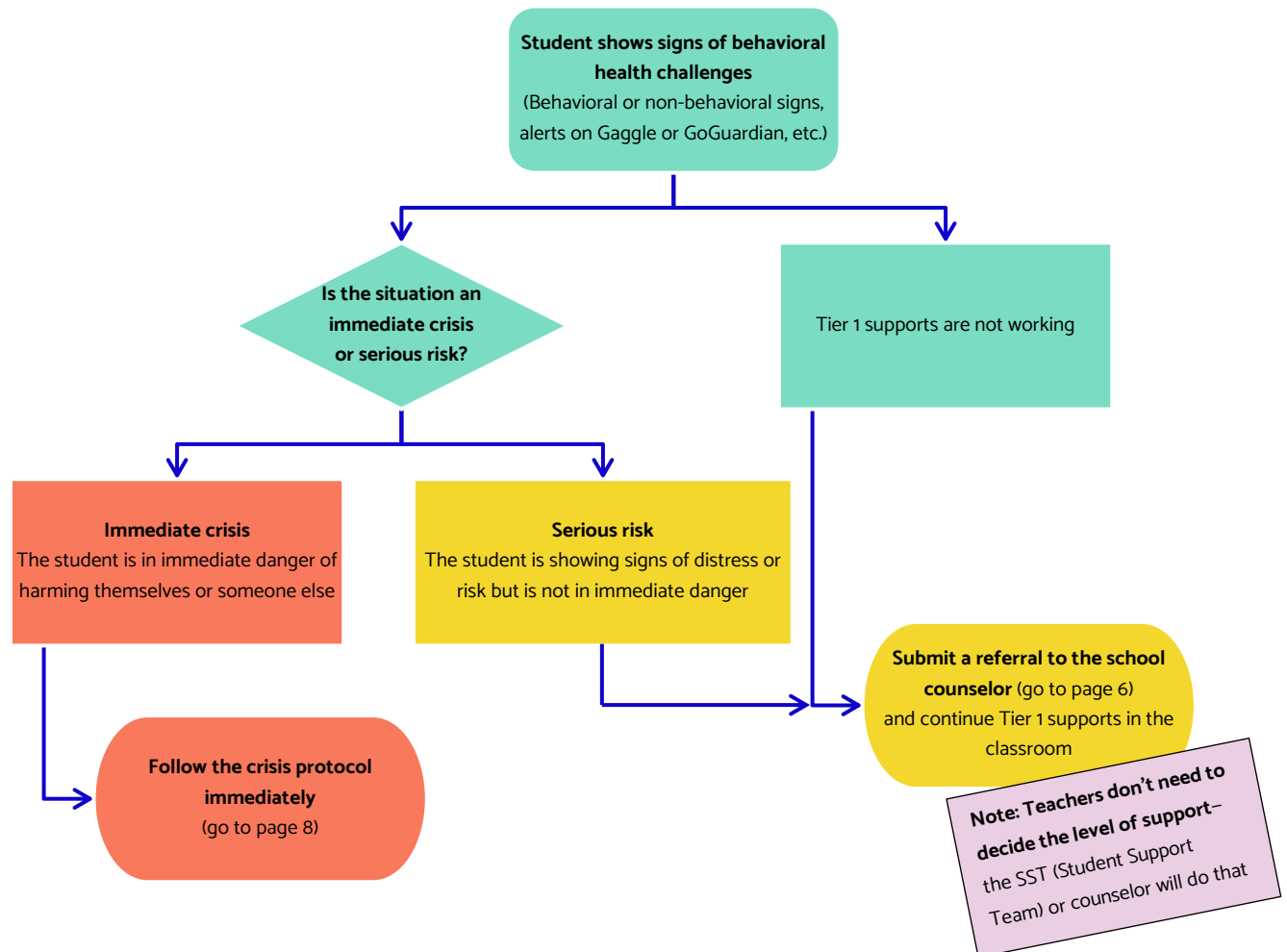


MENTAL WELLNESS THROUGH SCHOOLS: QUICK TEACHER REFERRAL REFERENCE GUIDE

For Teachers in Florence 1 Schools



This quick reference guide is for teachers, outlining what to do and when. It is not a full overview of the SST/MTSS process. For more details, see the F1S referral workflow on the back or reach out to your school's student support team lead.

If warning signs of *immediate* risk are detected, make a Crisis Referral (page 8).

REFERRAL CONTACTS

Below is the list of key staff at your school you'll contact when you request assistance or submit a referral. Please review and update this section at the start of each school year to ensure you can reach the right people and keep the process running smoothly.

- **School Name:** _____
- **School Year:** _____
- **School Counselor:** _____
- **School-Based Therapist (SBT):** _____
- **SST/MTSS Lead:** _____
- **Principal:** _____
- **Assistant Principal:** _____
- **District Team (for additional support):** _____
- **Coordinator of Clinical Services:** _____

Note: If you ever have concerns about a staff member's well-being or notice signs that they may need support, please contact your District Team immediately.

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TIER 1 PRACTICES

Tier 1 practices for behavioral health are **universal supports that all students receive**. These consist of everyday strategies that teachers can use to set expectations, teach positive behaviors, and respond to students in consistent, supportive ways.

What To Look For

Tier 1 practices are designed to support all students, and most should respond well when these supports are in place. In classrooms with strong Tier 1 systems, students are more likely to consistently:

- Work independently
- Demonstrate positive social skills
- Use coping skills
- Maintain focus and attention
- Maintain self-control
- Respect others' personal space

If many students are struggling with these behaviors, it may be a sign that Tier 1 practices need to be strengthened. *If you'd like to speak with someone at your school about how to use Tier 1 practices in the classroom, reach out to your school counseling team.*

Tier 1 Practices Example

Greetings at the Door

This is a simple Tier 1 practice that teachers use daily to welcome students as they enter, setting a positive tone and reinforcing expectations in a warm, personal way.

How to do it:

Stand just inside or outside of the door and...

- Greet each student by name
- Have a short positive interaction (e.g., praise, friendly comment, question)
- Direct them to the first activity

Why it matters:

- Boosts academic engagement and time on tasks
- Reduces disruptions and misbehavior
- Strengthens student-teacher relationships

Read more about [this strategy](#) and other Tier 1 practices on PBIS.org.

Tier 1 Resources

The [pbisworld.org](#) website is an excellent resource for identifying techniques that can be used to address specific behaviors.

Step 1: Click a behavior to start. (Example: *Disruptive*)

Click on a Behavior to Start

Aggressive / Bullying	Anxiety	Confrontational / Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactive	Impulsive	Inappropriate Language

Step 2: Review the descriptions and select Yes or No. If Yes, proceed. If No, start over.

Disruptive

The student may:

- Speak out of turn, blurt out
- Make inappropriate or humorous comments at inappropriate times
- Try to engage others while they are working
- Drop things, laugh, or makes noises on purpose
- Claim to not know what is going on
- Bother other students
- Out of seat, walking around class, getting drinks, sharpening pencil, etc
- Impulsive
- Over socializing
- Asking frequent and obvious questions
- Find fault with everything others say

Yes No

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Step 3: Review list of recommended interventions. Click on specific interventions to read the details on *why*, *when*, and *how* to apply them.

Step 4: Apply and determine if additional interventions may be necessary.

Tier I Interventions for Disruptive

Before you start, a few important points:

- *Try multiple interventions*
- *Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time*
- *Collect and track specific data on each intervention tried & its effect*
- *If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions*

Interventions:

- [Acknowledging positive behavior](#)
- [Avoid power struggles](#)
- [Card Flip](#)
- [Frequent home contact](#)
- [Ignore](#)
- [Praise when cooperative and well behaved](#)

MAKING A REFERRAL

When to Refer

Teachers should refer a student to the **school counselor** when any of the following apply:

- **Tier 1 supports aren't working:** Universal strategies haven't improved the student's behavior.
- **You notice warning signs** (behavioral or otherwise) that the student needs extra help. (Not a crisis—see page 8 for crisis protocol)

Warning Signs to Look For

- Persistent low-level disruptions (multiple minor incidents)
- Frequent absences/tardies or declining academic engagement
- Attention or executive-functioning struggles (disorganization, focus issues)
- Signs of emotional distress (sadness, anxiety, irritability, sudden mood changes)
- Overachievement/perfectionism interfering with well-being
- Struggles across multiple settings (classroom, lunch, recess)
- Difficulty regulating emotions (repeated outbursts, impulsive behavior)
- Social challenges (withdrawal, isolation, escalating conflicts with peers)
- History of trauma or family adversity (e.g., caregiver loss, housing instability)

Note: Teachers don't decide the level of services or supports, just report concerns. The school counselor or Student Support Team will assign the appropriate support.

Who Provides BH Services and Supports? School Behavioral Health Professionals: school counselors and school-based therapists (SBTs) deliver targeted Tier 2 (and Tier 3) interventions, assess needs, and layer supports.

If warning signs of *immediate* risk are detected, make a Crisis Referral (page 8).

What To Do

1. **Complete SC referral form** *(include information on your concerns—behavioral or other warning signs—so they can provide the right supports)*
2. **Send referral form to school counselor** *(see page 2 for your school counselor's info)*

Timeline: You should hear back within 48 hours.

If No Response: If you don't hear back, copy an administrator on your follow-up.

How Teachers Can Support Students Receiving Interventions

- **Share Data & Updates:** Track and report your observations from the classroom on behavior, attendance, and academic progress. Include what hasn't worked, as well as strategies the student has responded to positively.
- **Keep Communication Open:** Provide updates to help the SST and adjust interventions as needed.

CRISIS PROTOCOL

Activate the crisis protocol when a student's behavior signals an **Immediate Crisis** to themselves or others. You don't need to decide the exact level; just follow the steps below.

Immediate Crisis

If you observe any of these behaviors, **initiate crisis protocol immediately**:

- **Suicidal Risk:** Talks about wanting to die or kill themselves, seeks methods (e.g., online research, weapons), or expresses hopelessness.
- **Homicidal Risk:** Threatens to kill others, seeks methods to harm someone, or expresses desire for others to die.

What to Do

Immediately contact your school based-therapist(s), administrator(s), and school counselor(s)

Serious Risk

If you notice these warning signs, **contact the School Counselor right away** (no crisis protocol required):

- Expresses trapped feelings or unbearable pain
- Shows anxiety, agitation, or reckless behavior
- Withdraws from peers, family, or activities
- Exhibits extreme mood swings

What to Do

Immediately contact your school counselor(s)

Remember!

In an **Immediate Crisis**, activate the crisis protocol.

For a **Serious Risk**, refer to the School Counselor.

SafeTalk Training

SafeTalk sessions are available for teachers who want to learn how to recognize warning signs and respond effectively. Reach out to your SST or district team for more information.

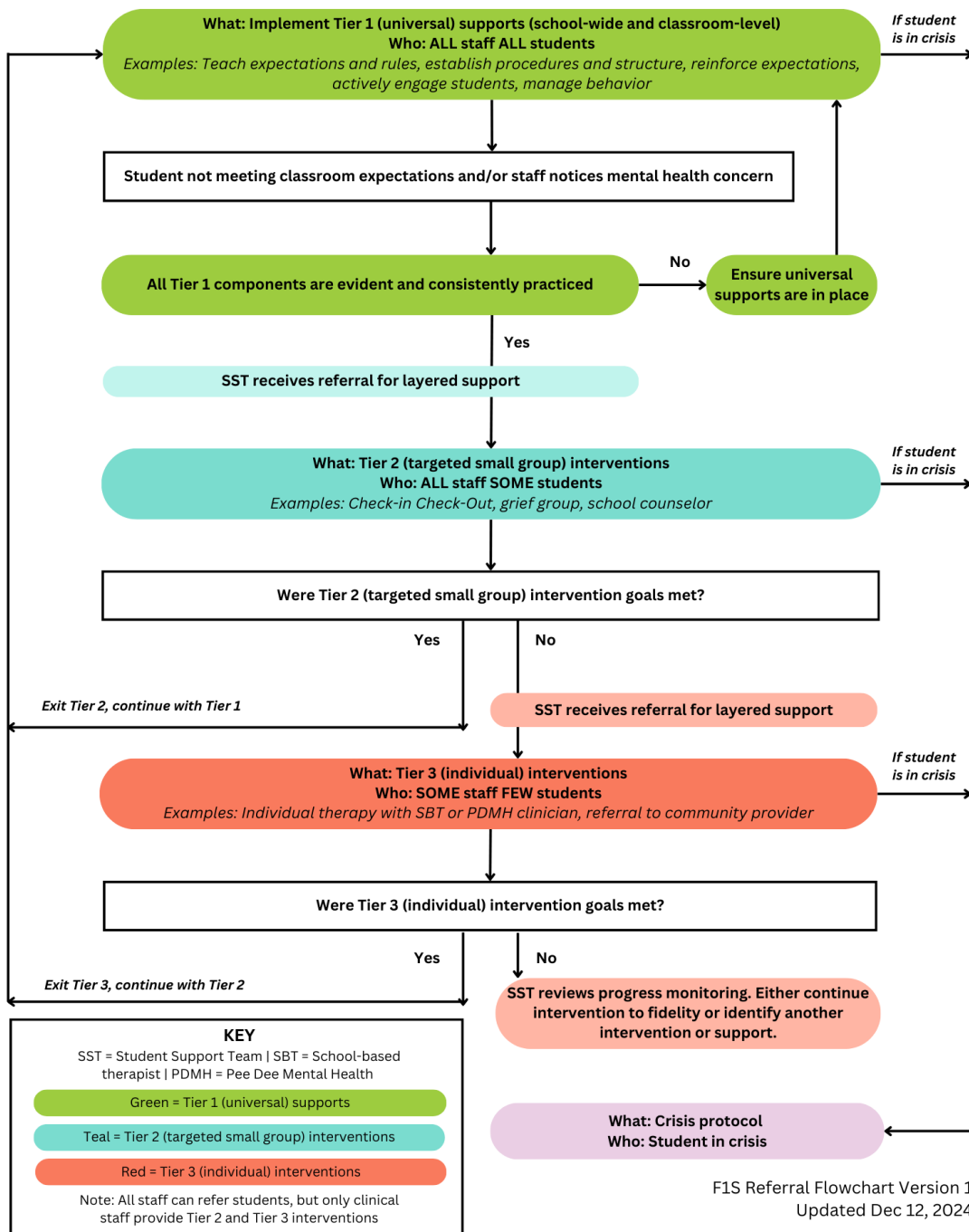
Share Your Feedback

We'd love to hear your thoughts on the F1S Teacher Referral Reference Guide! Use the form below to let us know what's working well, what could be improved, and any suggestions you have. Your feedback will help us make this resource as clear and useful as possible.



Scan above or visit this link to share your feedback: bit.ly/4mFHknt

Florence 1 Schools Example Referral Flowchart



For transparency, this is the standard referral workflow used in F1S schools. It shows how the Student Support Team (SST) or Multi-Tiered System of Supports (MTSS) team provides layered mental health support for students. This referral workflow shows how F1S's SST/MTSS team moves students through these tiers to ensure timely, appropriate support. For more information, reach out to your SST/MTSS lead.