

The Therapeutic Staff Support (TSS) in the School

Where do they work?

- TSS works with one child or adolescent at a time in the school. The TSS may also work with one child or adolescent in the child's home and community.

What does a TSS do?

- Implements the treatment plan and documents progress
- Helps the child avoid or stop behavior that is threatening, dangerous or socially unacceptable
- Comforts an upset child with the school staff
- Supports the child to join in activities
- Supports the school's efforts to help the child progress
- Helps the child develop age appropriate behavior
- Supports other people who are helping the child in the school
- Increases on-task behavior with school assignments
- Transfers skills to, or trains school staff and aides in the behavioral interventions and other techniques

A TSS does NOT

- Provide services without school staff present
- Provide services not in the treatment plan
- Provide services for another child
- Replace or Stand-in for a teacher, educational aide or other school personnel
- Assist with academic work, only with behaviors related to a treatment goal
- Give medication
- Attend meetings

What should the child and family do?

- Name the child's strengths and needs
- Take part in developing a treatment plan with other people working with the child
- Review progress of plan regularly

What is the role of the school?

- List the need for 1:1 support on the child's IEP or service agreement if the IEP or 505 team determines the need.
- Have a behavior plan that is part of the child's IEP or service agreement
- The classroom teacher and school principal should meet with the mental health agency before the TSS starts to work with the child in the classroom and help the mental health agency to complete the school collaboration form
- Take part in developing the treatment plan for the child at school
- Review the child's behavior support plan and assure that there is consistency between the behavior plan and the treatment plan with the help of the mental health agency
- Meet with the mental health agency regularly to insure effective interventions and make modifications to the behavior and treatment plans
- Take part in developing a transition plan for the child to less intensive behavioral health services
- Provide the individual support of an adult at school to address the behavioral needs of the child if the TSS is or becomes unavailable
- Does not exclude the child from school because of the unavailability of the TSS