



Bend the Trend

Advancing Early Mental Health
Interventions in Schools



Bend the Trend
VICTORIA ISD & GULF BEND CENTER



Beta Project



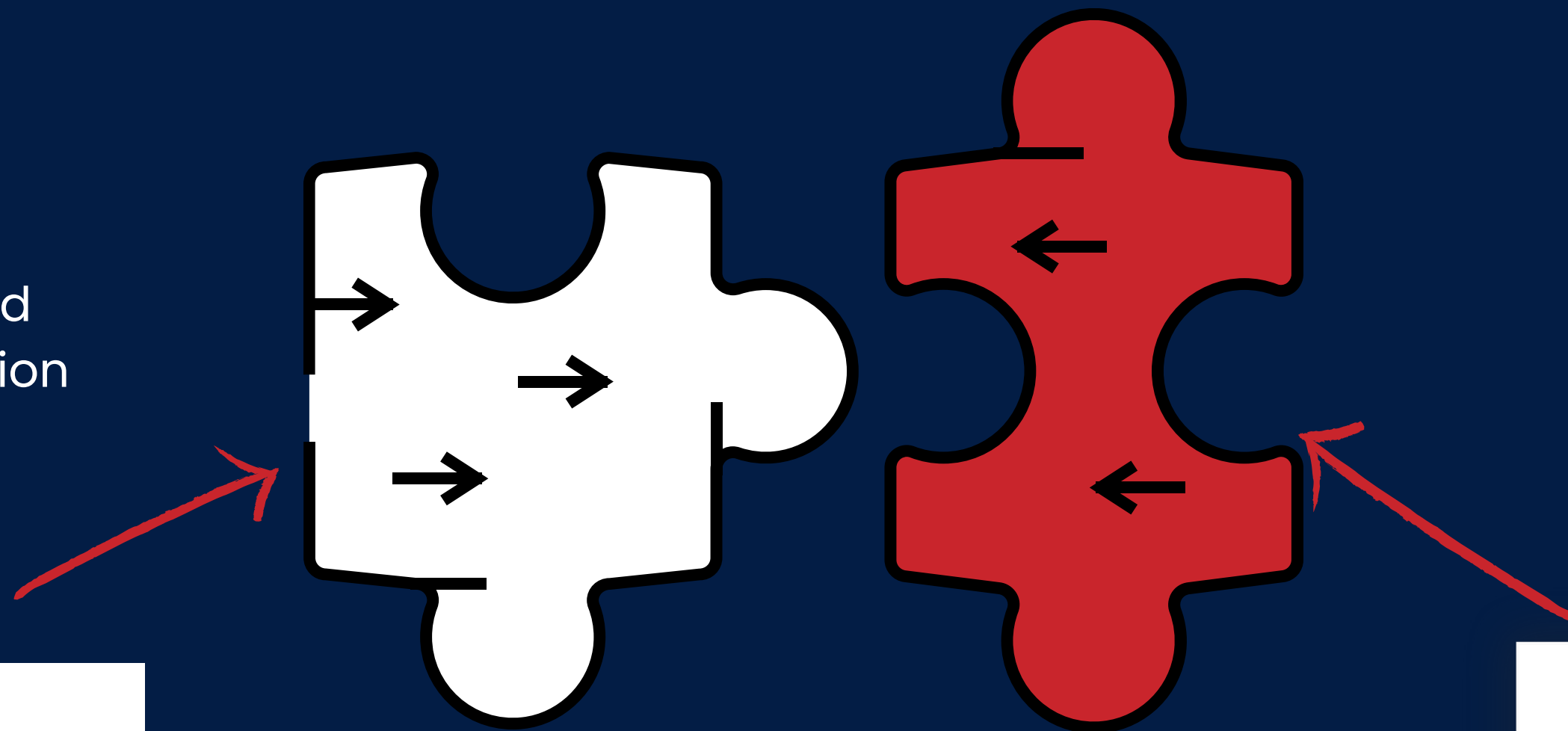
If you continue to
carry the bricks
from your past,
you will end up
building the
same house.

"A student struggling to read is not sent home and expected to return reading fluently, so why is it a student struggling to behave is sent home and expected to return behaving decently?"

-Don't Suspend Me!

What's Different?

- TRR services require a Diagnosis
- We often see adolescents and wonder if the path might have been different if they had received intervention at an earlier age
- Prevention versus Intervention



- The increase in students exhibiting early mental health indicators.
- The pandemic and loss of learning
- Neurodiversity
- Making resources accessible to our families.



Mission and Purpose

Approach



- Early Intervention
- Wraparound Approach
- Continuum of Services



Access & Collaboration



- Enhancing access to Mental Health Services
- Promoting Community Efforts
- Identifying Early Warning Signs



Focus Areas

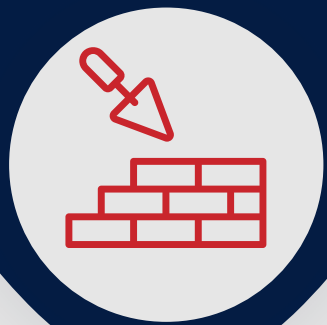


- Focus on Students & Families
- Addressing Social & Emotional Needs
- Identifying Early Warning Signs
- Supporting Elementary Students

DEVELOPEMENT PHASE

Grounded In Purpose

Rooted in the vision and mission to bend the trend.



Cross-team Collaboration

Built through partnership and trust



Strategic Focus

Design a Sustainable Framework



Align Language and Goals

Develop shared understanding of roles, expectations, and practices



Reflect and Refine Together

Review challenges and adjust approach in real time

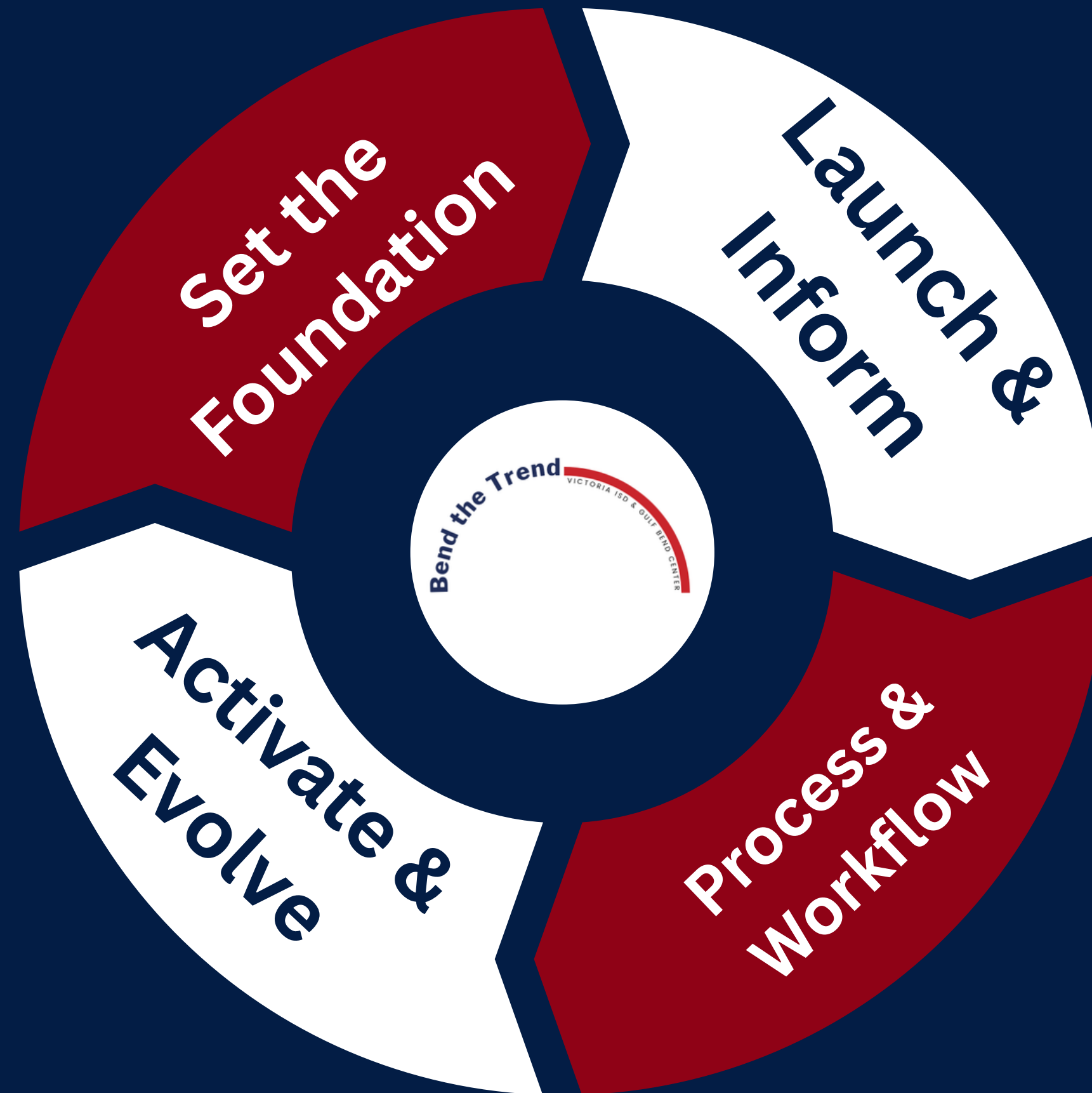


Build Systems for Impact

Create a multi-tiered model that integrates school and community



Implementation Phase



The Framework

This framework supports sustainable behavioral change by fostering collaboration among teachers, families, and mental health professionals. By working in unison, these key systems create consistent, supportive environments that help students thrive socially, emotionally, and academically.

Why it Matters?



Behavior is multi-dimensional



Increase consistency



Early Intervention is more effective

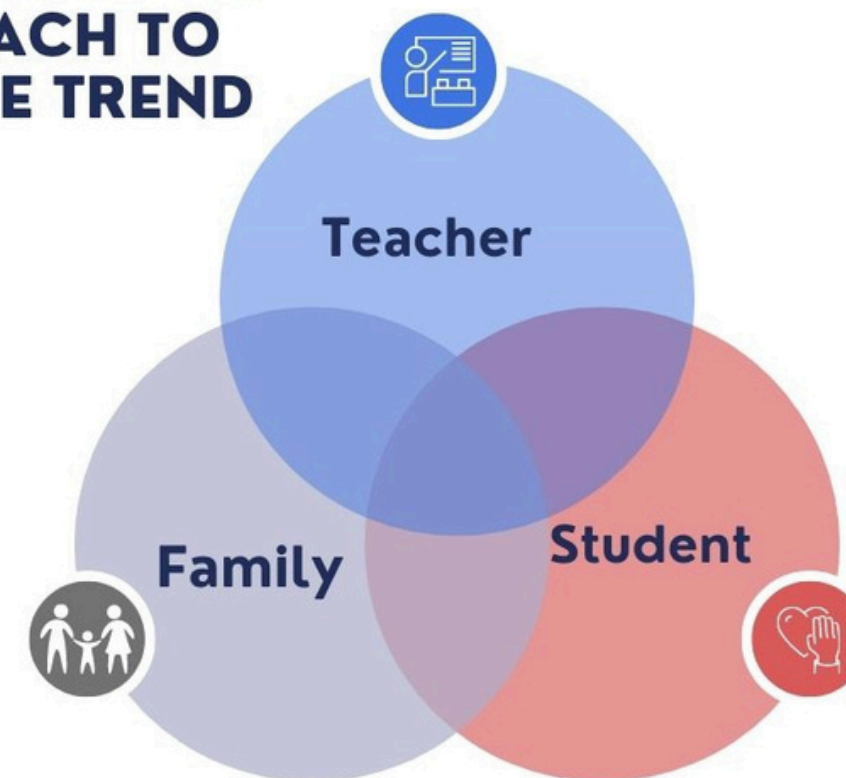


Stronger Outcomes

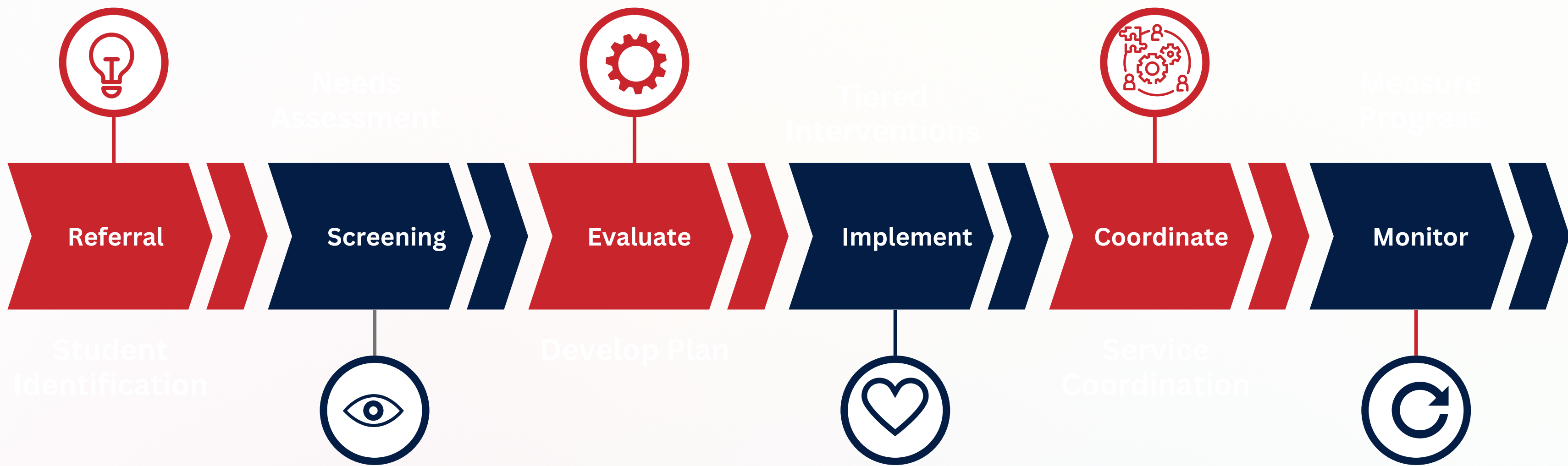


Builds trust with families

MULTI-SYSTEMIC APPROACH TO BEND THE TREND



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Framework

Guided Principles of the Framework



Trauma-Informed



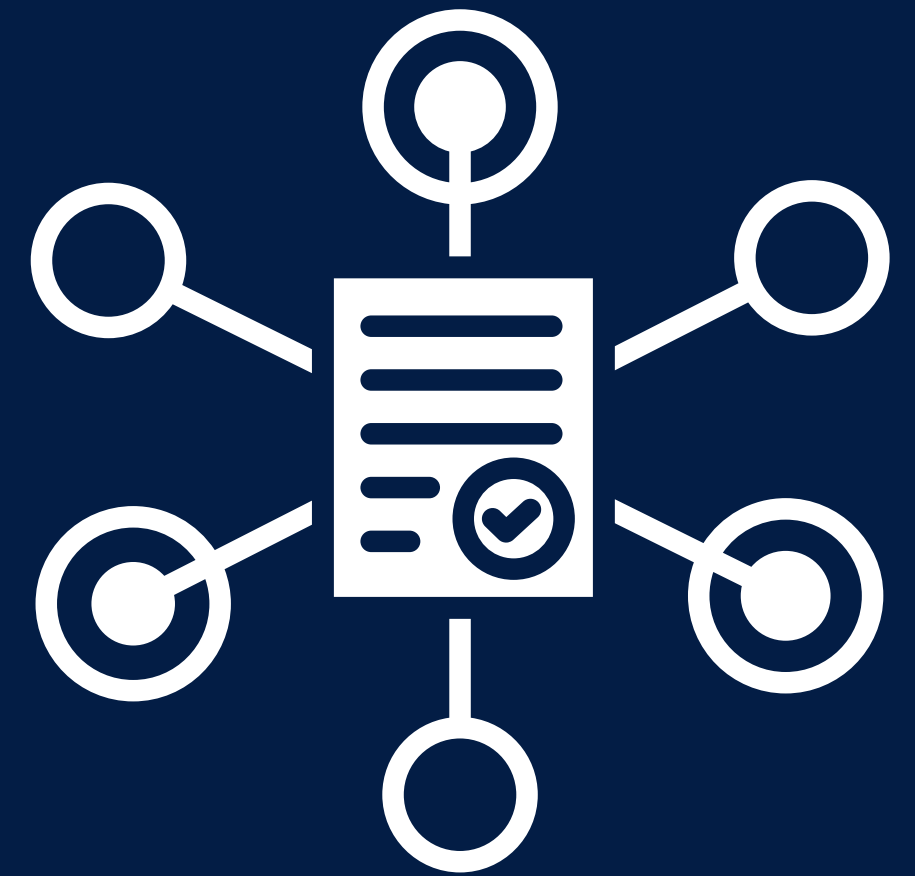
Student-Centered



Data-Driven



Multi-Disciplinary



Social Emotional Support Specialist

Serves as a campus behavior intervention lead. Supports students with intensive behavioral needs, coaches staff on proactive strategies, and helps design and monitor Tier 2 and Tier 3 intervention plans.

School Counselor

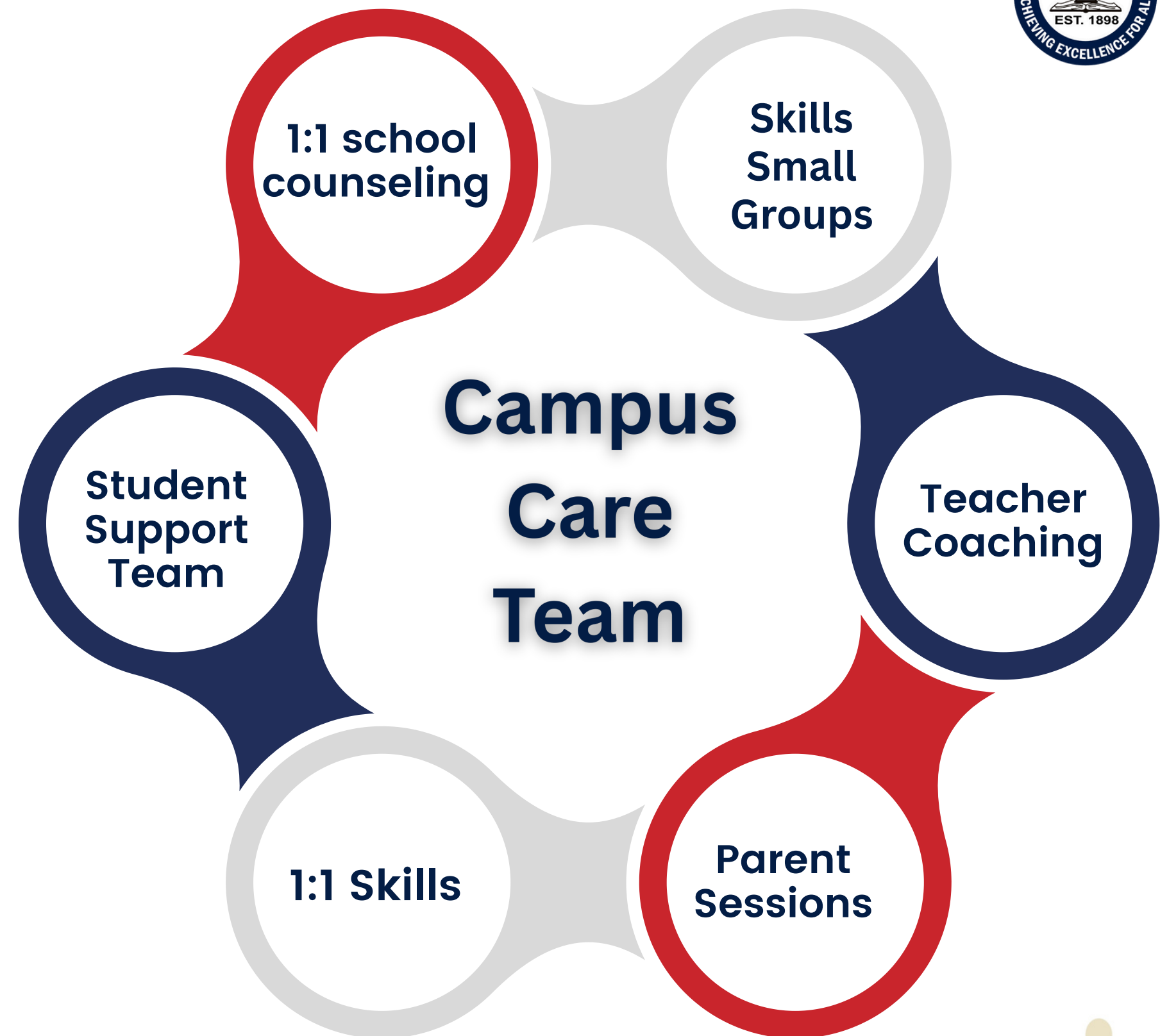
Focuses on Tier 1 prevention and early intervention. Delivers classroom SEL lessons, supports students with short-term needs, and collaborates on referrals and care planning within the BTT process.

School Based Case Manager

Provides case management, skills training, and resource support. Tracks referrals, monitors progress, observes classrooms, and connects families to needed services.



VICTORIA
INDEPENDENT
SCHOOL DISTRICT



Program Success Measures



Systemic Approach



Reduction in behaviors



Minimize frequency



Track growth measures



Assess and refine





Bend the Trend Referral

Shields Elementary School

3400 Bluebonnet - Victoria, TX 77901

P: (361) 788-9593 - FAX: (361) 788-9691

Attention: Screening Committee (Counselor, Case Manager, SEBS) Date: _____

Referral From: _____
Name Position/Relation to student Telephone #/Ext.

Student Name: _____ DOB: _____

Parent Contact: _____
Name Relation Telephone #/Ext.

Street Address City State Zip Code

Reason for Referral:

Notice: Bend the Trend is a program created in partnership with Gulf Bend Center and VISD.

___ I voluntarily agree and understand that I am only taking part in the Bend the Trend program through a partnership with VISD and Gulf Bend Center.

___ I understand the services provided to my student are free and only provided through the Bend the Trend Model.

___ I understand that a referral does not automatically place my child in the Bend the Trend program.

Parent/Guardian Signature

Date

For Office Use ONLY:

☐ Notified individual/caregiver of referral ☐ Phone ☐ In Person

Person Who Made Guardian Contact: _____
Name Date

Parents Agree with referral: ☐ Yes ☐ No

Student Indicators: ☐ 504: _____ ☐ EB ☐ Sped: _____ ☐ MV ☐ B-MTSS
☐ A - MTSS ☐ Attendance Concerns: _____ ☐ at-risk: _____

Consultation Notes:

Screening Committee Notes: _____

PLAN OF CARE PROCESS



Referral and Identification

- Identify student need
- Gather background information
- Confirm current services



Strengths & Goals

- Document strengths
- Note needs
- Establish focus areas for intervention



Needs & Triggers

- Describe needs in more detail
- Document triggers and early warning signs
- Note patterns



Development of Plan

- Define Goals and Interventions
- Define roles of CCT
- Coordinate services
- Teacher/Parent meeting



Monitor Progress & Transition

- Set timeline for review
- Document data and interventions
- Observations



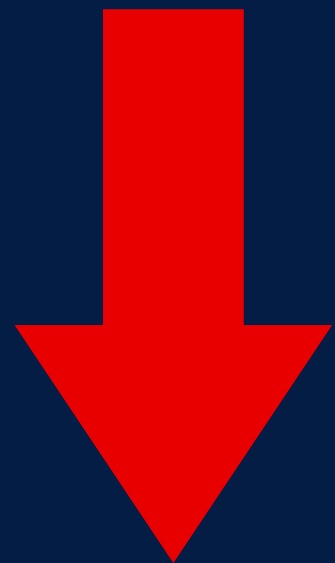
Check In with Parent/Teacher

- Build teacher capacity
- Build parent capacity
- Continuum of ecosystem



Current Data Trends

Out of 66 students with documented behavioral and emotional challenges across three campuses, **78%** have shown measurable progress or met their goals while participating in BTT.



This year we saw a **12%** reduction in discipline



What the data tells us!

Interventions work



When emotional regulation, coping skills and family dynamics are addressed through a multi-tiered, collaborative system, most students show improvement – in high-need SPED or Tier 3 cases.

Early is best!

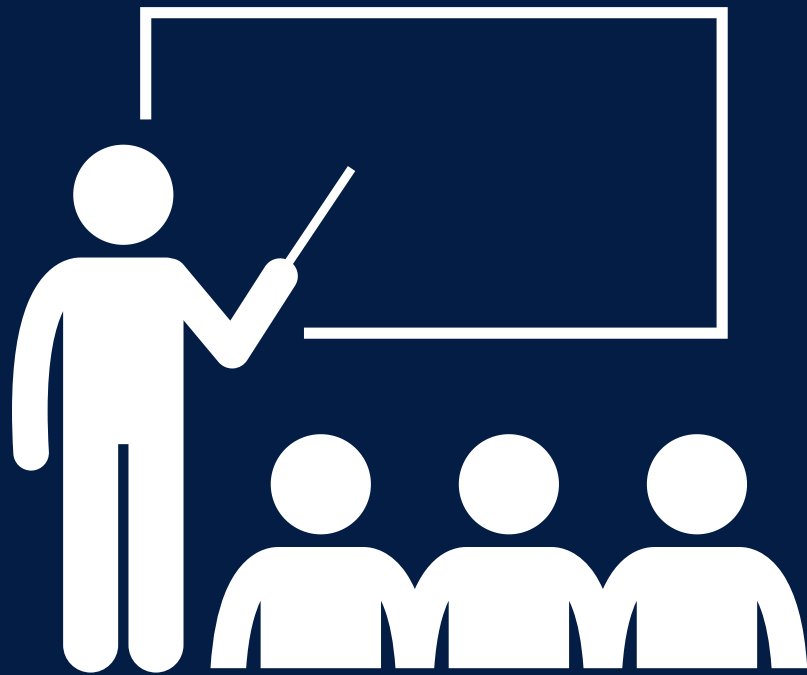


The majority of students who met goals were in Tier 1 or Tier 2 supporting the importance of early access.

Systemic Consistency



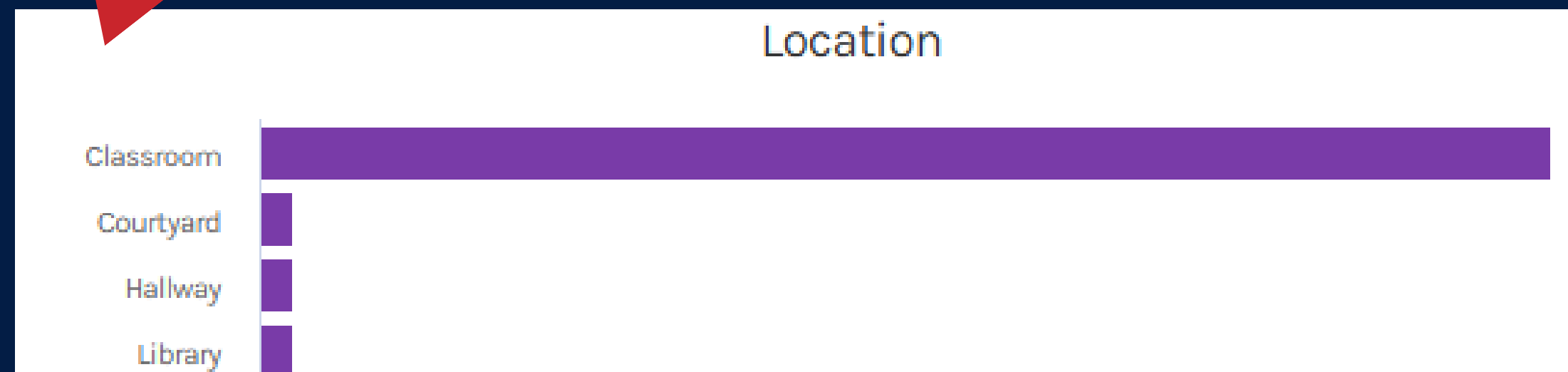
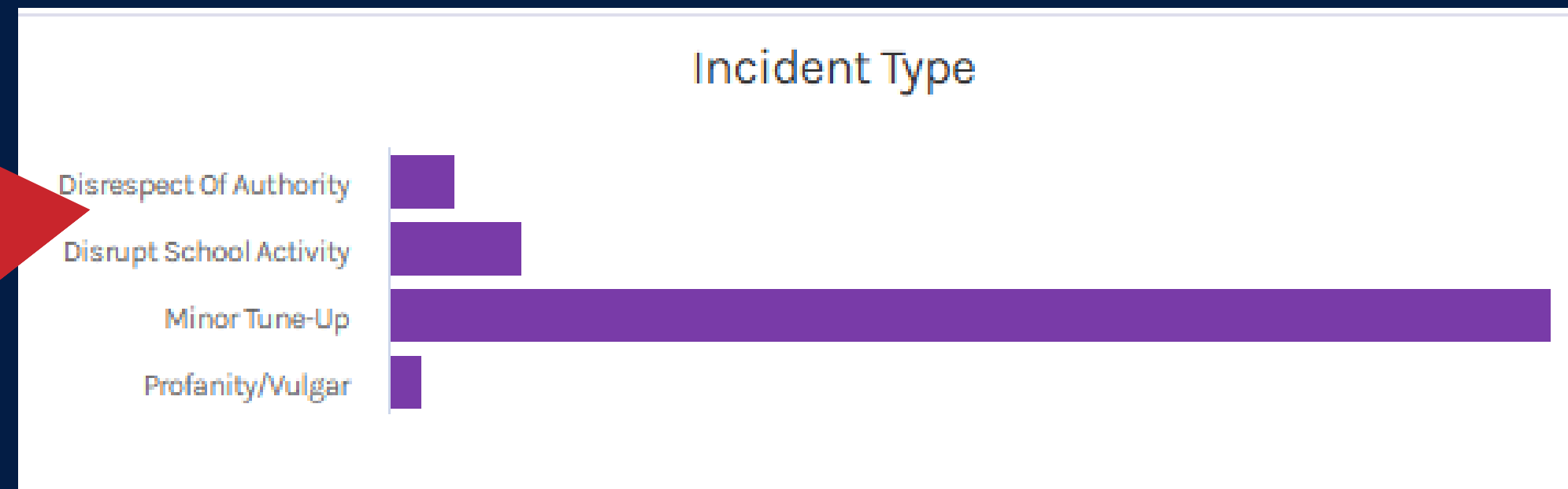
Many students with history of outburst, aggression, or elopement are now remaining in class longer and are more emotionally regulated.



Student A: Behavior



42
Behavior Incidents



5Th



Student A: Progress Monitoring

Interventions



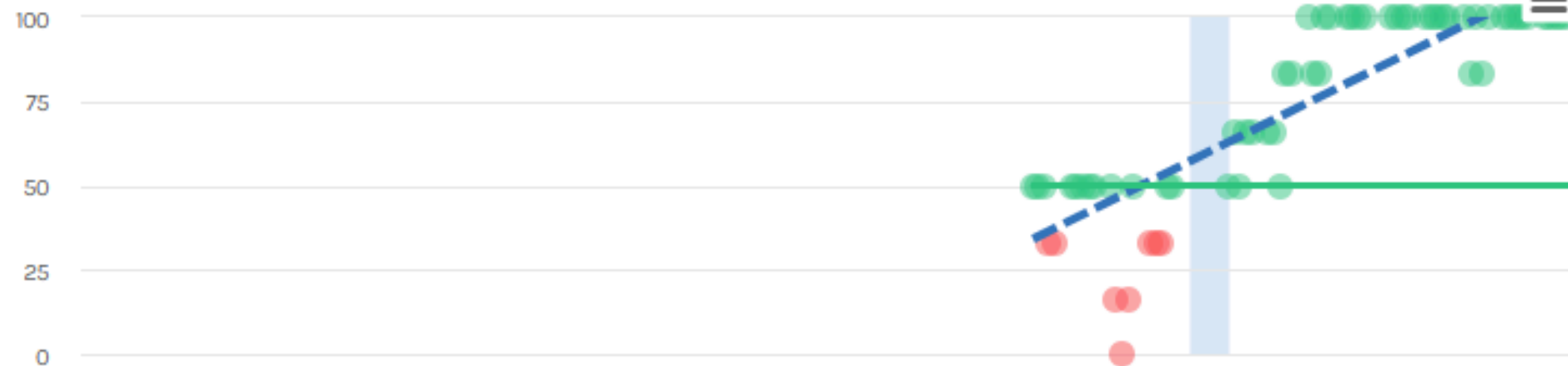
SEL & Behavioral Health

▲ Tier 2 / Grade performance level not set

Send Insight Survey

0 / 36

Replacement Behavior 1:



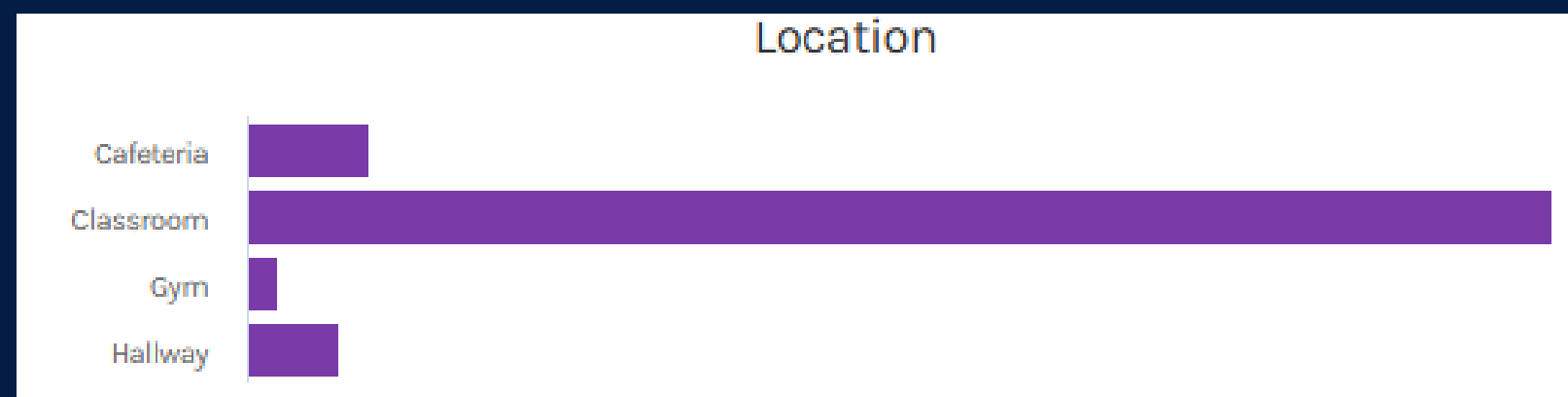
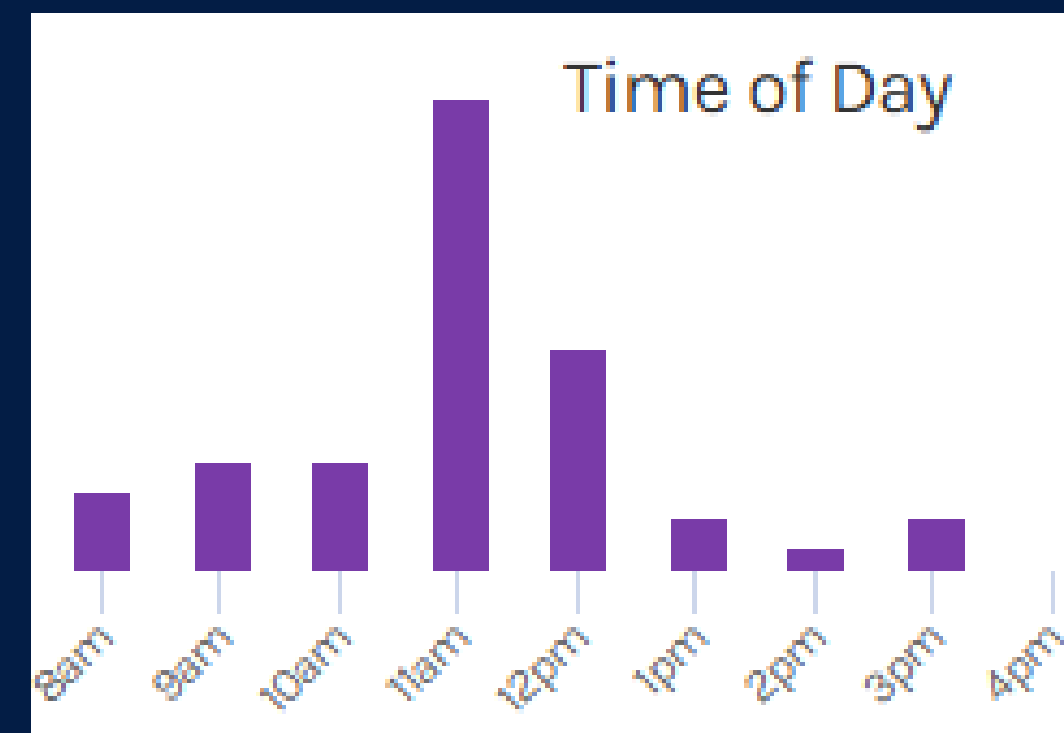
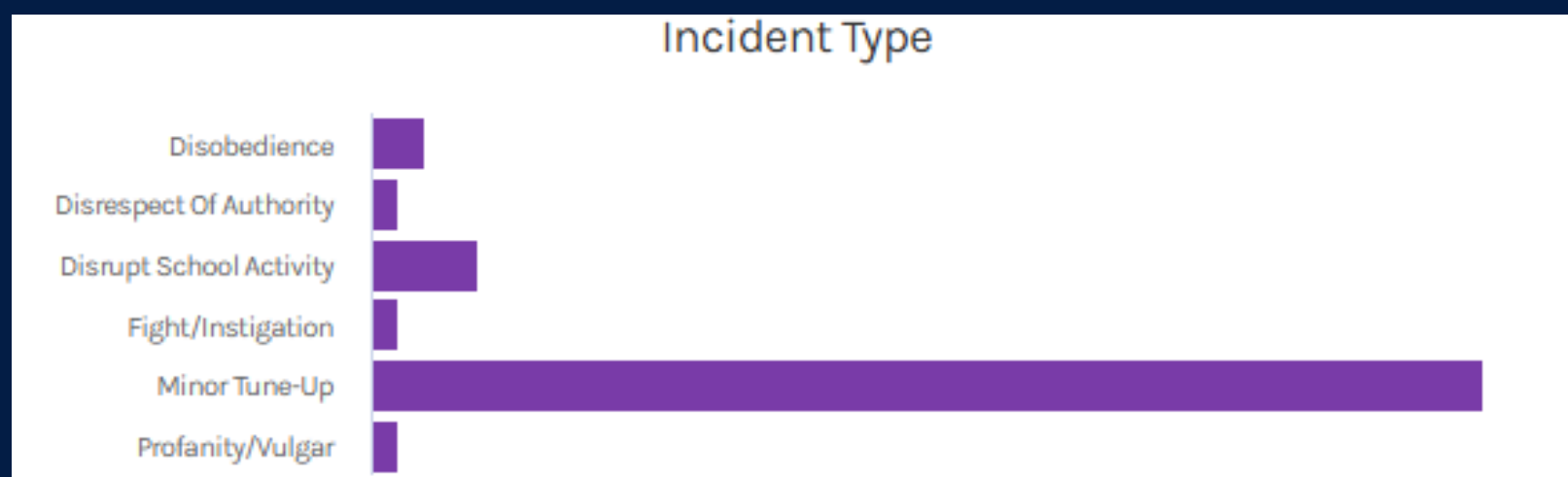
Trend Line



Student B: Internalizing

MH indicators and

Coping skills



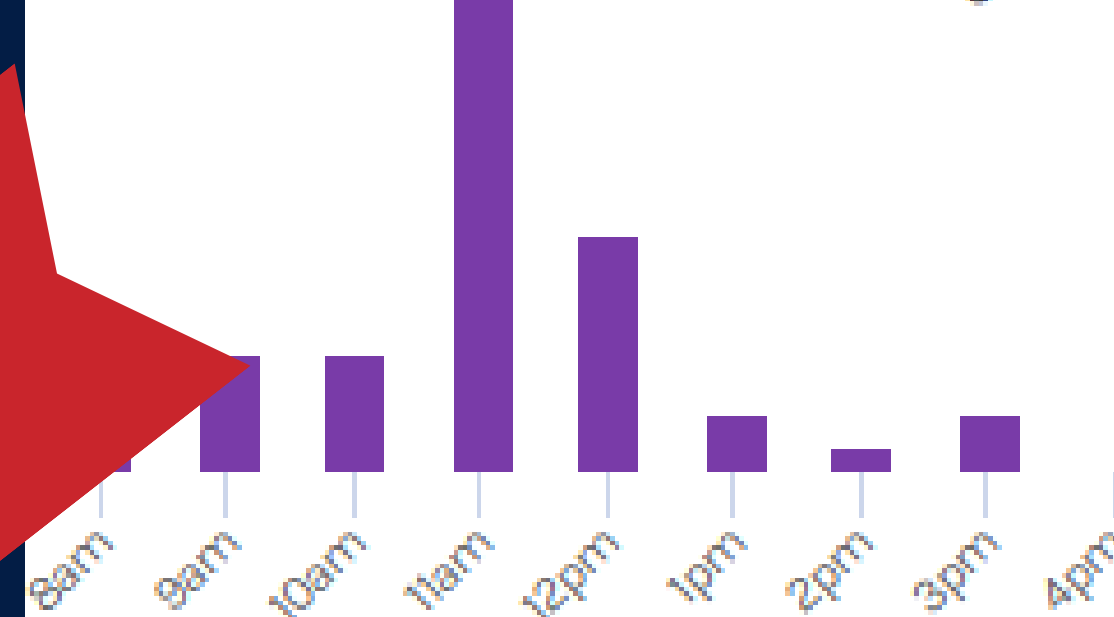
4th

Student B: Internalizing

Incident Type



Time of Day

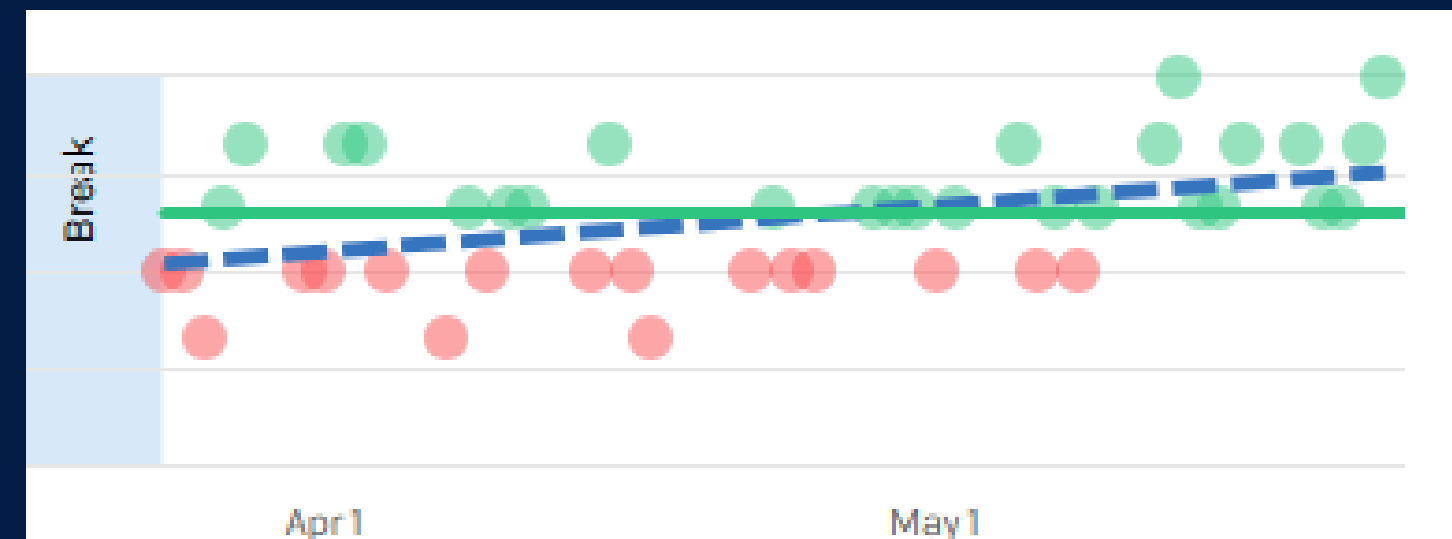
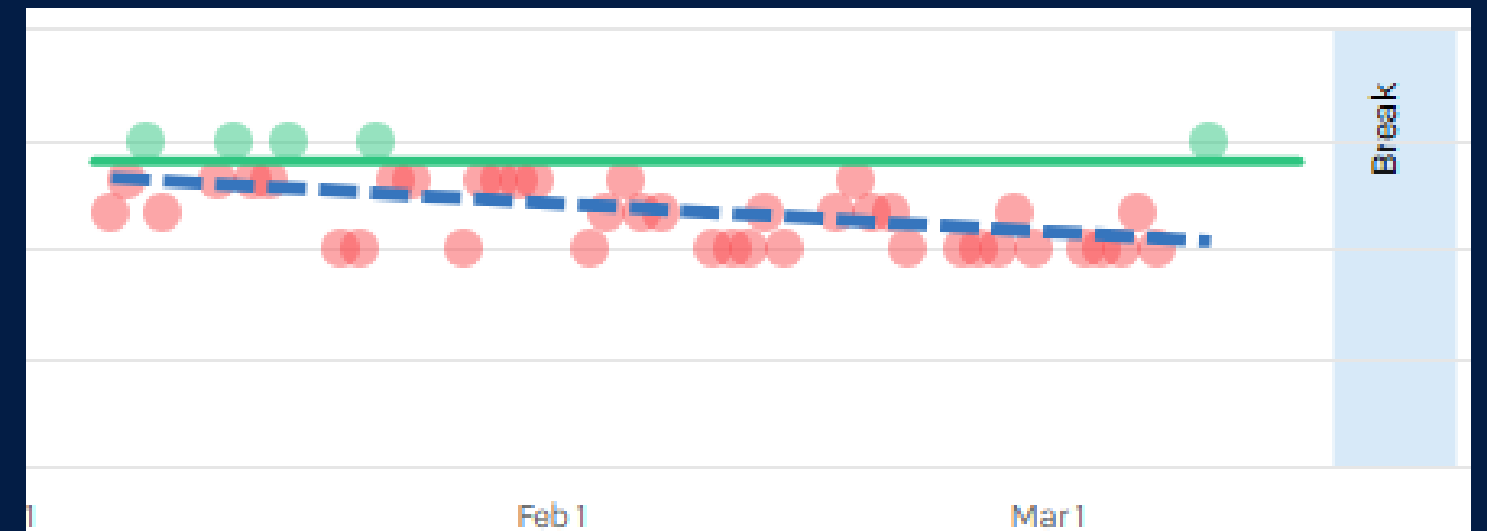
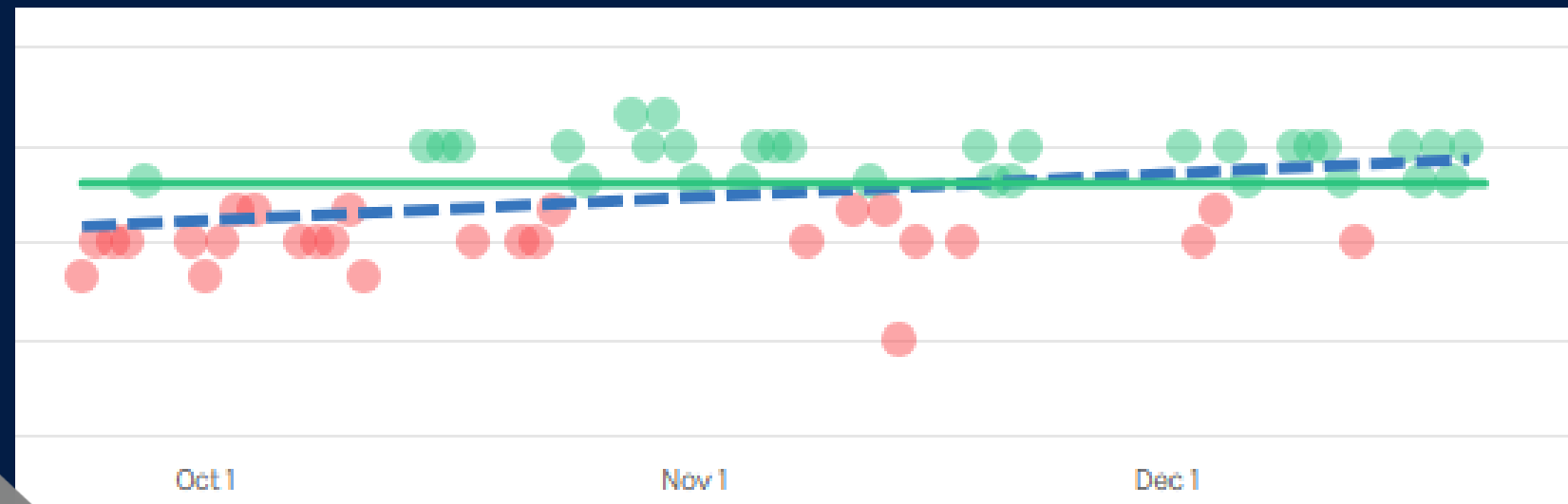


52
Incidents

Location



Student B: Internalizing

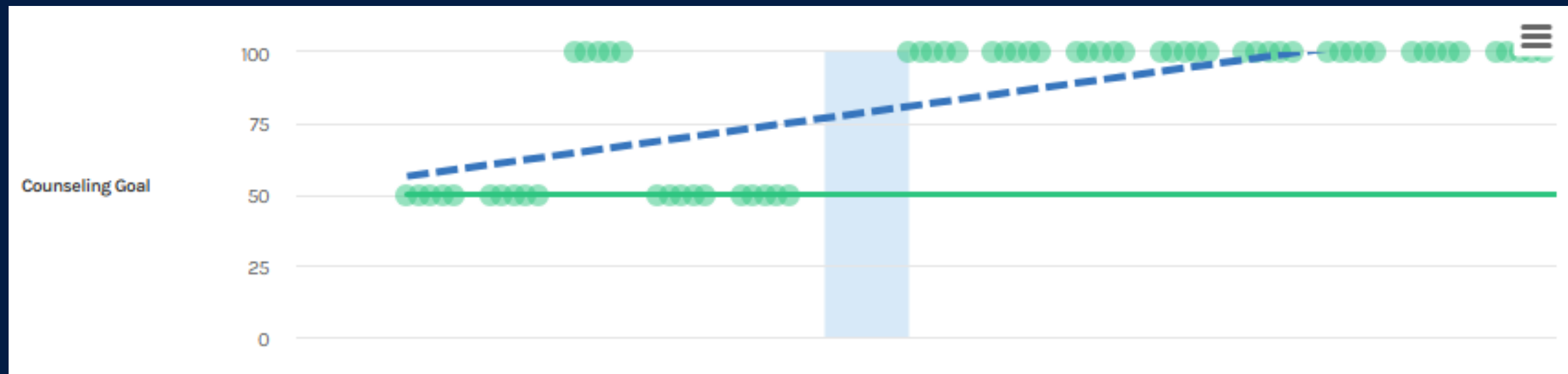


Calm Down Crew for Anger
Managing Anger
280/360 minutes (78%)

Study Skills and Organizations
40/320 minutes (13%)

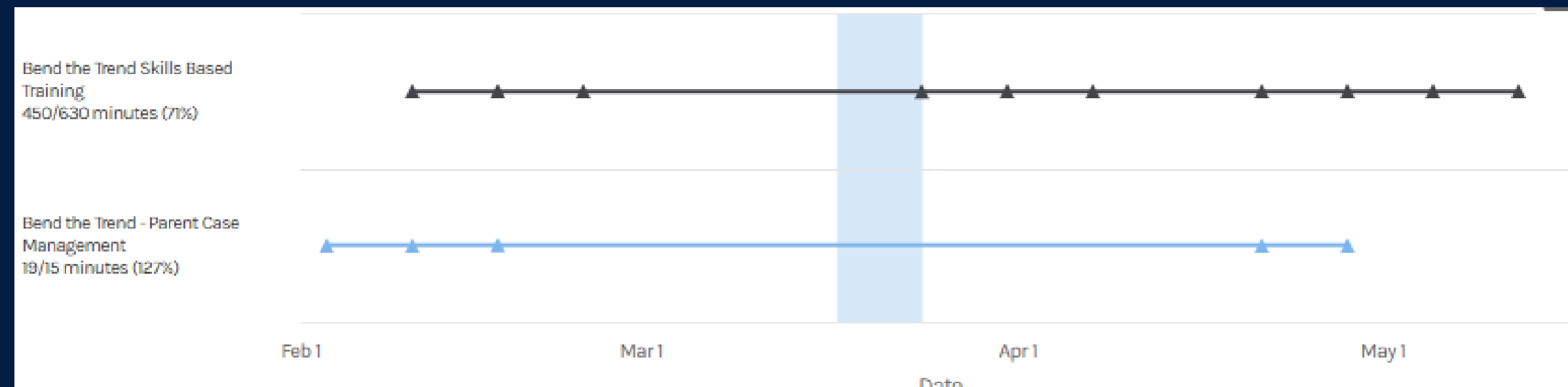
Bend the Trend Skills Based
Training
615/1260 minutes (49%)

Student C: Parent/family dymannics



Progress Monitoring

Interventions



Call to Action!

For Mental Health Professionals

Embed your expertise into school systems, support early intervention, and be part of a multi-tiered approach that ensures every student gets the help they need—before they fall through the cracks.

For Educators

Don't manage student needs alone - collaborate!
Partner with the community to proactively support students. Together, we create consistent environments that teach regulation, not just respond to disruption.

For Community & Family Partners

Your involvement bends the trend.
When families and community providers work with schools, we create a safety net that catches students early, supports their mental health, and keeps them connected to learning.

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Q&A



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