**Positive Behaviour for Learning
School-wide Conference 2015
New Zealand**

Integrating Mental Health within a School-wide System of PB4LSWPBIS The Interconnected Systems Framework (ISF)

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Content

Describe history, rationale and structure for an integrated framework

- The Interconnected Systems Framework (ISF).

Provide Quick Examples (more in concurrent session)

Acknowledgements

- Susan Barrett, Rob Horner, George Sugai, Bob Putnam
- Mark Weist, Sharon Stephen and Nancy Lever
- Krista Kutash, Al Duchnowski, Marc Atkins
- Kelly Perales, Jessica Leitzel Aquilina, Pam Horn, Jill Johnson, and many, many others out there 'doing' the innovative work….

SETTING THE CONTEXT AND THE CHALLENGE

Partnerships are needed:

- One in 5 youth have a MH "condition"
- About 70% of those get no treatment
- School is "defacto" MH provider
- Juvenile Justice system is next level of system default
- Suicide is 4th leading cause of death among young adults
- Factors that impact mental health occur *'round the clock'*
- It is challenging for educators to address the factors beyond school
- It is challenging for community providers to address the factors in school

A Different Conversation about Mental Health is happening....

neatoday

Today's news

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Is Mental Health the Next Focus of the School Safety Debate?

December 13, 2013 by twalker   ⊙ 7 Comments
Filed under Featured News, Top Stories

...spital Called Jail

NICHOLAS KRISTOF

Understanding New Rules That Widen Mental Health Coverage

By ANN CARRNS   JAN. 9, 2014

New Federal Guidance on School Discipline and Discipline

- U.S. Departments of Education and Justice collaborative Supportive School Discipline Initiative refocusing school discipline:
  - To create safe, positive, equitable schools
  - Emphasize prevention and positive approaches to keep students in school and learning

Zero Tolerance Does NOT Work... ...Results in Inequity

A more 'mainstream' conversation about Mental Health

- Awareness of the need to do more
- A recognition that families and schools have critical roles
- Prevention and early detection are a focus
- An awareness that *access* to services is not enough
- The focus needs to be on improved *outcomes*

Challenges

- Constraints on school-employed mental health staff
  - Too few of them, with ratios for school psychology, counseling and social work far below recommendations of national organizations
  - Narrowed functioning of positions (e.g., school psychology – evaluation, counseling – academic advising)
  - Pressures related to "gatekeeping"

Challenges

- Barriers to collaboration between school- and community-based providers
  - Limited understanding of the other's culture, work presses and perspectives
  - People too busy/stressed to reach out to develop new relationships

PBIS FRAMEWORK
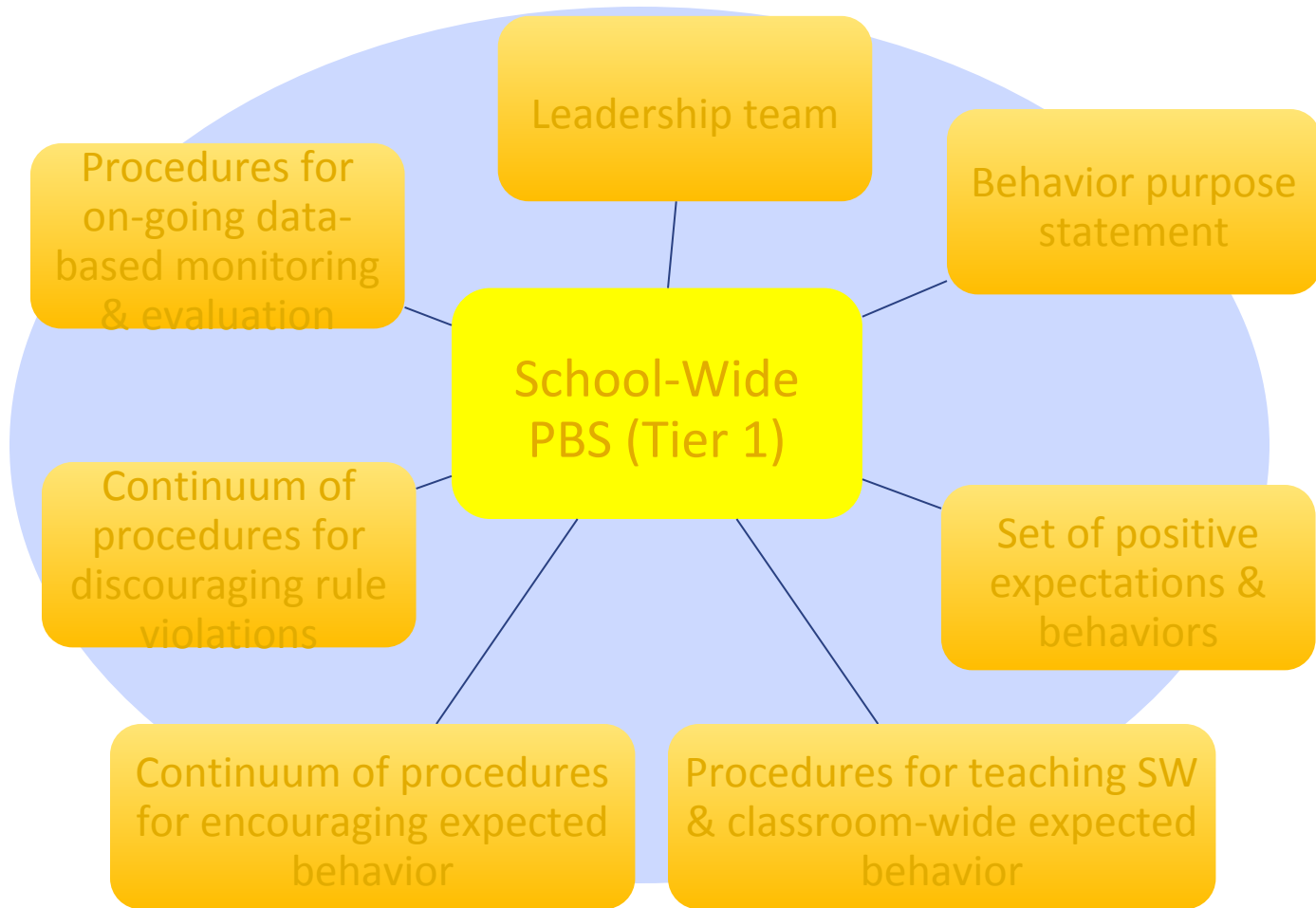
Positive Behavior Intervention & Support

Decision making framework to guide selection and implementation of best practices for improving academic and behavioral functioning

- Data based decision making
- Measurable outcomes
- Evidence-based practices
- Systems to support effective implementation

Advantages of SWPBIS

- Promotes effective decision making
- Improves climate & learning environment
- Changes adult behavior
- Reduces punitive approaches
- Reduces removal of students from instruction
- Improves student academic performance

Experimental Research on SWPBIS

Bradshaw, C.P., Koth, C... ...ing school climate through school-wide Positive Behavioral Interventions and
    Supports: Find... ...100-115

Bradshaw, C.P., Koth... ...erventions and
    Supports (PB...

Bradshaw, C. P., Mitc... ...on
    student outco... ...*ventions,*
    12, 133-148.

Bradshaw, C.P., Rei... ...ons and
    Supports (P...

Bradshaw, C., Waa... ...ns and
    adjustment...

Horner, R., Sugai, ...ness trial
    assessing...

Horner, R. H., Sug... ...
    Exception...

Ross, S. W., Endr... ...
    Journal of...

Waasdorp, T., Bra... ...
    Supports on ...
    Pediatric Adoles...

Bradshaw, C. P., Pas, E. T., Goldw... ...nd
    Supports with tier 2 coaching to student support team...
    177-193. doi:10.1080/1754730x.2012.707429

Freeman, J., Simonsen, B., McCoach D.B., Sugai, G., Lombardi, A., & Horner, (submitted) Implementation Effe...
    Positive Behavior Interventions and Supports on Academic, Attendance, and Behavior Outcomes in High Schools.

SWPBIS Experimentally Related to:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**

A Foundation…. but More is Needed…

- Many schools implementing PBIS struggle to implement effective interventions at Tiers 2 and 3

- Youth with "internalizing" issues may go undetected

- PBIS systems (although showing success in social climate and discipline) often do not address broader community data and mental health prevention.

Key Questions

Can we expand the effectiveness of the school-based continuum if we include a broader group of SMH and community providers?

Can we enhance the continuum with a greater array of evidence-based practices to meet the needs of more students with greater effectiveness ?

Convergence

- Positive Behavior Interventions and Supports (PBIS) is helping schools to include students with more and more complex and significant behavioral health needs

- Mental health recognizes the importance of educational success to improving the health and functioning of children and youth with serious mental health concerns-

<div align="right">JoAnne Malloy</div>

THE INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

ISF

- How Multi-tiered Systems of Support (MTSS) can enhance mental health in schools
- Installing MH through MTSS in Schools
  - Systems
  - Data
  - Practices

Advancing Education Effectiveness: Interconnecting School Mental Health and
School-Wide Positive Behavior Support

Editors: Susan Barrett, Lucille Eber and Mark Weist
pbis.org
csmh.umaryland
IDEA Partnership NASDSE

A Field-based 'Intervention'

Chapter 2: Considerations for a School Mental Health Implementation Framework
> **George Sugai and Sharon Stephan**

Chapter 3: The Role of School Level Systems in the Interconnecting School Mental Health and School-wide Positive Behavior Support
> **Nancy A. Lever and Robert Putnam**

Chapter 4: School Level Practices
> **Steven W. Evans, Brandi Simonsen**

PBIS is

Framework for enhancing adoption & implementation of

Continuum **of evidence-based interventions** to achieve

Academically **& behaviorally** important outcomes for

All students

Interconnected Systems Framework (ISF)

Integrated PBIS & SMH implementation

Improvement of educational outcomes

All students

Especially, w/ or risk of MH challenges

Core Features

- **Effective teams** that include community mental health providers
- **Data** based decision making
- Formal processes for the selection and implementation of **evidence based practices** (EBP)
- **Early access** through use of comprehensive screening
- Rigorous **progress-monitoring** for both fidelity and effectiveness
- Ongoing **coaching** at both the systems and practices level.

ISF Defined

- Structure and process for education and mental health systems to interact in most effective and efficient way.

- Guided by key stakeholders in education and mental health/community systems

- who have the authority to reallocate resources, change role and function of staff, and change policy.

ISF Defined

- Tiered prevention logic
- Cross system problem solving teams
- Use of data to decide which evidence based practices to implement.
- Progress monitoring for both fidelity and impact.
- Active involvement by youth, families, and other school and community stakeholders.

Traditional	ISF
MH counselor "sees" student at appt.	MH person on teams all tiers
Clinicians only do "mental health"	Contribute to integrated plan
Case management notes	Contribute to fidelity & data

Illinois District Example
53 school buildings

- Community partners are sitting on Tier 1 and Tier 2 teams as active team members
  - 20 Community Partners
    - i.e: Boys & Girls Club, Police Department, Hospice, Family Services, Girl Scouts, Community Crisis Center, YMCA, etc.
- Community partners regularly attend district PBIS trainings with school staff
- School district is partnering with local mental health agency to integrate restorative practices into the PBIS framework
- Community partners are facilitating interventions (i.e. social skills groups, mentoring, RENEW)
- Universal Screening, progress monitoring student outcomes and intervention fidelity, and ongoing coaching at systems and practices levels

MISSION

The mission of the U-46 School and Community Alliance is to create, integrate and leverage existing and new school/community partnerships that develop a full continuum of systematic interventions based on data. It encompasses three intervention tiers:

- Systems for promoting healthy development and preventing problems

- Systems for responding to problems as soon after onset as is feasible

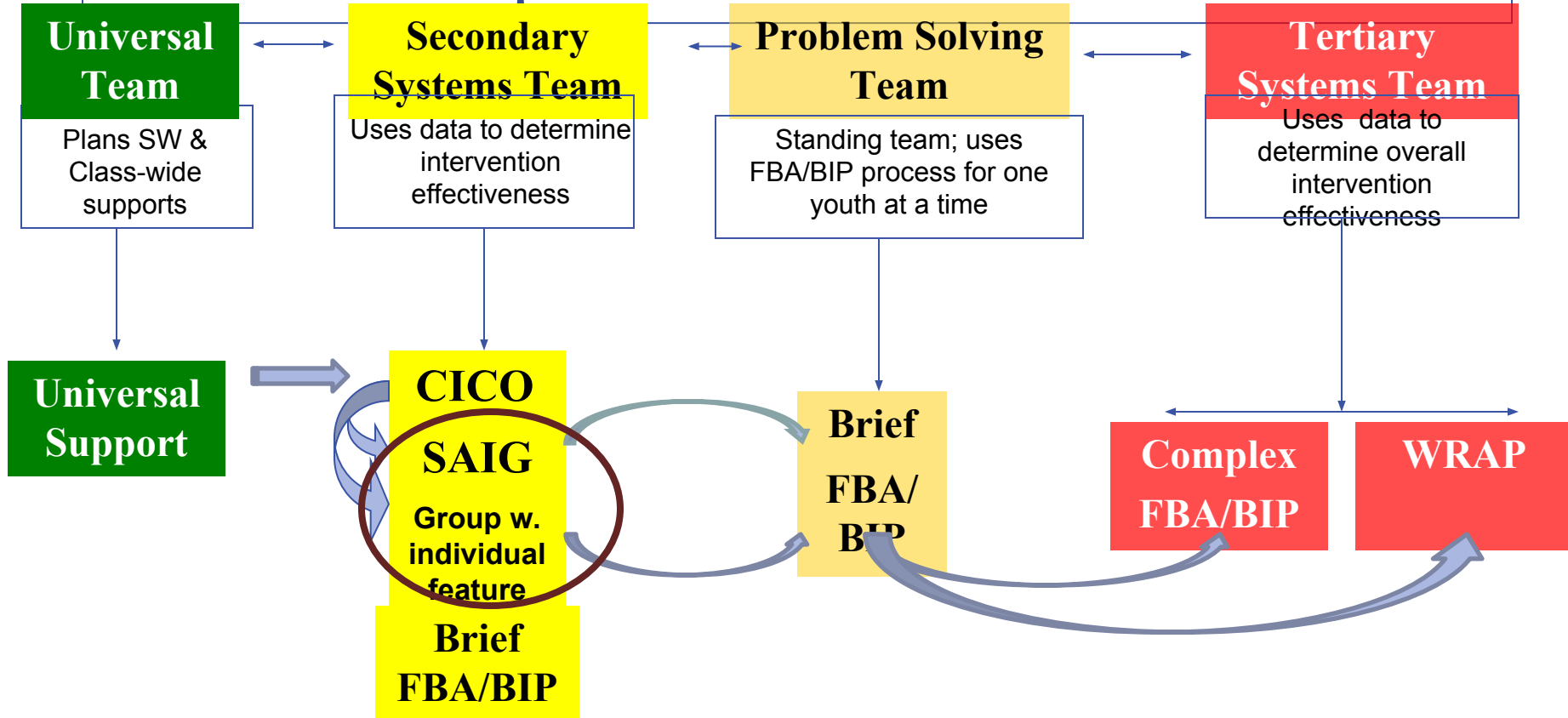- Systems for providing intensive care
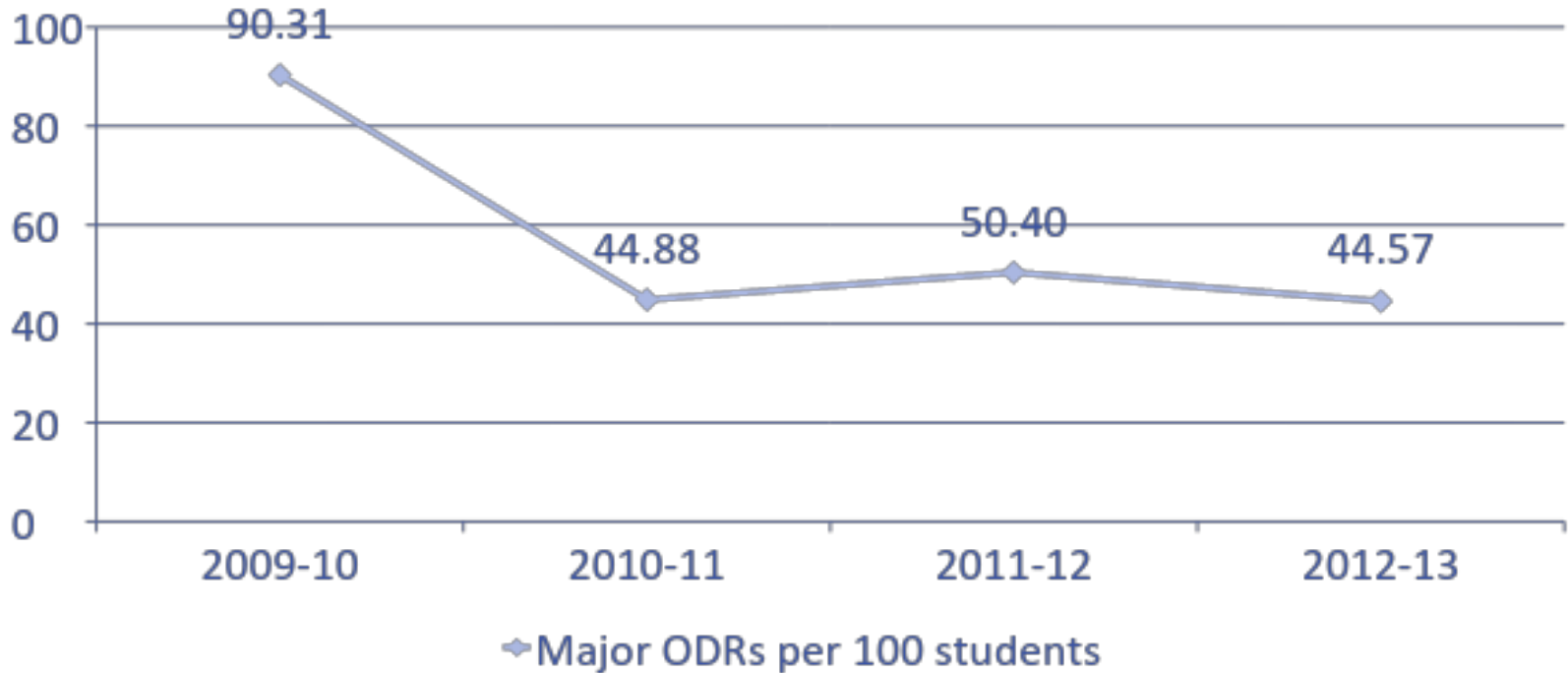
U46 (Elgin IL)
20 Community Partners
57 providers trained in PBIS/SAIG

Boys and Girls Club of Elgin*Centro de Informacion*Community Crisis Center*Crossroads Kids Club*Easter Seals*Elgin Police Department* Family Service Association of Greater Elgin Area*Fox Valley Pregnancy Center*Fox Valley Volunteer Hospice*Girl Scouts of Northern Illinois*Hanover Township Youth and Family Services*Kenneth Young*Renz Center*Streamwood Behavioral Healthcare System*Taylor Family YMCA*The Y*WAYS*West Ridge Community Church*Youth Leadership Academy
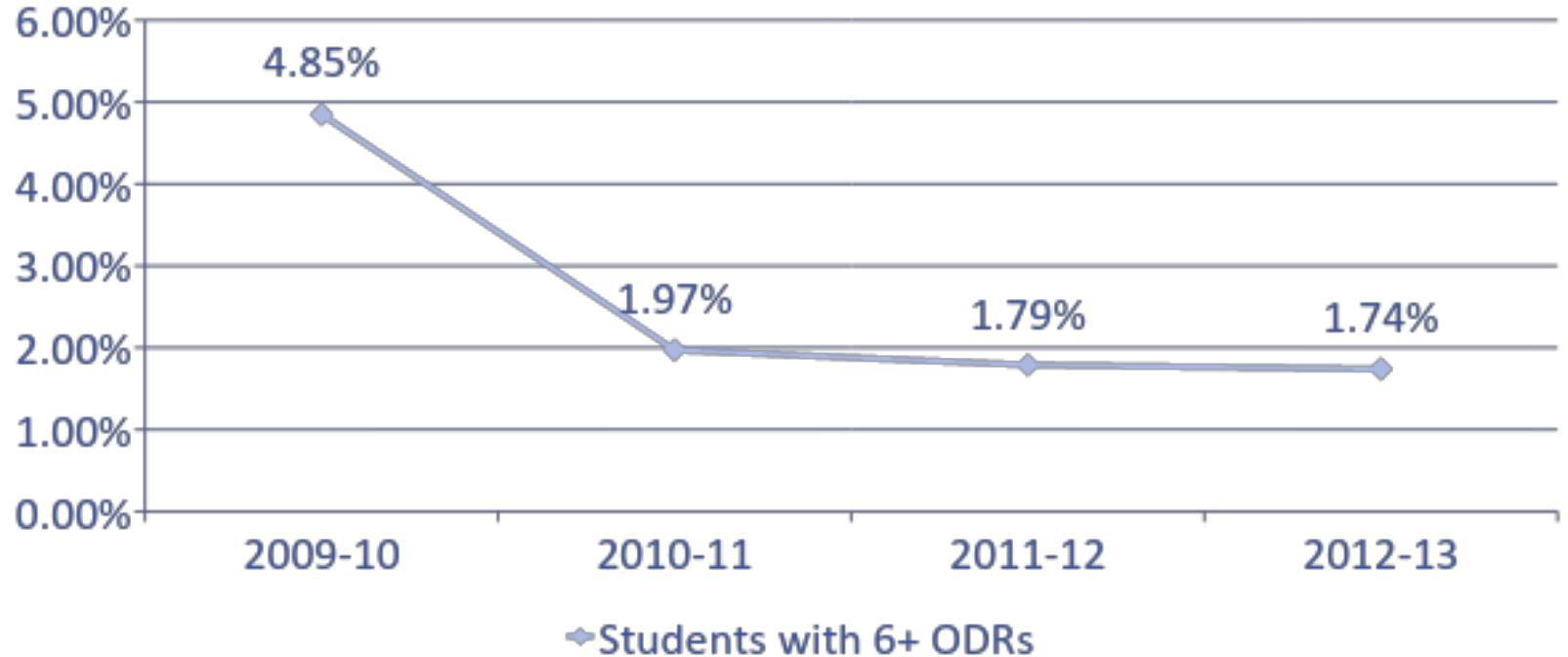
3-Tiered System of Support Implementation Model

Universal Team

Plans SW & Class-wide supports

Secondary Systems Team

Uses data to determine intervention effectiveness

Problem Solving Team

Standing team; uses FBA/BIP process for one youth at a time

Tertiary Systems Team

Uses data to determine overall intervention effectiveness

Universal Support

CICO

SAIG

Group w. individual feature

Brief FBA/BIP

Brief FBA/BIP

Complex FBA/BIP

WRAP

G. Elementary Major ODRs per 100 Students

G. Elementary Students with 6+ ODRs
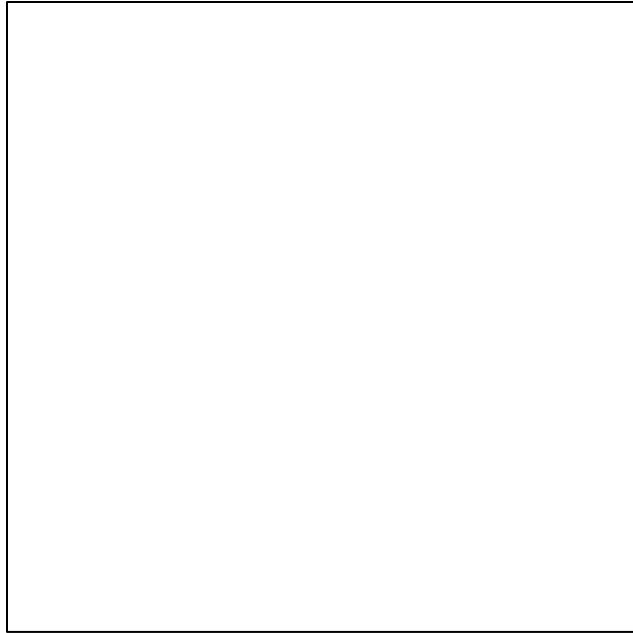
Traditional → Integrated
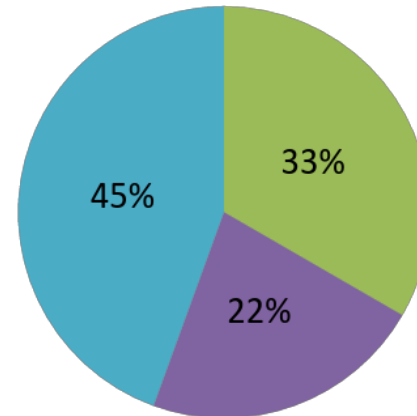
- No data to decide on or monitor interventions;

- MH person leads group or individual interventions based on data;
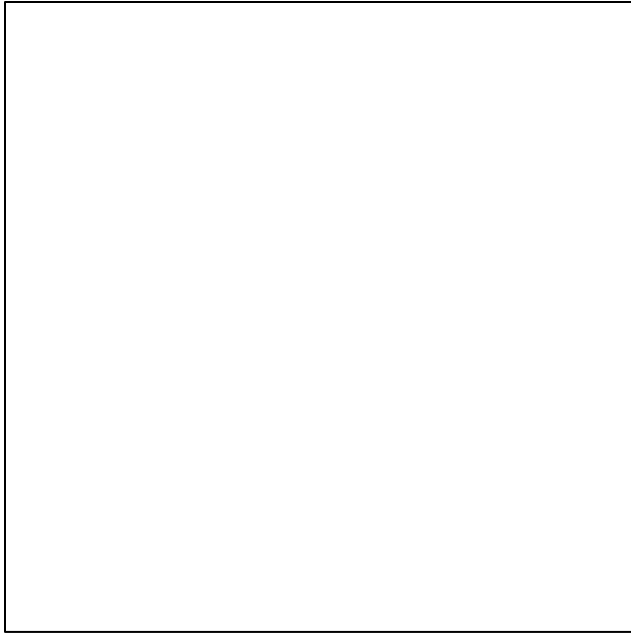
I feel connected to my school

Post-Test

- ■ Strongly Disagree
- ■ Disagree
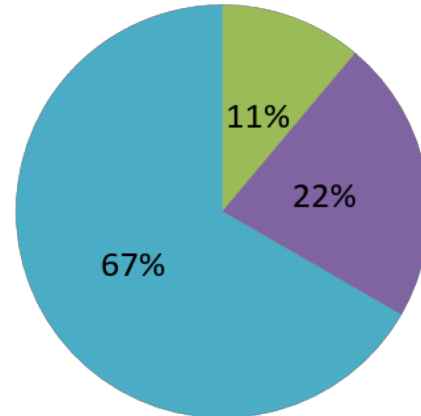- ■ Neither Agree nor Disagree
- ■ Agree
- ■ Strongly Agree

33%

22%

45%

I feel respected & important at school

Post-Test

- ■ Strongly Disagree
- ■ Disagree
- ■ Neither Agree nor Disagree
- ■ Agree
- ■ Strongly Agree

11%

22%

67%

Community-School Based Behavioral Health (CSBBH) at a Glance (PA)

34 Teams

Serving over 1,00 Youth and Families

21 School Districts/ 57 buildings

12 Provider Organizations

12 Counties in 4 Contracts

PA Example Outcome Data

- Mental Health CSBBH Teams collect functional and behavioral outcomes to guide treatment

- Outcomes are collected from a variety of stakeholders including youth, family, and school partners

Child Outcomes Survey (COS) Family Functioning (n= 285 youth 11 schools):
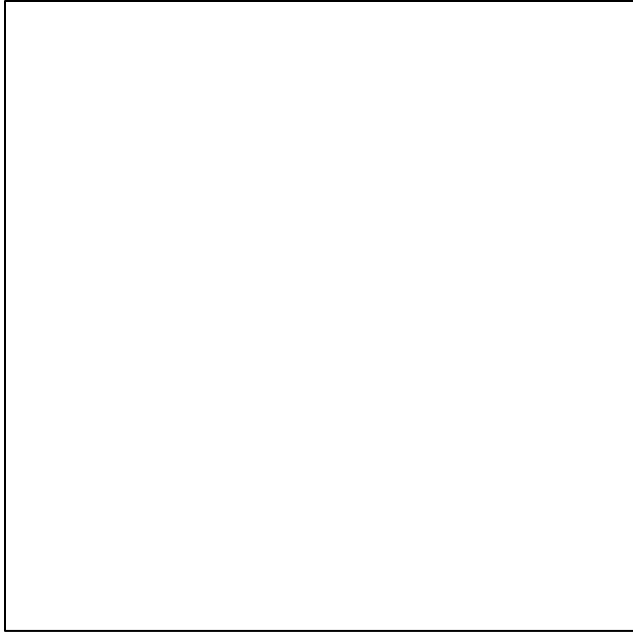
Child Outcomes Survey (COS)

Child Functioning (n= 285 youth 11 schools):
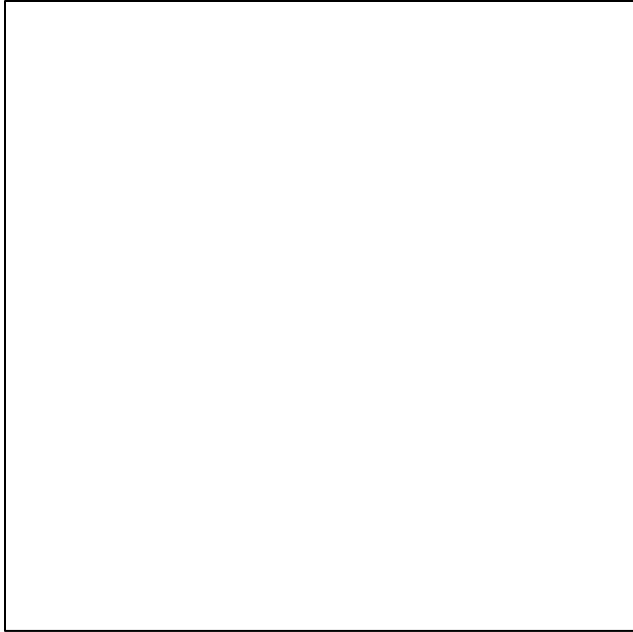
Strengths and Difficulties Questionnaire
Parent (SDQ-P) and Teacher (SDQ-T) Total Difficulties
(n= 285 youth 11 schools):
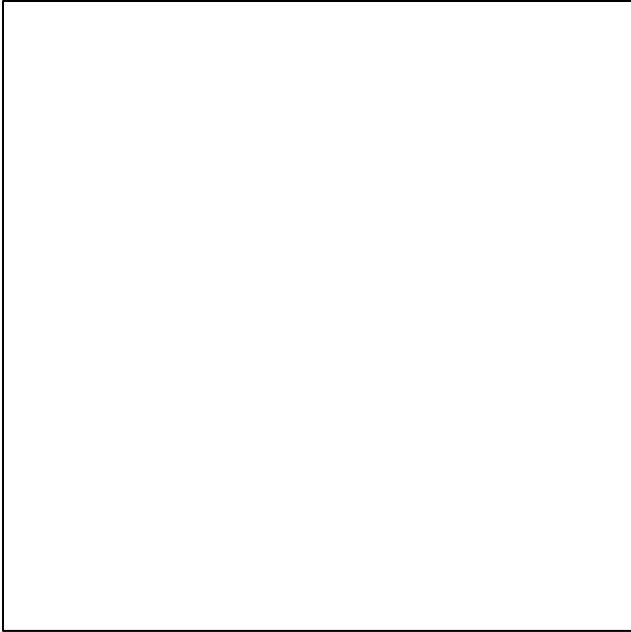
ISF Comparison

- Significant improvement over time for child and family functioning

- For PBIS schools, higher report of family functioning than non PBIS schools

- Therapeutic Alliance ratings were higher in the PBIS schools.

Family Functioning (n= 285 youth 11 schools)

© 2014 Community Care

Child Functioning (n= 285 youth 11 schools)

© 2014 Community Care
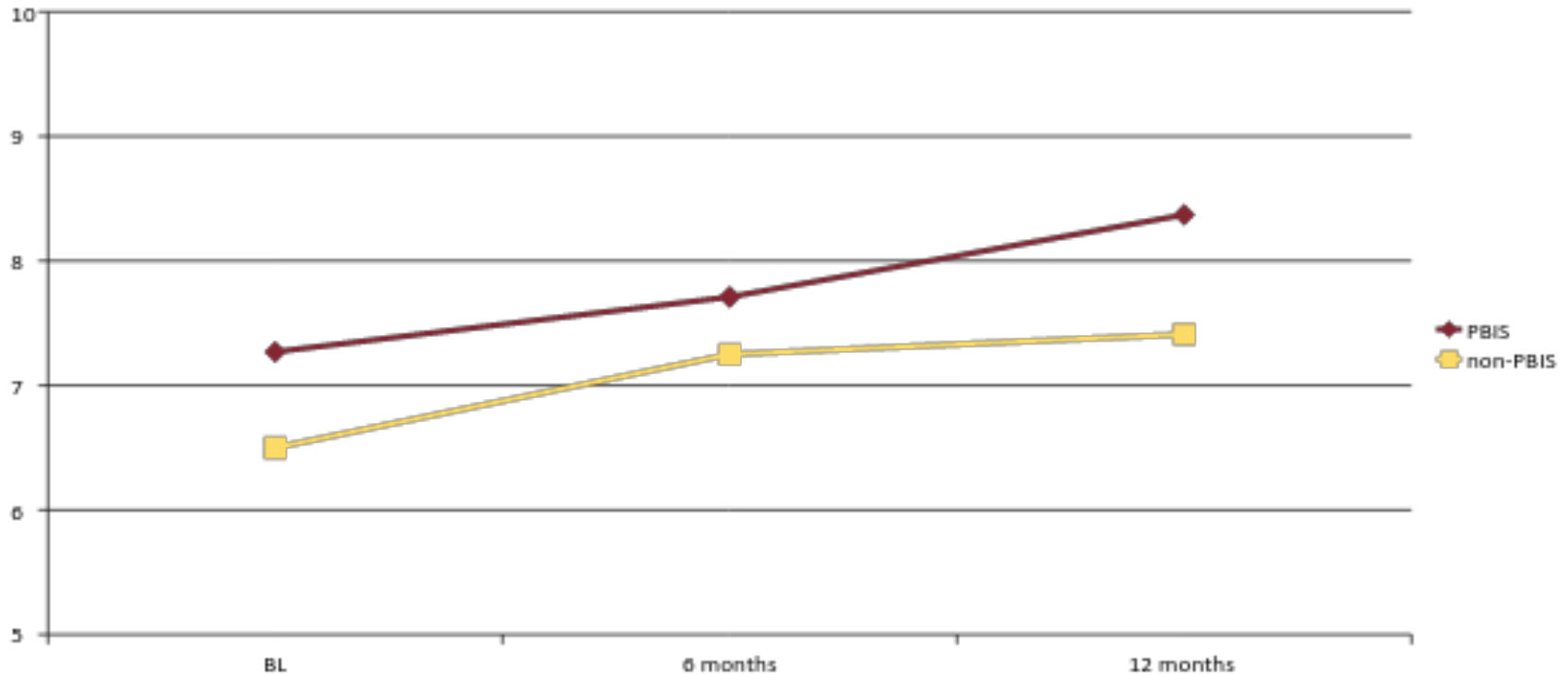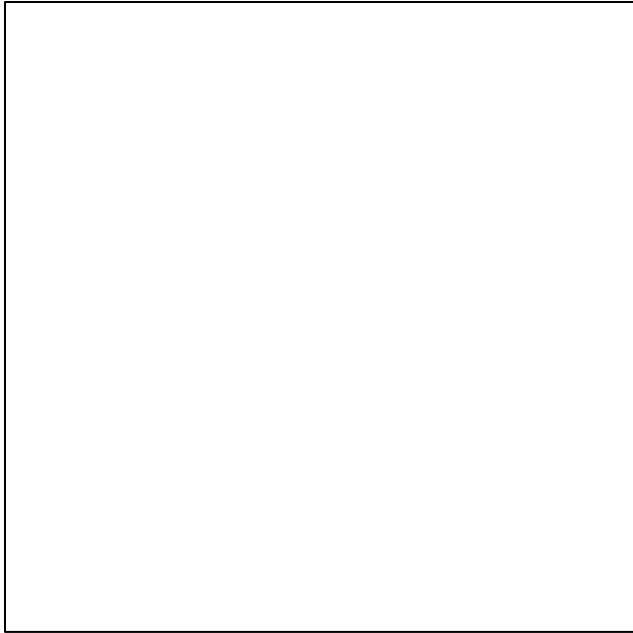
SUMMARIZING…

Enhancing the Continuum

- Install 'foundational' interventions
- Ensure identification, monitoring, and selection process are in place
- Identify additional interventions that might be needed such as:
  - Trauma Informed Interventions
  - Check and Connect
  - Coping Cat

Where do specific "MH" Interventions Fit?

That depends on the data of the school and community

Examples of Expanded View of data:

- Child welfare contacts,
- Violence rates
- Incarceration rates
- Deployed families,
- Homeless families,
- Unemployment spikes

Selection Process

- The intervention selected should be an intervention that addresses the presenting problem.

- Considerations
  - Developmental level
  - Expertise of the provider
  - Culturally appropriate

FIDELITY and OUTCOMES

<u>Fidelity</u>
- When and how often will you assess implementation fidelity?
- What tool will you use to assess implementation fidelity?
- For this intervention, what is an acceptable level of implementation fidelity?
- What will you do if implementation fidelity is below this acceptable level?

<u>Outcomes</u>
- Daily behavior rating data
- Mood thermometer data (self perception)
- Ongoing use of rating scales

Some start-up steps

1. Conduct resource mapping, review student mental health needs, and review findings as a team.
2. Explore possible mental health interventions to fill gaps
3. Develop a memorandum of agreement (MoA) between the school district and the community mental health agency.
4. Select and install with a focus on access and progress monitoring within the PBIS framework.

ISF Tools

- Appendix A
  - Survey on School Readiness for Interconnecting Positive Behavior Interventions and Supports and School Mental Health
    - Vittoria Anella and Mark Weist
- Appendix B
  - Building an Inclusive Community of Practice: Four Simple Questions
- Appendix C
  - Implementation Guide: Funding
- Appendix D
  - Implementation Guide: Evaluation Tools
- Appendix E
  - Implementation Guide: District and Community Leadership Teams
- Appendix F
  - Selecting Mental Health Interventions with a PBIS Approach
    - Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis, and George Sugai
- Appendix G
  - Knowledge Development Survey

ISF Webinars

Topic	Recording Link
Exploring the ISF for Integrating SOC & Education *Lucille Eber, Midwest PBIS Network, Susan Barrett, Sheppard Pratt Health Systems, & Kelly Perales, Community Care Behavioral Health* An introduction to the Interconnected System Framework (ISF) for efficiently integrating mental health/SOC in schools featuring lessons learned from Pennsylvania's implementation experiences.	https://theinstitute. adobeconnect. com/p7ntom23s1p/
Installing ISF-Local Experiences Integrating SOC & Education *Susan Barrett, Sheppard Pratt Health Systems* A review of the core components of the ISF and experiences from SOC/Education efforts in New Hampshire including strategies for work force development, focus for ISF focused leadership teams, and ensuring use of data and evidence-based practices.	https://theinstitute. adobeconnect. com/p5sh4fur2al/
Installing ISF: The Role of School & Community-based Clinicians *Lucille Eber, Midwest PBIS Network; Susan Barrett, Mid-Atlantic PBIS Network; Mark Weist, University of South Carolina; Ali Hearn & Sheri Luecking, Midwest PBIS Network; Sharon Stephan & Nancy Lever, University of Maryland* An overview of the changing-role of clinicians within multi-tiered systems of behavioral health in schools.	https://theinstitute. adobeconnect. com/p23wjt2fphd/

20th Annual SMH Conference
New Orleans, Louisiana

November 5-7

csmh.umaryland.edu

October 22-23, 2015

OSEP Technical Assistance Center on PBIS 2015 Leadership Forum

PBIS: Integrated Multi-Tiered Framework for Educational Success

This two-day forum for school, state, district and regional leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation

Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice facilities:

PBIS Foundations
Classroom Applications
Tier 2 Systems & Practices
Tier 3 Systems & Practices
Aligning Systems
Juvenile Justice
Mental Health Integration
Equity
Applied Evaluation

Featuring sessions specifically designed for our Mental Health, Juvenile Justice, and Family/Community

Donald Stephens Convention Center - Rosemont, IL

Visit the Upcoming Events page at www.pbis.org for more information