

## Fostering Care and Connections by Integrating Mental Health and PBIS

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## Thank you !

- National TA Center on PBIS
- Interconnected Systems Framework Leadership Team
  - Lucille Eber, Mark Weist, Susan Barrett, Kelly Perales, Joni Splett, Katie Pohlman, Bob Putnam
- CPC
  - Barbara Kelley
  - Rebecca Mendiola
  - Mike Lombardo

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## Questions

- What is the current mental health landscape look like in our country?
- How does our brain operate?
- How does the adolescent brain function?
- How does school culture and school connectedness impact youth?
- What do educators and mental health professionals do differently to improve conditions for learning?

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## Current Mental Health Landscape

- One in 5 youth have a MH “condition”
- At least 50%, perhaps 80%, of those get no treatment
- School is “defacto” MH provider
- Juvenile Justice system is next level of system default
- Suicide is 2nd 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

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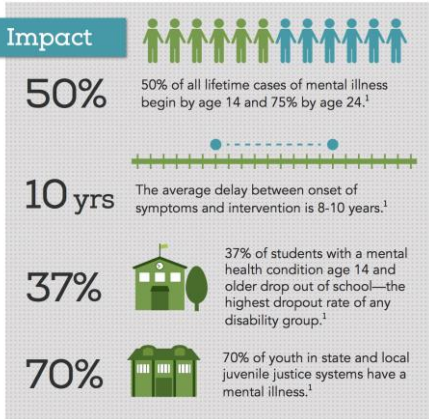
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## Current National Data: Principals' Concerns

Areas ranked as an extreme or high concern by 50 percent or more principals, 2018	
Increase in the numbers of students with emotional problems.	73.7%
Student mental health issues.	65.6%
Students not performing to their level of potential.	62.3%
Providing a continuum of services for students who are at risk.	61.6%
Student assessment.	57.2%
Student poverty.	56.5%
Instructional practices.	55.8%
Teacher performance/effectiveness.	55.1%
Professional development of staff.	55.0%
Fragmentation of principal's time.	53.5%
Management of student behavior.	52.5%
Financial resources.	50.8%

Source: *The Pre-K-8 School Leader in 2018: A 10-Year Study*, from the *National Association of Elementary School Principals* and the *University Council for Educational Administration*

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### National Data (cont.)

- ▣ A national study completed in the journal *Pediatrics* (11/2016) found a 37% increase in the number of teens suffering from a major depressive episode from 2005 to 2014, but those receiving mental health counseling or treatment did not change significantly (Mojtabai, Ramin; Olfson, Mark; Han, Beth; 2016).
- ▣ A 2015 report from the *Child Mind Institute* states that of the 74.5 million children in the United States, it is estimated that just over 17 million have or have had a psychiatric disorder. The report goes on to state that according to interviews done by professionals with a group of youth ages 13-18, "49.5% of American youth will have had a diagnosable mental illness at some point before they are 18..." and that, "22.2% of American youth will have a diagnosable mental illness with 'serious impairment' at some point before they are 18."

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### Additional Context

- 33% increase in teens reporting symptoms of depression
- 46% of children in the US have experienced at least one Adverse Childhood Experience (ACE)
- US has highest rate of opioid use in the world
- The CDC reports "electronic aggression" as an emerging public health problem
  - Any type of harassment or bullying that occurs through email, a chat room, instant messaging, a website or text messaging
- Poverty Rates
- Gun Violence
- Immigration Status Fear
- Increased hate crimes

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### How does our brain operate?

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### Big Idea

## We are Social Beings first and foremost!!!

- Neurobiology and Social Connectedness
- Kernels of EBP within an implementation framework....
  - Imitation to empathy – modeling behavior we want to see around us
  - Fostering mutual care

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## Wired for Social Interactions

We enter a world made by our parents. But we will live most of our lives, and prosper (or not) in a world run and remade by our peers. Knowing, understanding, and building relationships with them bears critically on success. Socially savvy rats or monkeys, for instance, generally get the best nesting areas or territories, the most food and water, more allies, better and fitter mates. *And no species is more intricately and deeply social than humans are.*

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## Consider the Adolescent Brain

### David Dobbs: National Geographic

- Brain is not fully developed until age 25
  - Clumsy at first but as it develops it gets better at balancing impulse, desire, goals, self-interest, rules, ethics, and even altruism, generating behavior that is more complex more sensible.
- Frontal Lobes are not fully connected (access is slower)
  - Is that a good idea?, What is the consequence of this action?
- Nerve cells are sluggish- thin layer of myelin (white matter)
  - Think insulation for electrical wiring

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## Adaptive- Adolescent Story

- Teen brain is less as a rough draft than as an exquisitely sensitive, highly adaptable creature wired almost perfectly for the job of moving from the safety of home into the complicated world outside.
- Sensation seeking: the “neural buzz”- not necessarily impulsive
  - Love of novelty
  - Upside is that it increases circle of friends
- Risk Taking
  - Teens take more risks not because they don't understand the dangers but because they weigh risk versus reward differently: In situations where risk can get them something they want, they value the reward more heavily than adults do.

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## How does school culture and school connectedness impact youth?

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### Big Idea

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## Strategy Guide on Fostering School Connectedness: CDC

- Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement.
- Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer.

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## Relationships and Youth Connectedness

ESSENTIAL to children's well being.

- A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported *stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and a predictive link between school connectedness to future mental health problems.*
- 22 Early studies suggest that there are substantial percentages of violent youth who do not perceive themselves to be liked by classmates and who report loneliness.

(©) 2008 Adel Psychology

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# A Climate for Academic Success:

How School Climate Distinguishes Schools That Are  
Beating the Achievement Odds (2013)

Adam Voight | Gregory Austin | Thomas Hanson

## Elements of Effective School Climate

### “THE WHAT”

- Clear expectations
- Caring relationships
- Meaningful participation
- Perceived school safety
- School connectedness
- Low violence perpetration
- Low violence victimization
- Low harassment and bullying
- Low substance use at school

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## Goal & Results

- **The goal of this study is to determine what makes successful schools different from other schools.** Rather than define success in absolute terms—such as the percentage of students who are proficient on a standardized test—this study’s definition is based on whether or not a school is performing *better than predicted* given the characteristics of the students it serves. Using data from over **1,700** California public middle and high schools, **40 schools were identified that consistently performed better than predicted** on standardized tests of math and English language arts achievement. These schools were labeled “beating-the-odds” (BTO) schools
- **“The results of this study show that ‘Beating The Odds’ schools had substantially more positive levels of school climate than other schools”.**

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## Wellbeing

- Should central role of education be building and improving wellbeing ?
- How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?
- How would that impact healthcare?  
Justice system, Poverty, Homelessness, Drug Use?  
Unemployment?

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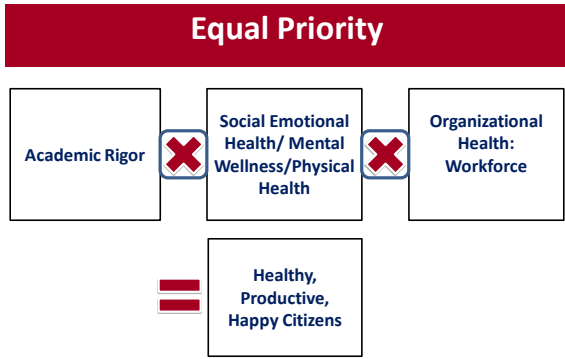
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Adapted from © Fixsen and Blase 2013, Barrett 2013

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**Vermont Joint House/Senate Resolution**

(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont **commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students' academic and cognitive achievement, and**

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it Resolved by the Senate and House of Representatives:

That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: That the General Assembly declares Vermont to be a **state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools' practices.**

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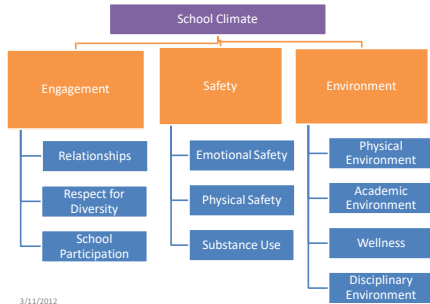
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**PBIS Sets the Stage for Positive Climate and Culture**  
**Establishing the Conditions for Learning**



3/11/2012  
 Kristin Harper, Office of Safe and Healthy Students, United States Department of Education

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From Student Deficit to System Deficit

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The trick is moving from one focus to systemic focus and seeing the impact that procedure/teaming structures/classroom routines have on behavior (adult and student).

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Do you have a nurturing, caring, healthy learning environment?

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Don't mistake academic label as an indication of "health"

What is the Health Index of your school community?

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Big Ideas for Getting Started...

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## Using MTSS: A Public Health Framework

Social Emotional Behavioral and Academic Health

- **We organize our resources**
  - Multi-Tier Mapping, Gap Analysis
- **So kids get help early**
  - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
  - Evidence-Based interventions
- **We provide supports to staff to do it right**
  - Fidelity: Benchmarks of Quality
- **And make sure they're successful**
  - Coaching and Support
  - Progress monitoring and performance feedback
  - Problem-Solving process
  - Increasing levels of intensity

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### Expanding PBIS to include MH with ISF Interconnected Systems Framework

- A 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.

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### How is this expanded PBIS different?

- A whole population need requires a whole population response...
- We need more expertise in our schools and when we are hiring we need to re-position how we use our experts.
- We need to build capacity because...

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**WE are all "ambassadors" of Mental Health and Wellness**

Moving from being the *only* response to identified social emotional needs, to being social emotional **leaders** of the building.



**TO**

Helping to build the capacity of the rest of the staff



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**Building ISF from Public Health Model and PBIS**

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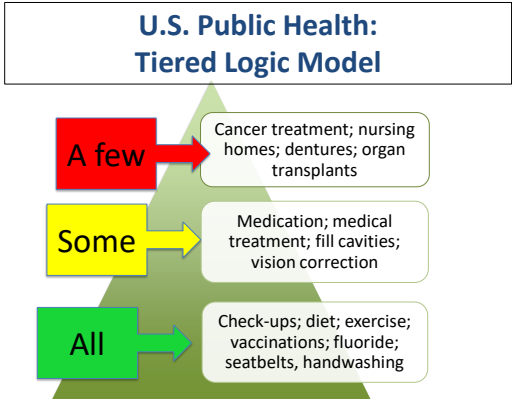
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Walker et al. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *JEBD*, 4, 194 – 209.

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### School Data → Community Data Student and System level

- Academic (Benchmark, GPA, Credit accrual etc)
- Discipline
- Attendance
- Climate/Perception
- Visits to Nurse, Social Worker, Counselor, etc
- Screening from one view
- Community Demographics
- Food Pantry Visits
- Poverty Rate
- Drug Addiction Rates
- Calls to crisis centers, hospital visits
- Screening at multiple views

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### Other Datasets Using Census (income, family structure, population)

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| <p><b><u>Positive Assets</u></b></p> <ul style="list-style-type: none"> <li>• Parks &amp; Playgrounds</li> <li>• Hospitals</li> <li>• Community Centers</li> <li>• Recreation Centers</li> <li>• Libraries</li> <li>• Religious Buildings</li> </ul> | <p><b><u>Potential Risk Factors</u></b></p> <ul style="list-style-type: none"> <li>• Alcohol Outlets</li> <li>• Crime</li> <li>• Vacant Housing</li> <li>• Fast food outlets</li> <li>• Lottery/Gambling Outlets</li> </ul> |
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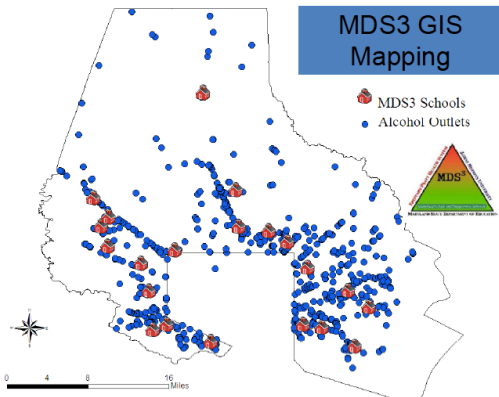
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\*\*\*What if ?

We....

focused on are specific ways that everyone teaches social emotional skills across ALL settings and content areas... everyday!!

...and we use our data to prioritize the skills we teach...

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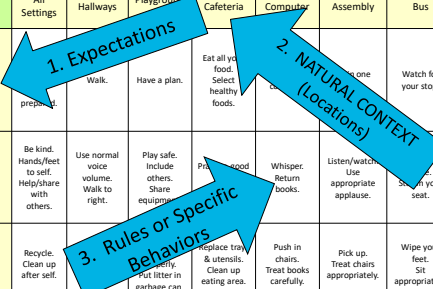
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What does our curriculum look like?

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground	Cafeteria	Library/Computer	Assembly	Bus
Expectations	Respect Ourselves	prepare	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Use one	Watch for your stop.	
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Pratle food.	Whisper. Return books.	Use appropriate applause. Sit on your seat.	
	Respect Property	Recycle. Clean up after self.	Recycle. Clean up after self. Put litter in garbage can.	Replace tray & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.	




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Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior AND Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

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## Specific Behaviors + Pro-Social Skills

### Specific Behaviors

- Throw paper in the waste can
- Use the right side of the stairway
- Bring all materials to class
- Keep hands, feet, and other objects to yourself

### Pro-Social Skills

- Choose kindness over being right; pick up trash even if it isn't yours
- Encourage others; tell peer they did a good job

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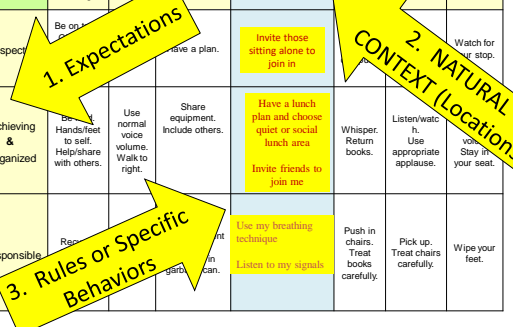
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Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Halls	Courtyards	Lunch	Library/Computer	Assembly	Bus
Expectations	Respectful	Be on time	Follow directions	Follow directions	Invite those sitting alone to join in			Watch for
	Achieving & Organized	Be on time	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Respectful	Use my breathing technique	Use my breathing technique	Listen to my signals	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.




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TEACHING MATRIX		C. Alton Lindsay Middle School				
SCHOOL-WIDE BEHAVIOR EXPECTATIONS		Arrival & Dismissal	Hallway	Cafeteria	Classroom	
<b>S</b> Safety First  <b>W</b> Work Together Respectfully  <b>A</b> Accept Responsibility  <b>G</b> Guide Me	<b>G</b> Guide Me	<ul style="list-style-type: none"> <li>Walk directly to my designated area</li> <li>Stay in my area</li> <li>Keep hands, feet, and belongings to myself</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly in a single, straight, and silent line so that others can continue learning and working</li> <li>Walk to the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Conserve supplies: 2 squares of soap, 2 paper/turms on the paper towel dispenser</li> <li>Dispose of trash in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit with a pass or my teacher</li> <li>Throw away my trash and tray</li> <li>Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Follow directions the first time given</li> <li>Ask appropriately for help</li> <li>Clean up after myself</li> <li>Follow lab rules and procedures</li> </ul>
	<ul style="list-style-type: none"> <li>Respect the space of others</li> </ul>	<ul style="list-style-type: none"> <li>Remain quiet in QUIET ZONES</li> <li>Carry my own belongings</li> <li>Keep lockers locked</li> <li>Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>Flush</li> <li>Wash my hands</li> <li>Use appropriate fixtures</li> <li>Go</li> </ul>	<ul style="list-style-type: none"> <li>Move away from conflict or distractions</li> <li>Ask for help when needed</li> <li>Be patient</li> <li>Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>Accept feedback and discipline from staff by listening, asking questions, and following directions the first time</li> <li>Be ready to learn</li> <li>Be present and focused</li> <li>Encourage others</li> </ul>	
	<ul style="list-style-type: none"> <li>Teachers will supervise groups of students at all times</li> <li>Teachers will ensure that they know the location of all students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will enforce safety</li> <li>Teachers will monitor students by being at their doors and in the hallways</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will stand by bathrooms to monitor the noise and behavior from the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will arrive on time and pick up students on time</li> <li>Teachers will walk students directly into the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Attend class daily and on time</li> <li>Clean up after myself</li> <li>Be prepared for instruction with all necessary materials</li> </ul>	

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Teaching Matrix		INCORPORATE BULLY PREVENTION / INTERVENTION						
		All Settings	Halls	Playgrounds	If you see Disrespect	Library/ Computer	Assembly	Bus
Expectations	Respectful	Be on time. Be on task.	Use appropriate volume. Walk to the right. Share equipment. Include others.	Share equipment. Include others. Invite those who are alone to join in.	<b>STOP:</b> Interrupt & model respect, rather than watch or join in	Whisper. Return books.	Listen/watch. Use appropriate applause.	Watch for your stop.
	Achieving & Organized	Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Invite those who are alone to join in.	<b>WALK:</b> Invite people who are being disrespected to join you and move away.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Respectful.	Use appropriate volume. Walk to the right.	Share equipment. Include others. Invite those who are alone to join in.	<b>Stop:</b> Interrupt, Say "that's not ok." <b>Walk:</b> Walk away Don't be an audience <b>Talk:</b> REPORT to an adult	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

3. Rules or Specific Behaviors

2. NATURAL CONTEXT (Locations)

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\*\*\* Now, imagine if we...

- Use that same logic at home and in our communities...

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	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT							
O OWN YOUR BEHAVIOR							
M MANNERS COUNT							
E V E R Y D A Y							

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Expectation	At SCHOOL it looks like...	At HOME it looks like...	For MYSELF, this looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Tell an adult if there is a problem</li> </ul>			
Be Respectful	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Include others</li> <li>Listen to adults</li> </ul>			
Be Responsible	<ul style="list-style-type: none"> <li>Do my own work</li> <li>Personal best</li> <li>Follow directions</li> <li>Clean up messes</li> </ul>			

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Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>Protect your friends and family</li> <li>Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>Stick up for your friends</li> <li>Don't back down</li> <li>Look the other way</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Treat others how you want to be treated</li> <li>Include others</li> <li>Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>Do exactly what adults tell you to do</li> <li>Don't stand out</li> <li>Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>Text back within 30 seconds</li> <li>Be nice to friends' parents</li> <li>Share food</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Do my own work</li> <li>Personal best</li> <li>Follow directions</li> <li>Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>Help your family out first</li> <li>Own your mistakes</li> <li>Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>Have each other's backs</li> <li>Own your mistakes</li> <li>Check in about what to do</li> </ul>

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**FOREST PARK**  
BIG CITY ACCESS  
SMALL TOWN CHARM

# Forest Park Youth will...



- **Be Respectful**
- **Be Responsible**
- **Be Safe**



*Take Time for Fear!*  
Park District of Forest Park



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Sustaining PBIS Implementation Community-wide

- External Coach from the community setting
- Monthly Community-wide Leadership Team mtgs.
- Monthly Community-wide Coaches meetings
- Annual assessment of implementation
- Family/Community Forum/s
- On-going training (new summer staff at pool/park etc.)
- Picnic and other community events

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\*\*\* What if...

- We looked at attendance, tardiness, behavior referrals, suspensions, grades, visits to nurses office and loitering in hallway as an indication that our students and youth more social emotional supports?  
...and exclusionary responses will make it worse?

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## Broaden Use of Data: Focus on Internalizing Issues




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**Time Out of Class Form**

Name: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_  
 Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Playground Cafeteria Library  
 Grade: K 1 2 3 4 5 6 7 8 Hallway Arrival/Dismissal A B C  
 Referring Staff: \_\_\_\_\_ Classroom Other \_\_\_\_\_

Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language	Abusive language	Obtain peer attention
Physical contact	Fighting/Physical aggression	Obtain adult attention
Defiance	Defiance/Disrespect	Obtain items/activities
Disruption	Harassment/Bullying	Obtain peer attention
Dress Code	Dress Code	Adults
Property misuse	Tariffs	Task or activity
Tariffs	Inappropriate Disruption	None
Electronic Violation	Electronic Violation	Name
Other: _____	Lying/Cheating	School Counselor
	Skipping class	
	Other: _____	

**Administrative Decision/Time Out of Class**

Loss of privilege	Individualized instruction
Time in office	In-school suspension (____ hours/days)
Conference with student	Out of school suspension (____ days)
Parent Contact	Other _____

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

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### \*\*\*What if...

- We screened every student just like we provide vision and hearing screenings?

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### UCLA to offer free mental health screening, treatment to all incoming students

- 10,000 incoming freshmen and transfer students will receive the first invitations to join the effort in the next few weeks. The voluntary screening will then be opened up to the campus community, including the health system, with the goal of incorporating 100,000 people in the research study, making it the largest and most comprehensive depression study ever undertaken.
- The results will help inform research on depression and mental health and those who are found to be at risk for depression or who have depression will be offered a free, eight-week cognitive behavioral treatment program with the option of receiving additional support based on the severity of their symptoms.

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### Installing MH Screening in Schools

- Navigating the Politics, Stigma and Process
- All hands on deck: Logistics (IT, Consent) and Responding System
- Selection of Evidence Based Screener that meets needs of community
- Preparing for 180% increase (Splett et al 2018)
- Training and Support for ALL staff
- Connection to PBIS/MTSS/ISF
- Data for Decision Making

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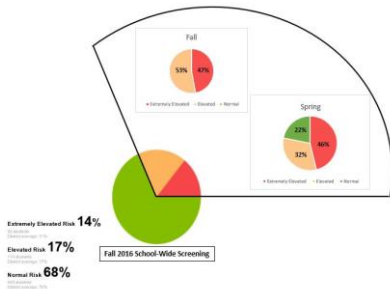
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### Monitor - Outcomes



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### Ask the Families!

Parent Screener for **ALL** students transitioning to Middle school

*School Readiness Check-In*  
 Welcome to the new school year!  
 We're checking in with you to learn about your student's strengths and needs for support at school. By answering these questions, you can help us start the year off right!



Please rate your student in the following areas	Doing Great ☺	Some Concern ☹	Notice Concern ☹	Need Support?
Cooperating with adults				<input type="checkbox"/>
Behaving well at school				<input type="checkbox"/>
Getting grades that are appropriate for his/her skills				<input type="checkbox"/>
Having good relationships with other students				<input type="checkbox"/>
Following classroom rules				<input type="checkbox"/>
Focusing and staying on task in class				<input type="checkbox"/>
Completing homework and assignments on time				<input type="checkbox"/>
Showing up on time to school or other activities				<input type="checkbox"/>
Avoiding tasks that seem difficult or challenging				<input type="checkbox"/>
Spending time with students who break school rules				<input type="checkbox"/>
Getting depressed, anxious, or irritable				<input type="checkbox"/>
Getting easily distracted by other kids				<input type="checkbox"/>
Needing structure and supervision to stay on task and behave well				<input type="checkbox"/>
Liking attending school				<input type="checkbox"/>

Missoula, MT  
Adapted from Dishion et al  
<https://reachinstitute.asu.edu/>

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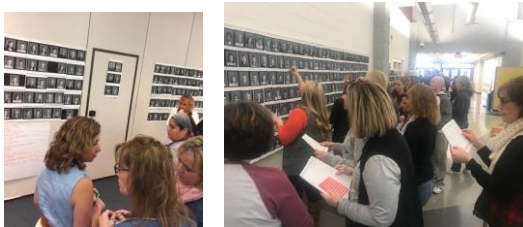
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### \*\*\*What if...

- We decreased the time between identifying a student need and providing additional supports?

**Label, diagnosis, insurance plan should never be a factor when someone needs help!**

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### Request for Assistance Process

- “I need help!” Love, me
- Designated team responded within 24 hours
- Student started Check in/Check Out within 72 hours

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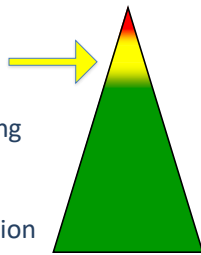
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### Using CICO as the “Organizer”

- Intervention
- Screening Tool
- Data Collection  
progress monitoring  
fidelity
- Teacher Support
- Formal Documentation




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“Social & Academic Instructional Groups”  
Daily Progress Report (DPR) Sample  
(sample copying with group)

EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
<b>Be Safe</b> Label feelings Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Respectful</b> Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Be Responsible</b> Let teacher know feeling temperature if above yellow	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Student Name							
Teacher Initial							

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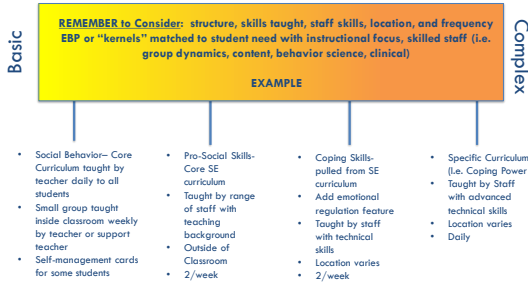
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# Understanding Types of Groups

Monitor Data, Select Practice, Install Systems




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## When do we Kick it Up a Notch? Does everyone know that?

- Student has ? consecutive minor classroom reports
- Student has 2-5 ODR's
- Student has 1Suspension
- Student experiences more than ? minutes out of instruction
- Student misses more than ? days unexcused absences
- Student- incomplete classwork/homework
- Tardies
- Other indicators:

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## \*\*\*What if

- Our teachers had more time to foster care and connections with ALL of their students and felt more competent and confident to handle the complex needs of our young people?

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### Hexagon Tool

DATA	PRACTICES	SYSTEMS
<b>NEED</b>	<b>EVIDENCE</b>	<b>RESOURCES</b>
<ul style="list-style-type: none"> <li>Do we have data that supports the need?</li> <li>Have we considered parent and community support?</li> <li>Will this EBP support a school improvement or continuous improvement goal?</li> </ul>	<ul style="list-style-type: none"> <li>Is there research to support its use?</li> <li>Is there research to support its use for a particular population?</li> <li>Is the effect size of the practice large enough to justify the money for adequate implementation?</li> </ul>	<ul style="list-style-type: none"> <li>Is there sufficient money for adequate implementation?</li> </ul>
<ul style="list-style-type: none"> <li>Is there data specific to the EBP that can serve as a component of progress monitoring?</li> <li>Can the data be compared to other data (feedback) and parent data to determine effectiveness?</li> <li>Is there a system in place to collect data to determine effectiveness?</li> </ul>	<ul style="list-style-type: none"> <li>Are there competing initiatives?</li> <li>Is there clarity about where the initiative fits in the school system?</li> <li>Is there sufficient time in the schedule for the EBP?</li> </ul>	<b>READINESS</b> <ul style="list-style-type: none"> <li>Does the leadership team support the EBP?</li> <li>Did the leadership team obtain buy-in?</li> <li>Have committed staff members been selected to implement?</li> </ul>
		<b>CAPACITY</b>
		<ul style="list-style-type: none"> <li>Has the coach or expert on the EBP been identified as a primary assistant and communicator?</li> <li>Is the EBP easily replicated?</li> <li>Does the District support the EBP?</li> <li>Can families be shown how to support the EBP?</li> </ul>

Let's put a "Hex" on it first!

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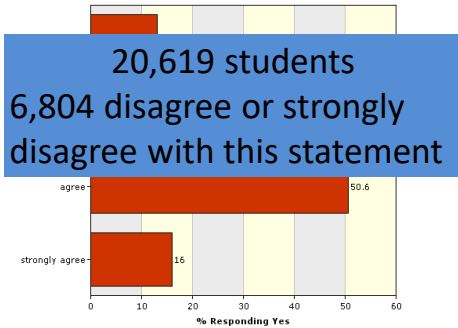
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"I feel like I belong"



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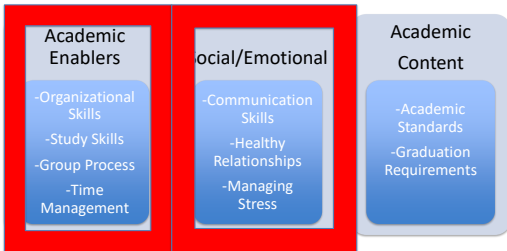
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Emotion and Intellect Intertwined



And...if we ask employers  
 "What are the skills you are looking for in a potential employee?"

So what are the skills required to succeed in college, career and life?

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*Promotion of life skills necessary to navigate social situations, school, family and work environments.*

What skills sets do ALL students need to navigate, experience successful learning environment? (i.e managing stress, organizational skills, working in small groups)

What do we expect all students and staff to do, know, demonstrate? (clear expectations and rules by setting)

What will the criteria for success be? (targets for attendance, office referrals, classroom referrals, climate surveys, satisfaction surveys)  
 How will we know when we are successful? (fidelity and outcomes)

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\*\*\*What if

- Our State, County and District and our Child Serving Agencies ALL invested in a common way of work that helped school communities become more efficient and effective?

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State and District Community Team's Guiding Principles

- **Effective leadership teams** that include school and community mental health providers – ALL Professional Development is delivered to teams with leadership support coaching support and data
- **Data-based decision making** that include school level data and community data-Team Initiated Problem Solving used across all levels of teaming (State, District/Community and School)
- Formal processes for the selection & implementation of **evidence-based practices (EBP)** across tiers with team decision-making. State and District Community invests in formal routine and as a team determine the "what" based on children, youth, families' specific needs
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs- This includes family screening (Dishion)
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals- Culture of Coaching existed across cascade that involves professional learning networks

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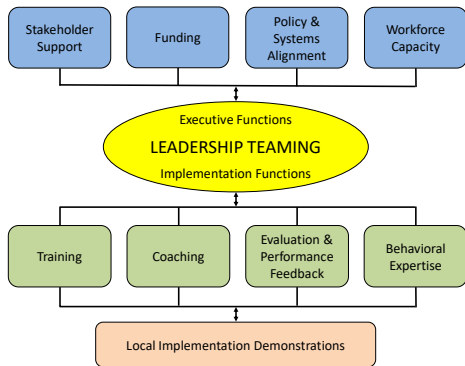
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## Change is Hard...

Adopting an integrated framework is a process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.

This typically requires the difficult process of abandoning long held patterns of "doing business" and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.

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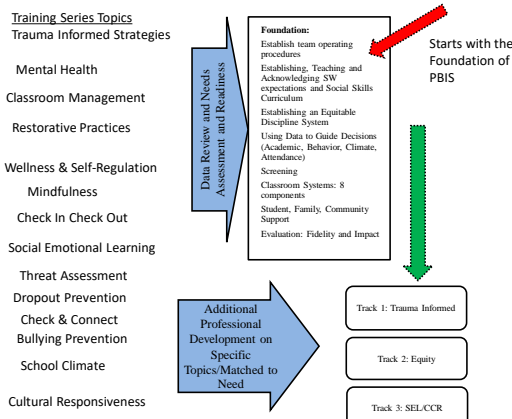
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## Need More?

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## TA Brief for Alignment RDQ Brief as example with Mental Health Integration

Technical Guide for Alignment of Initiatives,  
Programs and Practices in School Districts (OSEP  
*Technical Assistance Center on PBIS, 2017*)

<http://www.pbis.org/blueprintbriefstools>

Roundtable Dialogue: *Aligning and Integrating  
Mental Health and PBIS to Build Priority for Wellness*  
<http://www.pbis.org/presentations/chicago-forum-17>

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## Current Work and New Resources

- *Teaching Social-Emotional Competencies  
within a PBIS Framework*  
<https://www.pbis.org/Common/Cms/Files/pbisresources/TeachingSocialEmotionalCompetenciesWithinAPBISFramework.pdf>
- *Improving Multi-tiered Systems of Support for  
Students with “Internalizing”  
Emotional/Behavioral Problems*  
<http://www.midwestpbis.org/interconnected-systems-framework/publications>
- Leadership Installation Guide  
– Available as handout

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## Interconnected Systems Framework




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


*Editors: Susan Barrett,  
Lucille Eber and Mark Weist*  
[pbis.org](http://pbis.org)  
[smh.umaryland](http://smh.umaryland.edu)  
IDEA Partnership NASDSE

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 Education  
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**Susan Barrett** @sbarrett1114 · Mar 15

DDOP Day 18: What is in place to allow for our students to talk about stress? Students may be experiencing high levels of stress and anxiety, Have an open dialogue, create multiple ways for students to communicate concerns and take time to teach coping skills. #PBIS #APBS2018

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[Show this thread](#) 

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## Wrap Up and Action Steps

- What questions do you still have?
- Take a few minutes to think about next steps or action plan.
- What you are going to do when you return to your building/district
  - tomorrow,
  - next week,
  - next month?

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## Complete Your Action Plan

WHAT NEEDS TO BE COMPLETED?	RESOURCES NEEDED?	WHO?	WHEN?
A. Use slides from Susan's ppt to talk to others in my community about MH needs of our students			
B. Look up my community demographic data to find impact of MH in my community.			
C. Find out if my school district has MOU with community providers and we track use of EBP.			

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