Establishing Readiness for Integrating Behavioral Health Supports within a Positive Behavioral Interventions and Support Framework

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Karen Elfner Cox

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Who is joining us today?

- Youth
- Family
- Administrators
- School-based practitioner
- Community-based practitioner
- Researcher
- Administrator
- Technical assistance provider/consultant
- State leadership team member
- Other?
Language

*noun* | lan-guage | \`lan-gwij, -wij\|

: the system of words or signs that people use to express thoughts and feelings to each other

: any one of the systems of human language that are used and understood by a particular group of people

(http://www.merriam-webster.com/dictionary/language)
Objectives

Identify the Best Practices for Integration (and lessons learned)

- **Build understanding** of an integrated multi-tiered system of social-emotional behavior supports
- **Secure buy-in of key stakeholders**
- **Establish effective teams** to facilitate the integration of school-based mental health supports into a PBIS framework
- **Commit to coaching and effective professional development** to support educators and mental health practitioners in implementation
- **Evaluate capacity of your PBIS framework** to partner with other systems/agencies to integrate mental health practices
Building Understanding and Establishing the “Why”

THE NEED FOR A MTSS FOR MENTAL WELLNESS
12-month Prevalence for Children (8 to 15 years)

- Any Disorder: 13.1%
- ADHD: 8.6%
- Mood Disorders: 3.7%
- Major Depression: 2.7%
- Conduct Disorder: 2.1%
- Dysthymia: 1.0%
- Anxiety Disorders: 0.7%
- Panic Disorder: 0.4%
- Generalized Anxiety Disorders: 0.3%
- Eating Disorder: 0.1%

Data courtesy of CDC
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Why is MTSS?

**One process** to make implementation decisions that are:

- Efficient
- Proactive and responsive to needs
- Based on early intervention
- Matched resources to needs
- Integrates social-emotional, behavioral and academic supports
- **Focused on improving youth outcomes**
Integrating PBIS and Mental Health

School Mental Health (SMH) + Positive Behavior Interventions and Supports (PBIS) = Interconnected Systems Framework (ISF)

Designed to...

- Improve depth and quality in prevention and intervention services within multi-tiered framework to increase likelihood of positive outcomes for all students
- Address current gaps in extant mental health and educational systems often operating in silos

Barrett, Eber, & Weist 2013
ISF, Systems of Care, and MTSS in Schools: Social and Economic Benefits

• MTSS provides a framework for systematic and coordinated services across school and community
• Earlier and more equitable access to wider range of EBPs
• Improved quality of care
• Clearly defined roles and relationships
• Cross system leadership and training
• Increased opportunities for teaching, reinforcement and generalization
• Accessing services within schools becomes less stigmatizing
• Increased equity and access to supports and services
• Cross–teaming structures
Impact of School Mental Health on Student Outcomes

Growing body of literature demonstrates positive effects of universal, targeted, and intensive school mental health interventions on:

- Students’ academic outcomes
- Students’ social-emotional outcomes
- School-wide levels of academic and behavioral outcomes

- Suldo, Gormley, DuPaul, & Anderson-Butcher, 2014
Theory: Academic Effects of Mental Health Interventions

- Targeted Intervention
- Increased Student Engagement
- Increased Academic Achievement
Past initiatives have failed due to lack of integration and alignment of all systems.

MTSS allows for vertical alignment of all systems.

(George, 2014)
Advancing Wellness and Resiliency in Education

Systems change is hard work...

Translating theory and research to practice in real world settings and the stakes are high.

There are no quick fixes...you will make mistakes.

Change means there will be barriers and resistance.

We suggest you:

- Nurture your team
- Celebrate successes – even the little ones
- Keep learning, keep improving
Lessons Learned:

<table>
<thead>
<tr>
<th>Do they know what they have committed to implementing?</th>
</tr>
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<tbody>
<tr>
<td>It is a way of work</td>
</tr>
<tr>
<td>• Not a program/practice</td>
</tr>
<tr>
<td>• It will take time 3-5 years</td>
</tr>
<tr>
<td>• We are initial implementers</td>
</tr>
<tr>
<td>• Identify target outcomes and share data ongoing as impact of work</td>
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<tr>
<td>We are initial implementers</td>
</tr>
<tr>
<td>• We are among the first to “do this” way of work</td>
</tr>
<tr>
<td>• While it has essential components, it looks a bit different for each implementer because it is contextual</td>
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Do they have an understanding of MTSS, ISF, Complete Mental Health?
SECURING BUY-IN FROM KEY STAKEHOLDERS
“What if we don’t change at all ... and something magical just happens.”
Securing Buy In

Varying Levels

- State
- District Level
- School Level
What is Buy-In?

“Accepting an idea or a goal and making it part of your everyday frame of reference.”

Intellect + ❤️ = Change in Behavior

(Kautt, G. G., 2011)
In your work.....

What behaviors demonstrate buy-in?

Who are key stakeholders?
Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = Change

Vision + Skills + Incentives + Resources + Action Plan = Confusion

Vision + Skills + Incentives + Resources + Action Plan = Anxiety

Vision + Skills + Incentives + Resources + Action Plan = Resistance

Vision + Skills + Incentives + Resources + Action Plan = Frustration

Vision + Skills + Incentives + Resources + Action Plan = False Starts

Adapted from Knoster, T.
Lessons Learned: Be explicit w/teams

Are we REALLY committed to mental wellness promotion in our district/schools?

<table>
<thead>
<tr>
<th>What is it? And how does it contribute to Academics?</th>
<th>Why are we committed to it?</th>
<th>What will it take to be committed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Introduction Section Today- <strong>The Why</strong> - Share relevant data on need in your context</td>
<td>• Clearly identify early and hold teams accountable</td>
</tr>
<tr>
<td></td>
<td>• Identify target outcomes and share data ongoing as impact of work</td>
<td>• Partnerships in teaming structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Selection of evidence-based practices, fidelity tracking</td>
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Example: Defined AWARE Team Commitments

The Duval AWARE team is committed to reducing risk and increasing mental health by:

- **Coaching staff** to implement student curriculum focused on developing social, behavioral, and emotional skills.
- **Training staff** to create mental health friendly classrooms.
- **Collaborating** with community partners to help foster resilience and increasing protective factors.
- **Identifying negative indicators** with school based teams to help minimize risk factors for internalizing and externalizing problems.
- **Providing indirect support to youth in crisis** or with chronic mental health needs.
Example: Defined School Commitments

- Implement SEL Curriculum with fidelity
- Completion of Universal Screener
- Use student outcome & fidelity data to drive evaluation of MTSS for MH across tiers.
- Regular monthly PBIS/Leadership Team Meetings.
- Use Data Based Decision making through the 4 step problem solving process.
- Time for PD and coaching in areas identified by team for improvement.
If we don’t establish buy in....

What it looked like:
- Limited meeting time
- Lack of structure in meetings and support for systems continuous improvement
- Limited professional development time for supporting necessary practices
- Flexibility in practices (limited fidelity, universal assessment optional)
ESTABLISHING EFFECTIVE TEAMS
Which Team?

Review Current Teams:

- Team Responsibility
- Team Membership
- Team Meeting Frequency
- Team Outcomes/Productivity

Can a current team’s responsibilities be expanded?
Can a current team be dissolved/merged?
Review Teams You Work With...

Effective Team Structures Concerns:

- Team Composition and Membership
- Team Roles and Fluent Facilitator
- Team Mission
- Team Meeting Schedules
- Group Norms
- Defining Consensus
Coming Together to Achieve a Common Goal: Partnering and Teaming

Who is on your team?

What are strategies you have used to effectively communicate?

How do you ensure everyone is heard when engaging non-school members of the team?
Strategies for engaging partners and information sharing:

- Prioritizing meeting time
  - Planning and follow-up
  - Maximize meeting time by using other venues for information sharing (e.g., meeting folder, workgroups, email list, etc.) and adhering to the agenda
  - Ongoing evaluation and problem solving

- Feedback, learning, and consensus reaching activities
  - Technology (e.g., Plickers, Padlet)
  - Feedback forms
  - Group activities
  - Facilitated discussions using templates and advanced organizers
  - Ongoing evaluation
  - Professional development
Florida AWARE shares the vision that Florida will develop and sustain integrated, multi-tiered systems of support that promote the mental health of, and advance wellness and resilience of, students within family, educational and community settings.
Florida AWARE Mission

The mission of Florida AWARE is to build effective cross-system collaboration at the local and state levels that:

- 1) increases equitable access to coordinated mental health services for children, youth, and their families;
- 2) expands access to mental health supports within an integrated multi-tiered behavioral framework; and
- 3) increases mental health awareness of youth, families, schools, and communities.
Ensuring Common Language and Understanding: Defining Complete Mental Health

<table>
<thead>
<tr>
<th>Youth Mental Health</th>
<th>Negative Indicators</th>
<th>Positive Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internalizing Problems, such as Anxiety and Depression</td>
<td>Disruptive Behaviors, such as Defiance, Rule Violations, Substance Use</td>
</tr>
<tr>
<td><strong>Risk Factors</strong></td>
<td>Trauma and other environmental stressors</td>
<td>Thinking errors, behavioral withdrawal</td>
</tr>
<tr>
<td><strong>Resilience Factors</strong></td>
<td><strong>Building blocks of well-being (gratitude, empathy, persistence)</strong></td>
<td>Basic needs are met</td>
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Partnering to Achieve Improved Outcomes

Application
- Planning meetings with program partners via Adobe
- Identification of program goals and objectives based on alignment of RFA and SEA/LEA needs, priorities, and resources

Pre-Meeting
- Review program requirements, goals, and objectives
- Conducted a survey of priorities, goals and services provided
- Identified expectations for first meeting

SMT and SMT Workgroups
- Establishing group norms and a way of work (ground rules)
- Summarizing and using survey results to guide action planning
- Identifying priority areas with program goals, needs, & survey results
- Establishing common language
- Engaging partners, obtaining feedback, and reaching consensus
- Partnering through action and leadership
- Matching resources to program needs
Role of the Problem-Solving Facilitator

- Ensures pre-meeting preparation
- Reviews steps in process and desired outcomes
- Facilitates movement through steps
- Facilitates consensus building & decision-making
- Ensures active participation
- Sets follow-up schedule/communication
- Encourages group collaboration
- Facilitates team reflection & de-briefing
Consider Pre-requisites for Monitoring Outcomes

- System to efficiently and effectively collect, record and graph data
- Resources and expertise to review and analyze data
- Monthly review and analysis of discipline and outcome data
- Action Plan updates based on data review and analysis
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Evaluation: What is Working?

State Management Team

- FY 3 Q2
- FY 3 Q4
- FY 3 Q3

Graph showing performance metrics for different management aspects.
DEVELOPING A COACHING AND PROFESSIONAL DEVELOPMENT PLAN
Implementation Framework

- What is being done to improve outcomes?
- Who is accountable for the change?
- What steps will lead to successful implementation?
- What critical supports and infrastructure are needed?

**Effective Interventions**

**Stages**

**Teams**

**Drivers**

**Continuous Improvement:** How do we create an environment where we can effectively problem solve and improve?

(NIRN, 2015)
## Tier 1 Features and Programs

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<th>Examples</th>
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<td>School-Wide Positive Behavior Support</td>
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<td><strong>Use schoolwide data for:</strong></td>
<td><strong>Examples</strong></td>
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<td>1. Needs assessment (what types of programs does my school/students need?)</td>
<td>Universal screenings</td>
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<td>2. Screen all children for emerging problems (internalizing and externalizing; academic)</td>
<td>School Climate initiatives</td>
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<td>3. Monitor progress of Tier 1 services</td>
<td>Positive Psychology (well-being promotion)</td>
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<td>Violence/bullying prevention (e.g., Olweus Bullying Prevention, Peacebuilders); suicide and depression prevention; substance use prevention</td>
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<td>3. Schoolwide practice of specific skills</td>
<td>Resilient Classrooms</td>
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<td><strong>Promote caretaking environments</strong> that help students overcome developmental risks</td>
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- Christner & Mennuti, 2009; Doll et al., 2014; Simon, 2016
Facilitators of an Interconnected Systems Framework

- Coordinate and lead state/regional/district/school teams through the process of establishing and maintaining the implementation of ISF.
- Coordinate and communicate across levels of implementation with direct connection to state/region and building.
- Provide coordination and leadership for team(s) and action plan implementation.
- Facilitate the collection, aggregation and utilization of data for decision making.
- Select local region/district/community(s) to work though the ISF.
- Provide training and technical assistance to district community teams and their selected school teams.

- (Eber, 2016)
What is Systems Coaching?

**Systems Coaching** (v.): application of a set of skills that builds the **capacity** of school/district leadership teams to implement MTSS aligned with the school/district improvement plan(s) in order to enhance student outcomes.

What does this mean?

- Not necessarily a person, but a set of skills & activities coordinated by a leadership team.
- *Leadership & Coaching* are BOTH required for sustainable change. A reciprocal relationship must exist between leadership & coaching to produce desired outcomes at any level of the educational organization.
### Leadership + Coaching = Sustainable Change

#### Leadership Characteristics
- Vision, focus, consistent message of implementation
- Focus on schools
- Relationships based on respect & shared responsibility
- Expert problem-solving
- Investment in Effective PD

#### Coaching Responsibilities
- Effective interpersonal communication
- Data-based problem-solving
- Content Knowledge
  - Org. Change
  - Integrated multi-tiered system
    - Academic/Behavior/Social Emotional Instruction
    - Families/Communities
- Team Facilitation
- Support leadership
- Provide PD
- Evaluate impacts
Focus on Professional Development

Initial Trainings Skill Building

• Second Step
• Mental Health Friendly Classroom
  • MH Awareness and TIC

Ongoing Coaching Support Job Embedded:

• Grade Level PLCS
• School Leadership Team Meetings
• Use of program fidelity tools to monitor implementation and target future PD

Explicit Instruction
Modeled Instruction
Guided Practice
Independent Practice with Feedback
Lessons Learned

Who will be your coaching assets/champions to promote integration of Mental Wellness?

What support will they need?

What skills will they need to promote integration within a MTSS?

What is the current process in your district/school for selection of an Evidenced Based Practices?
Lessons Learned: Connection to Outcomes

Pilot Schools With Best Outcomes:

- Focused PD Efforts and Ongoing Leadership Team Meetings
- Data Access and Use is consistent focus
- Administrator buy in and support of team as leaders
- Connection to School Improvement
- Increased PBIS Fidelity is continued focus

Pilot Schools With Limited Outcomes:

- Reactive approach
- Leadership changes, lack of stakeholder buy in
- Lack of PD time for initial skill development
- Challenges with Data Access and use
EVALUATE THE CAPACITY OF YOUR CURRENT PBIS FRAMEWORK
Integrating PBIS and Mental Health

Positive Behavior Interventions and Supports (PBIS)

School Mental Health (SMH)

Interconnected Systems Framework (ISF)

Barrett, Eber, & Weist 2013
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Evaluating Your Tier I System

Are we meeting ALL of our student needs?
Overall student population and needs of various subgroups (proportionality)

Is data used to initially identify Risk and Resilience Factors

- Yes
  - How do we maintain implementation of successful practices as part of Tier I System

- No
  - Is our PBIS Framework in place with fidelity?
  - If not, what supports are needed to increase fidelity?
  - If yes, what changes need to be made to Tier I System to further support mental wellness
Building on the Foundation of PBIS

Pilot Schools Selected Baseline Year BOQ

Number of Schools

<table>
<thead>
<tr>
<th>District 1</th>
<th>District 2</th>
<th>District 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above 70%</td>
<td>Below 70%</td>
<td>Missing</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
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District 1
District 2
District 3
Changes Monitored Over Time

Schools at Fidelity on the Benchmarks of Quality (BoQ)

<table>
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<th>Percent of Schools at Fidelity</th>
<th>Baseline</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Baseline</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Baseline</th>
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<tr>
<td></td>
<td>33%</td>
<td>83%</td>
<td></td>
<td></td>
<td>70%</td>
<td>50%</td>
<td></td>
<td></td>
<td>17%</td>
<td>33%</td>
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Goal:

- Baseline: 100%
- Year 3: 80%
- Year 4: 70%
- Year 5: 50%
To Integrate & Build on PBIS we Need:

- Regular Meeting Time
- Team Roles, Meeting Structure
- Data-based Decision Making Skills
- Consistent Tier I Practices:
  - What we teach, how and when we teach it
  - Reinforcement of what is taught
  - Effective and consistent responses to problem behavior
## Tier 1 Features and Programs

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<td>Resilient Classrooms&lt;br&gt; Christner &amp; Mennuti, 2009; Doll et al., 2014; Simon, 2016</td>
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Did we meet our objectives?

Identify the Best Practices for Integration (and lessons learned)

- **Build an understanding** of an integrated multi-tiered system of social-emotional behavior supports (e.g. Florida AWARE Model)
- Secure **buy-in of key** Establish effective teams to facilitate the integration of school-based mental health supports into a PBIS framework
- Commit to coaching and effective professional development to support educators and mental health practitioners in implementation.
- Evaluate capacity of your PBIS framework to partner with other systems/agencies to integrate mental health practices.
Questions or Comments?

Thank you!

Funded by the SAMHSA Now is the Time AWARE State Education Agency grant as administered by the Bureau of Exceptional Education and Student Services.