Integration of PBIS and Mental Health: District Readiness and Installation Series
Session 1

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mimtsstac.org

Self-Care

- Take a few seconds and reflect on what you did yesterday
    - Identify something positive you did for yourself and add it to the chat
    - If you cannot find something from yesterday, identify one thing that you will do positive for yourself today and add it to the chat

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Polls: Knowledge & Experience with ISF

- Question 1: What is your profession?

- Question 2: What is your background knowledge in Interconnected Systems Framework (ISF)?

Acknowledgments

The content for this training day was developed based on the work of:

- Center on Positive Behavioral Interventions and Supports (PBIS)

- Midwest PBIS Network

- Susan Barrett, Lucille Eber, and Kelly Perales - National ISF Partners

- Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide PBIS: Volume 2: An Implementation Guide

- MiMTSS Technical Assistance District Installation Training Series

- Michigan Department of Education: Social Emotional Learning Network

Group Expectations - Virtual

Be Responsible
- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful
- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

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Zoom Attendance

- Click on Participants Icon

- Is your first and last name listed? If not, please click Rename and edit so we know who is here
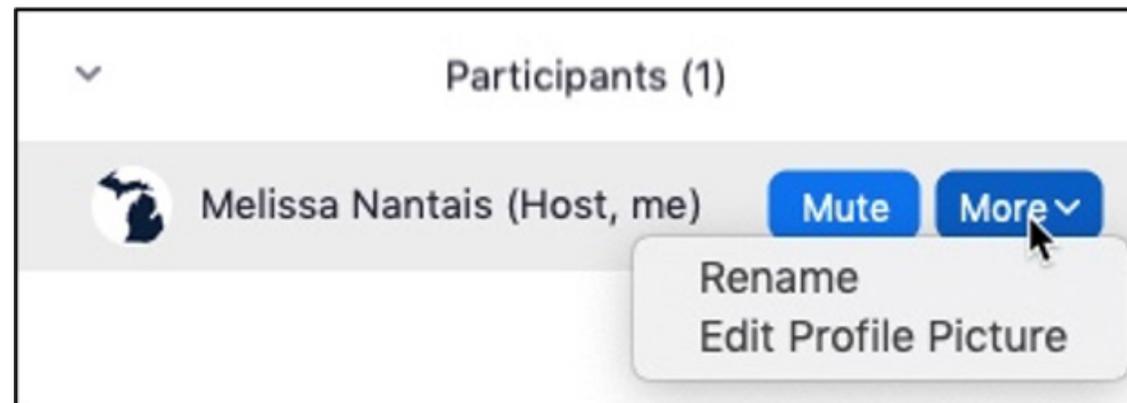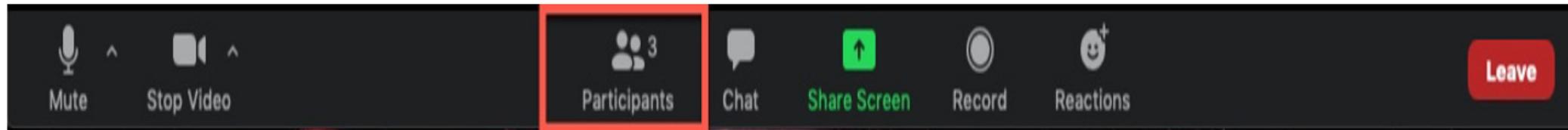
Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:

  - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)

- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

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Purpose

Identify the readiness and installation activities and define and teach how to install the key components, structures, and processes of an ISF at the District/Community Level needed to support district and school level installation and implementation

Agenda

1.0 Setting the Stage

2.0 Define Interconnected Systems Framework (ISF)

3.0 Identify How ISF Enhances the Core Features of PBIS

4.0 Readiness Activities

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1.0 Setting the Stage

Why Mental Health? Why in Schools?

- Students are struggling with an increasing number of mental health issues

- Rates of anxiety, depression, and even suicide are going up among adolescents, regardless of their race, ethnicity, or family income

- Thirty-five percent of 14- to 18-year-olds have a mental health crisis each year, which includes self-injury, suicide ideation, or attempted suicide

EAB Report, "Are Districts the Nation's Adolescent Mental Health Care Providers?", District Leadership Forum (February 2020)

Why Mental Health? Why in Schools? (cont.)

- Only half of students with a treatable mental illness received clinical care possibly due to both stigma and a lack of access to care in many parts of the country

- With a chronic shortage of community providers across the country, responding to this crisis will fall largely to schools and districts

- U.S. schools are the "de facto mental health system for many children and adolescents," according to a 2020 study published in the prestigious journal JAMA Pediatrics

EAB Report, "Are Districts the Nation's Adolescent Mental Health Care Providers?", District Leadership Forum (February 2020)

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Pre-Covid: Mental Health Crisis

- One in 5 youth have a Mental Health "condition"

- At least 50%, perhaps 80%, of those receive no treatment

- School is a "defacto" Mental Health 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

Exploration of an Interconnected Systems Framework- Midwest PBIS Network

Impact of Covid-19

- Resuming school may be another challenge due to the instability of the current Covid-19 crisis
- Ongoing or fluctuating needs may continue to disrupt student's learning
- Gaps among students will be larger than others due to the disruption in and unequal access to instructions
- Less support for early career educators who may have experienced interruption in their preservice and other supports
- Resources may be limited

https://www.edutopia.org/article/helping-students-cope-difficult-year

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Impact of Covid-19 (cont.)

- Children are more likely to experience high rates of depression, and most likely anxiety, during and after enforced isolation ends

- As many as 43,000 US children have lost one parent

- The open-or-shut uncertainty of schools can act as an added stressor for children and adolescents who are already struggling

Impact of Covid-19 Closer to Home

- In October 2020, 34% of Michigan households with children said that they felt nervous, anxious, or on edge for more than half or nearly everyday for the past 7 days

- 22% reported feeling down, depressed or hopeless

- Michigan Child Collaborative Care indicated that 30% of phone calls from March 2020 to November 2020 were Covid-19 related

  - Covid is influencing current symptoms as well as exacerbating previously identified mental health

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Funding for Mental Health

- ESSER III Allowable Expense Areas:

- Mental health services and supports, **including through the implementation of evidence-based full-service community schools and the hiring of counselors**

- Continuing to employ existing **or hiring new LEA and school staff** to maintain operations and continuity of services

ESSER II, Section 23b/23c, and ARP ESSER III Update-9/24/2021: Kevin Walters, Michigan Department of Education

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Funding for Mental Health (cont.)

Educational Equity:

- Competitive grant program focused largely on high-need districts

- Purpose of the grant is to narrow the digital divide and provide mental health services and supports

- Awarded over $7.6 million to districts to provide mental health services and supports

Supporting Social Emotional Learning Statewide : Leisa Gallagher and Lauren Kazee, Michigan Department of Education

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What are the Benefits?

- Mental Health Services can be provided at the school. Research shows students attend more sessions and complete treatment at a higher rate when delivered in school (EdWeek 2/2020) and can lead to:
  - Improved Social, Emotional and Behavioral health

  - Improved School Climate

  - Reduction in response time to identify and provide mental health services

  - Student and Family Satisfaction

  - Student Achievement

Schools are the main source of student mental health care. Are they ready?

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Michigan's Funding for Mental Health

School Mental Health and Support Services - Section 31n:

- $52 million to provide mental health and support services

School Mental Health and Support Services - Section 31o:

- $240 million for school nurses, counselors, social workers and psychologists

School Mental Health and Support Services - Section 31p:

- 5 million for implementation of the Trails Program

Supporting Social Emotional Learning Statewide : Leisa Gallagher and Lauren Kazee, Michigan Department of Education

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So, What's Happening in Michigan?

- In 2014: Received first School Climate Transformation Grant

- In 2018: Received second School Climate Transformation Grant

- In 2019: Signed MOU for ISF Model Demonstration with the National Center

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So, What's Happening in Michigan? (cont.)

- Michigan's Multi-Tiered System of Support Technical Assistance Center (MiMTSS-TAC) is providing several levels of support for mental health access to our district and community partners:
  - Currently we are engaged in a Model Demonstration for the ISF with our school partners in Central Montcalm and their community partner Central Montcalm Network
  - As demonstrated here, we are providing universal supports (3 part webinar series) for districts who want to learn about ISF
  - Forward Thinking: Targeted technical support to districts

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ISF Model Demonstration

- The Michigan Multi-Tiered Systems of Support Technical Assistance Center (MIMTSS TAC) entered into an agreement with the USDOE National PBIS Technical Assistance Center to develop an ISF Model Demonstration Site.
- The goal was to have 2 districts with 2 schools to develop an Interconnected System Framework
- The overall arching goal is to develop a structure and process that blends the school and community health services and processes while leveraging the foundational core features of PBIS.
- The installation series for ISF includes coaching and training support for 8 half-day sessions for district teams

The USDOE National PBIS TA Center ISF Demonstration Process (8/15/2019)

Webinar Series

- Universal Technical Assistance Support:

  - Beginning on November 10, 2021, the MIMTSS Center will start a 3-part series to provide universal support for schools/districts

  - February 24, 2022, and May 25, 2022, are the dates for the subsequent trainings

- Targeted Technical Assistance Support:

  - We are exploring how to provide additional support for schools in the future

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Activity 1.1

- Individually reflect on your personal why to attend this webinar and explore this work

- Breakout Small Group Sessions

  - Share out your individual reflections

  - Designate one person to share the discussion with the larger group

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2.0 Defining Interconnected Systems Framework (ISF)

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Definition of Interconnected Systems Framework

The Interconnected Systems Framework (ISF) is a structure and process that maximizes effectiveness and efficiency by blending the strengths of school and community mental health while leveraging the essential components of a multi-tired framework of Positive Behavioral Interventions and Supports (PBIS)

Definition Continued

- Systemic outcomes include
  - Aligning and leveraging related social, emotional, behavioral, and mental health initiatives through one system
  - Participation of family and youth
  - Integrating community and school in a blended District/Community team for selecting and progress monitoring interventions, data-based decision making, universal screening, and coaching

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Interconnected Systems Framework Approach Emphasizes

- Prevention
- Early Identification
- Intervention to support social, emotional, and behavioral needs of students
  - Including internalizing (e.g., anxiety and depression) and externalizing behaviors
- Family and community partnership invovlement

Interconnected Systems Framework Key Messages

1. Implement with an MTSS Framework

2. Utilize a Single System of Delivery

3. Promote Mental Health for All

4. Move Beyond Access: Mental Health Interventions with Specific Outcomes

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Implementing within an MTSS Framework

- Coordinate implementation with a representative leadership team

- Use data to guide all team decisions

- Establish formal processes for team-based selection and implementation of evidenced based practices across tiers

- Ensure early access through use of comprehensive screening

- Establish a rigorous progress-monitoring system for both fidelity and effectiveness of interventions

- Invest in team based professional development and ongoing coaching at both the systems and practices level

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Utilizing a Single System of Delivery

- A single system of delivery is one in which education and mental health systems are integrated across tiers of support, within multi-disciplinary teams using data to implement one continuum of evidence based behavioral/mental health practices

- The **executive leadership** addresses the policy, funding, and work-force issues that impact the integration of personnel as they move into a blended structure at the school level

- Team membership at all levels should be representative of education, community mental health, students, families, as well as other community stakeholders

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Promote Mental Health for All

- Mental health wellbeing is associated with healthy emotional, cognitive, and behavioral functioning, which contributes to school success

- Within a mental health for all approach, student social, emotional, and behavioral health is addressed with the same level of attention and concern as cognitive development and academic achievement

- This results in social-emotional-behavioral skills being taught or supported by all staff, across all settings, with all students, and embedded in all curricula

Move Beyond Access

- Historically, in education school mental health effectiveness has been measured by **counting the number of referrals** to mental health providers

- Gaining access to school mental health is an insufficient metric of effectiveness and systems need to move from **access** to **outcomes** as their determining measurement of impact

- Using data, practices are **matched to presenting problems** and **monitored** for both fidelity and outcomes.

- When interventions do not achieve the desired outcomes, teams make appropriate adjustments

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Activity 2.1

- Individually review the ISF Key Messages on slides 31-35

- Breakout Room Groups:

  - Even Groups: Review the ISF Key Messages 1 and 2

  - Odd Groups: Review the ISF Key Messages 3 and 4

- Each group develop a summary of your Key Messages

- Designate one person to share out with the larger group

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3.0 Identify How ISF Enhances the Core Features of ISF

Core Features of PBIS and ISF Enhancements

1. SWPBIS Implementation

2. Teaming

3. School-Wide Data Based Decision Making

4. Intervention Selection, Implementation and Progress

5. System and Practitioner Coaching Supports

6. Cross Training and Planning

#1: SWPBIS Implementation

- SWPBIS is a framework that supports predictable and safe school environments

- Implementation of SWPBIS is critical to ISF

- ISF interconnects SWPBIS with school mental health

#2: Teaming

- Multidisciplinary
  - Include representatives with expertise in social, emotional, behavioral, and mental health
  - Family and students are integral members on the team
- Collaboration Across Levels
  - District and School to include community mental health providers and family voice
  - DCIT Communication Protocols Across All Stakeholder Groups
    - School leadership teams, mental health providers, school board, families, students

#3: School-wide Data-Based Decision Making

- Defining the extent to which home, school, and community data are collected, analyzed, and used for decision making

  ⑩ This includes screening and assessment, proximal and distal and impact and fidelity

    - Decision rules developed that clearly articulate and identify the markers for when a student is moved into a higher-level intervention, how long they should remain in intervention, and when they should exit an intervention

    - Screening to include items designed to identify students with internalizing and externalizing need

#3: School-wide Data-Based Decision Making (cont.)

- Expanded Use of Data:

  - Student data to inform decisions and supports beyond discipline referrals, e.g., community data

  - School and District Community teams have distinct success metrics:

    - Districts might work with attendance, behavior and achievement data sources

    - Community mental health partners might be oriented toward services such inpatient, partial hospitalization, and/or outpatient

#4: Intervention Selection, Implementation, and Progress

- Selection
  - The extent to which evidenced based interventions are selected based on student need
  - Review and selection considerations for evidenced based practices needed to support students with internalizing needs

- Implementation
  - Training and coaching is provided to all clinicians, teachers and school coaches.
  - All selected interventions are implemented with fidelity

- Progress
  - Progress is monitored with a goal of improved outcomes for the student
  - Progress monitoring for students receiving intervention to address internalizing needs

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#5: System and Practitioner Coaching Supports

- Systems Coaching
  - School Leadership Teams
    - Working to install ISF within their existing PBIS Framework

- Practitioner Coaching
  - Staff
    - Delivering interventions focused on addressing students with internalizing and externalizing needs.

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#6: Cross Training and Planning

- Everybody involved receives appropriate professional development and training including the following

  - Ensuring all students, families, community, and district staff understand the core features across tiers and how to access all aspects of ISF

  - Training and professional development for all involved in the use of the interventions across all three tiers

  - Universal screening, as well as screening across tiers

ISF Introduction Video

[Introduction to ISF from the Center on PBIS](https://www.pbis.org/video/an-introduction-to-the-interconnected-systems-framework) (4 minutes)

(https://www.pbis.org/video/an-introduction-to-the-interconnected-systems-framework)
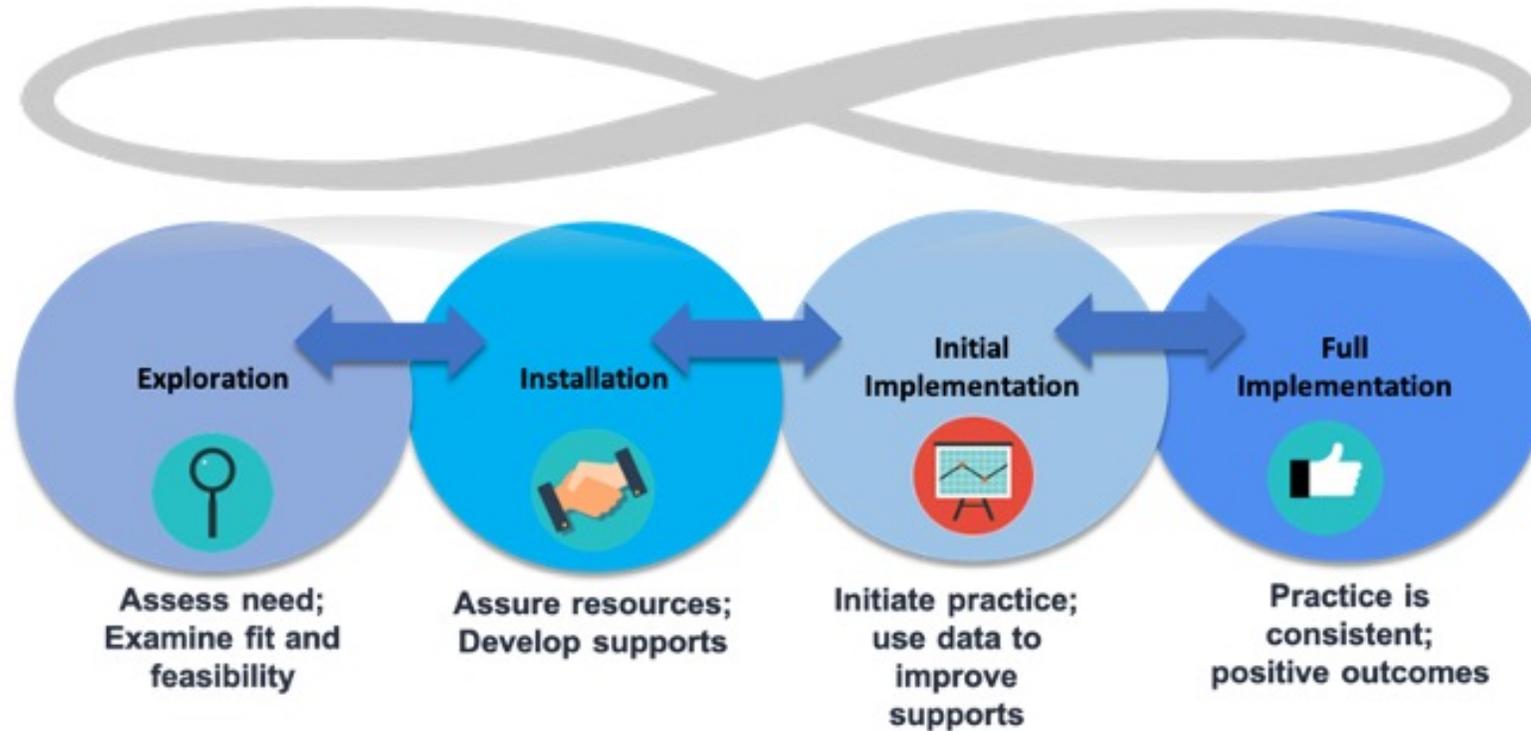
Activity 3.1

- Individually take five minutes and review the slides in Section 3.0

- Write down 3 key takeaways from this section

- Identify your key takeaways and record the most critical aspects of ISF in the chat

- As a large group we will review the common themes and ideas recorded in the chat

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4.0 Getting Started (Readiness Activities)

Implementation Stages

Exploration — Assess need; Examine fit and feasibility

Installation — Assure resources; Develop supports

Initial Implementation — Initiate practice; use data to improve supports

Full Implementation — Practice is consistent; positive outcomes

(Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005)

Purpose of Exploration Phase

The purpose of the exploration is defined as assessing the match between innovation and consumer need

(Fixsen et al., 2005)

Assessing the Status in Your District/Community

1. Is there a District Leadership Team for PBIS/SMH/SEL?

2. An established Interagency Leadership Team that wants to move forward with implementation?

3. Does the team have current service agreements?

4. Do leaders with decision making authority from each part of the organizations part of the team?

5. Does the team have operating procedures (e.g. agenda, clear roles, communication plan, process)

Adapted from ISF Readiness Session #4, Susan Barrett

Exploration Process for ISF

- Key leaders in the district and community come together to discuss needs and explore current systems, practices, and resources to determine if this interconnection between PBIS and mental health is a good fit, meets the need of their organizations, and if implementation is feasible

- Benefits and shared goals of a collaborative partnership are examined

- There is an investment to learn more about each others current approaches and exploration of how this new way of work would impact existing agreements and routines with the district and partnering organizations

Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide

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Exploration Process

1. Establish an Exploration Team

2. Examine Current Partnerships

3. Assessing Related Initiatives

4. Establish a Shared Understanding of ISF

5. Determine Benefit and Decision to Adopt

6. Form the District Community Implementation Team (DCIT)

Adapted from Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide – Chapter 3

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#1 Establish an Exploration Team

- This process typically involves key leaders initiating dialogue with mental health and child service agencies to develop an executive leadership exploration team

- Members are selected for knowledge of current status of mental health and behavioral initiatives within their organization, as well as individuals that can speak to larger organizational structures such as critical policies, resource allocation, and fiscal considerations - all of which can impact implementation efforts

Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide – Chapter 3

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#2: Examining Current Partnerships

- Facilitating discussions with current partnerships to address how this new way of work would be different including potential organizational barriers and allocation of resources

- Assess status of current partnership

- Make recommendations about schools that may be exhibiting readiness

- Review any potential Memo of Understanding (MOU)

Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide – Chapter 3

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#3: Assessing Related Initiatives

- Understand all social, emotional, and behavioral innovations, practices, assessments at both the district and community levels

- Develop an audit of innovations, practices, programs, and assessments that are currently in place within the district and expand the inventory to include community initiatives

- Determine if current social, emotional, and behavioral initiatives are being evaluated with enough rigor so to determine if the resources being allocated are producing the desires outcomes

Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide – Chapter 3

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#4: Assessing the Shared Understanding of ISF

- Ensure shared understanding of an interconnected system of PBIS and Mental Health within schools

  - Including acknowledgement of the installation and implementation process and the commitment required to establish a standard way of work between districts and their community partner

  - Determine the current status of MTSS structures and implementation

- Assess capacity to engage in the work

Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide – Chapter 3

#5: Determine Benefits and Decision to Adopt or Not

- The executive exploration team transforms into a large stakeholder group which is comprised of multi-agency leaders representative of education, mental health, and other partnership agencies.

- Once a decision is made to adopt, this team reviews and determines the process needed to move from exploration/adoption into installation

- As mental health organizations move toward a single system of delivery, guidance will be beneficial to address the changing role of the clinician and leadership.

  - Tool: A Mental Health Agency Checklist

Implementation Guide Advancing Education Effectiveness: Interconnecting School Mental Health and School Wide PBIS: Volume 2: An Implementation Guide – Chapter 3

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Buncombe District Community Leadership Team

Large and Diverse Stakeholder Group

Managed Care Organization- Leadership, Dept. of Health and Human Services, Mountain Area Health Education Center, Four Mental Health Provider Organizations

Dept. of Juvenile Justice, FIRST (parent Advocacy and Support), Children First/Communities in Schools

United Way, Family Justice Center, Child Advocacy Center, Blue Ridge Treks, Tapestry (Eating Disorder treatment), Caring for Children, Children's Hope Alliance, Carolina Outreach

Use of workgroup structure

Adapted from ISF Readiness Session #4: Susan Barrett

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#6: Forming the District Community Implementation Team

- Adopting a truly integrated way of working involves organizational change and therefore requires active leadership from those who have authority to change policy, blend funding streams and re-position personnel and procedures for impact at the school level.

- If we focus on building level installation without DCIT, there will be barriers that stall implementation

Teaming

- Integrating through one system requires one district and community leadership team (DCIT)

- Leadership team includes community providers and family/youth representation

- Ensure all mental health related initiatives are facilitated through one set of teams at both district and school level

Adapted from ISF Readiness Session #4: Susan Barrett

DCIT Description

An integrated team that oversees the development and use of a district community implementation infrastructure to support schools to expand the PBIS work to include mental health services at all three tiers

DCIT Functions

- Shapes district/mental health processes and procedures for selection and use of social emotional effective innovations

- Analyzes both district and community mental health data sources to support implementation

- Ensures communication amongst groups/teams across the district, the mental health agency and the community

- Provides an avenue for executive leaders from the district and mental health agency to work together to change policy, blend funding streams, reposition personnel and adapt procedure

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DCIT Membership

- Essential Roles

  - Executive Leaders (district and mental health director)

  - Coordinator(s; district or shared with mental health)

  - Family/Youth as active team members

- Other Roles

  - Building level leaders

  - Program directors

  - Clinical supervisor

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Definition of a Memo of Understanding (MOU)

- A MOU is a contract or working agreement between the district and mental health organization or other community groups, that contains the following elements

  - Defines the roles and functions of the parties involved

  - A funding plan (resource commitment) that articulates how all partners operate within the system

    - Identify community clinician fee structures that support teaming, problem solving, selection of an EBI, and monitoring need to be explored

  - Identifies how all of the parties will work in an integrated way

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Core Components of a MOU

- Intention, goals, and outcomes for alignment.

- Organizations involved and time period of MOU

- Logistics for shared space, supplies etc.

- Expectations for teaming

- Expectations for communication

- Expectation for supervision, coaching and professional development

- Staff roles and responsibilities are defined; Parties responsible (District and Community Partners) are listed

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Core Components of a MOU (cont.)

- Routines and procedures for data tracking

- Policy and procedures for confidentiality

- Policy and procedures for crisis response

- Request for assistance procedures

- Terms and responsibilities for funding

- Disclaimers (i.e., intentions of MOU)

- Terms and responsibilities of risk sharing (i.e., something goes wrong)

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Activity 4.1
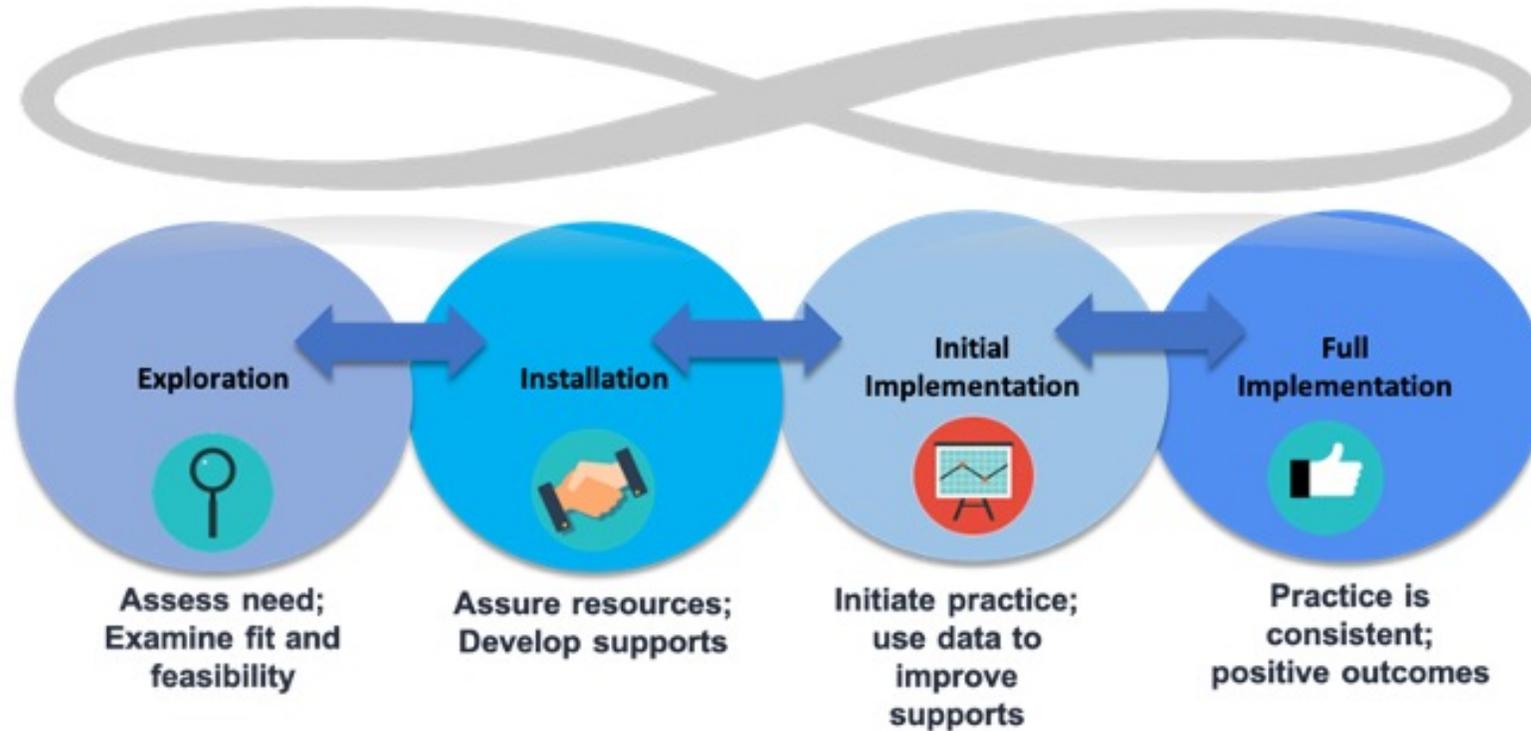
Individually Reflect…

1. What is your understanding of the role and function of the DCIT? How is it different than other teams in your setting?

2. Are there any existing partnerships with mental health/community agencies in your district/school? What stakeholders in your community could potentially be approached to consider partnership? What components would be important to consider in developing a contract between the district and mental health /community agency?

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Activity 4.1 (cont.)

- In Breakout Groups
  - Each group discuss assigned question
  - Identify a reporter to share a summary of your discussion with the larger group

Recall: Implementation Stages

Exploration — Assess need; Examine fit and feasibility

Installation — Assure resources; Develop supports

Initial Implementation — Initiate practice; use data to improve supports

Full Implementation — Practice is consistent; positive outcomes

(Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005)

Next Webinars

Integration of PBIS and Mental Health:
District Readiness and Installation Series

- February 24th: Session 2 - **Part One-**Installation of ISF

- May 25th: Session 3 - **Part Two-**Installation of ISF

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Next Steps

- What is your compelling why? What role will you play in the readiness process?

- Disseminate information to colleagues and view the Webinar together

- Review PPT and resources colleagues with focus on slide 53 (Exploration Process)

- Attend Universal Webinar 2 and 3 & invite your colleagues

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Additional Resources

- Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2- Ch. 3-4 (https://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2)

- Fact Sheet 101- An Introduction (https://assets-global.website-files.com/5d3725188825e071f1670246/5d800fc51da09c4955ef225b_INTERCONNECTED%20SYSTEMS%20FRAMEWORK%20101%20080819%20(1).pdf)

- Fact Sheet 201 Integating Mental Health (https://assets-global.website-files.com/5d3725188825e071f1670246/5d7fcb4fa194470a0ea2d52a_INTERCONNECTED%20SYSTEMS%20FRAMEWORK%20201%20080819%20(1).pdf)

- What is an Interconnected Systems Framework? (https://www.youtube.com/watch?v=yYy89Utihrg)

- Center on PBIS (www.pbis.org)

- Midwest PBIS Network (https://www.midwestpbis2.org/mh-integration/getting-started-with-isf)

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References

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.

Perales, K., Barrett, S. and Pohlman, K. (2019) *Developing the Memorandum of Understanding: A Discussion Guide to Develop or Enhance MOU.* ISF District Leadership Installation Guide.

St. Martin, K. and Barrett, S. (2021) Interconnected System Framework *Professional Learning Series.* Michigan's Multi-Tiered System of Supports Technical Assistance Center.

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System

- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.

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