Developing an Implementation Infrastructure: Getting Ready and Exploration

Session 1

Getting To Know Us

Populate Slide

Chat Waterfall

- Once I provide you with the prompt, then take a couple seconds to think of your response. I will say "go" and everyone will hit enter at the same time.

- This creates the "waterfall" effect in the chat were everyone's responses come in at the same time.

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Getting To Know You

- Chat Waterfall
  1. Are you from a district, ISD, school, mental health organization, or other?
  2. Are you participating as a DCIT, DIT, RIT, SLT, or Individual participants?
  3. Are you a community mental health provider, teacher, school social worker, school counselor, school psychologist, administrator, or other?

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Materials/Resources

- Populate Materials and Resources

Share and Connect

Who is here?

Random breakout rooms

In your group, each participant will:

- Introduce themselves

- Share your role at your organization, one interesting fact about yourself (non-work related), and what you're most excited to learn and implement from this training

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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

Engagement Strategies

- Breakout Rooms
  - Broadcast activity prompts/Activity p.p.
- Chat Waterfall
- Chat
- Come off mute and ask questions!

Group Expectations - Virtual

Be Responsible
- Return from breaks on time (one 5 min break)
- 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 (first add your district/school name)
- Then add your first and last name. If not listed, please click rename and edit so we know who is here.
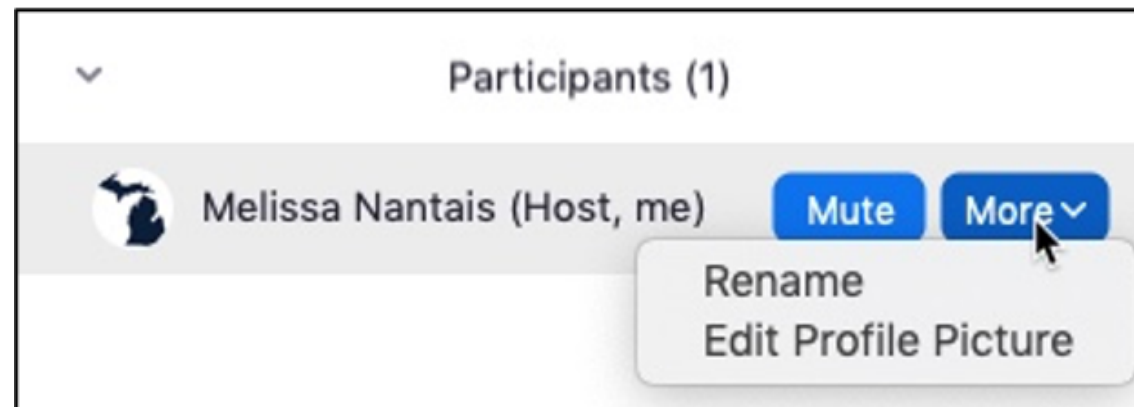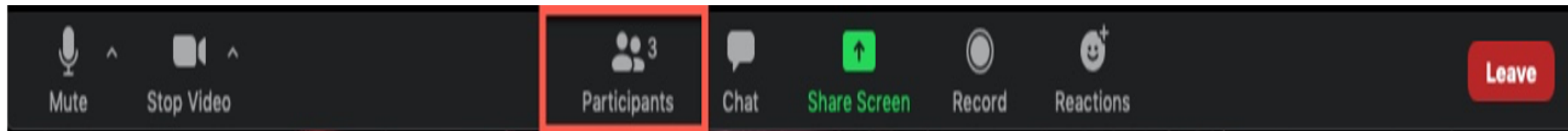
Zoom Attendance (cont.)

- If a group is attending together and signed in on one devise, please put the first and last name of all participants in the chat box for attendance records.
- TA Center can access an attendance report after the training to record participants in the MIMTSS Data System as well as to verify for SCECHs

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

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Webinar Series Purpose

This professional learning series will provide the foundational knowledge the district can use to explore and install the organizational structures, processes, and systems required to integrate MH and SEBH at the district level to achieve positive social, emotional, behavioral outcomes for all students.

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Professional Learning Series

- Developing an Implementation Infrastructure: Getting Ready and Exploration

- District Community Implementation Team Formation and Development

- Workforce Alignment and Coaching System

- Communication Plan and Initiative Innovation Review Process

- Using Data in an Integrated System and Preparing Schools for Installation

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Office Hours

- In addition to the professional series trainings, once a month office hours will be held to:
  - Deepen Knowledge
  - Ask Questions
  - Provide Additional Resources
  - Seek Clarification

Purpose of Session One

- This session will define MH and SEBH, and explore the readiness activities at the district/community level to support the integration of MH and SEBH. The stages of exploration will be identified with specific strategies provided for each stage. Alignment and integration of MH and SEBH will be discussed within the exploration stages.

Agenda

1.0 Building an Infrastructure: Why and What?

2.0 Getting Started: Readiness

3.0 Memorandum of Understanding (MOU)

4.0 Next Steps

1.0: Building an Infrastructure: Why and What?

Chat Waterfall

- Identify one reason that resonates with you about why we should build/adjust a Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL) and School-based Mental Health (SBMH) infrastructure in the schools?

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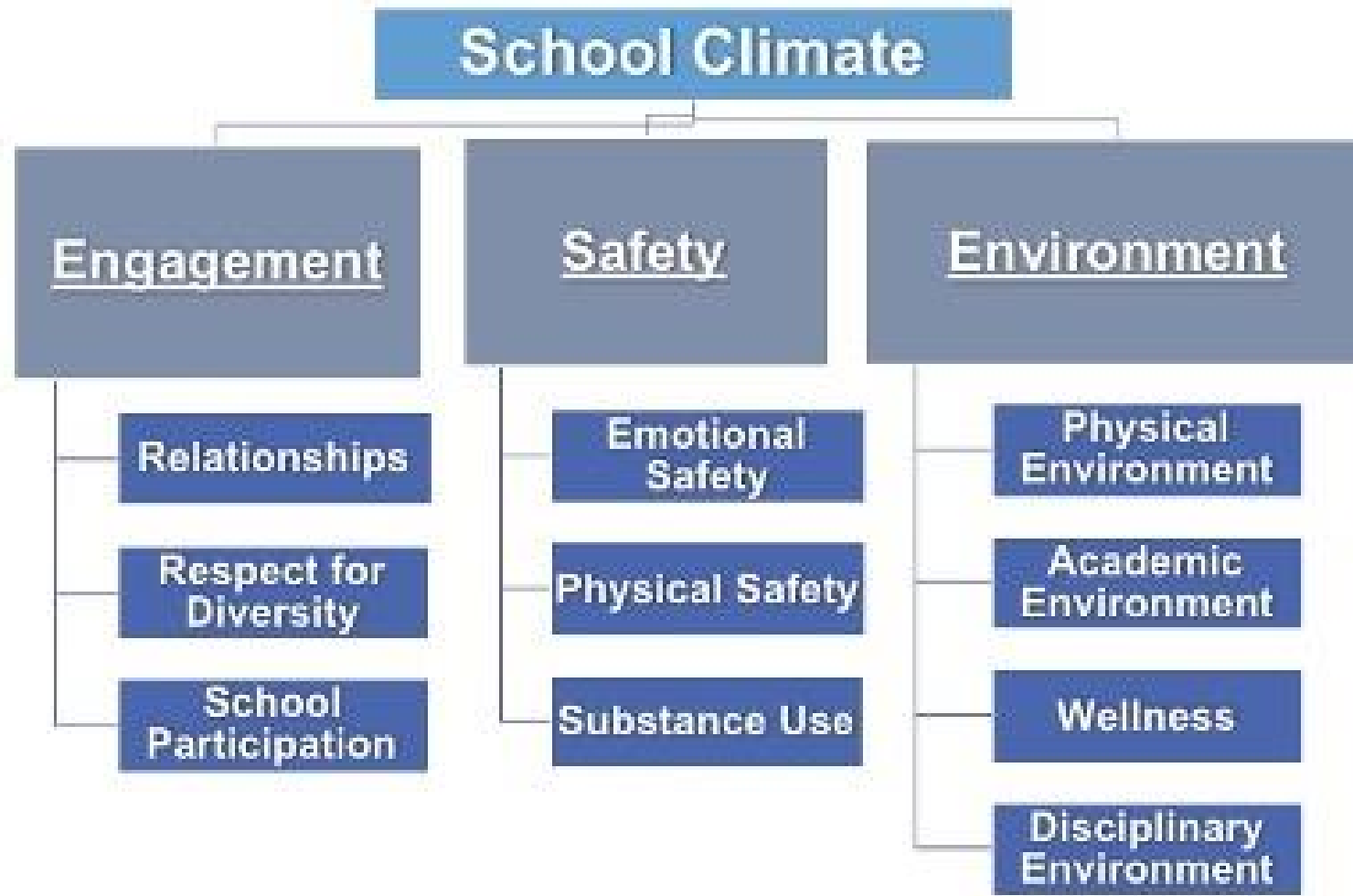
Why Mental Health? Why in Schools?

- 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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Benefits of an Integrated System

- Improved Social-Emotional Behavioral Health

- Student Achievement

- Reducing Delays in Response Time to Meet Mental Health Challenges

- Strengthening PBIS

- Improving School Climate

- Student Satisfaction

- Family Satisfaction

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Creating the Conditions for Learning

US Department of Education, Office of Safe & Healthy Schools

Activity 1.2

- In the Chat…
  - Considering the conditions for learning, reflect on past or present experiences in the school
    - Which of these conditions were evident and/or not in place?

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What is an Infrastructure for MH and SEBH?

- Implementation Infrastructure
- Definition of PBIS, Social Emotional Learning, and MH
- Essential Components of an Implementation Infrastructure
- Guiding Principles of PBIS
- Mental Health in Schools
- Impact on Student Outcomes

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District Community Implementation Infrastructure
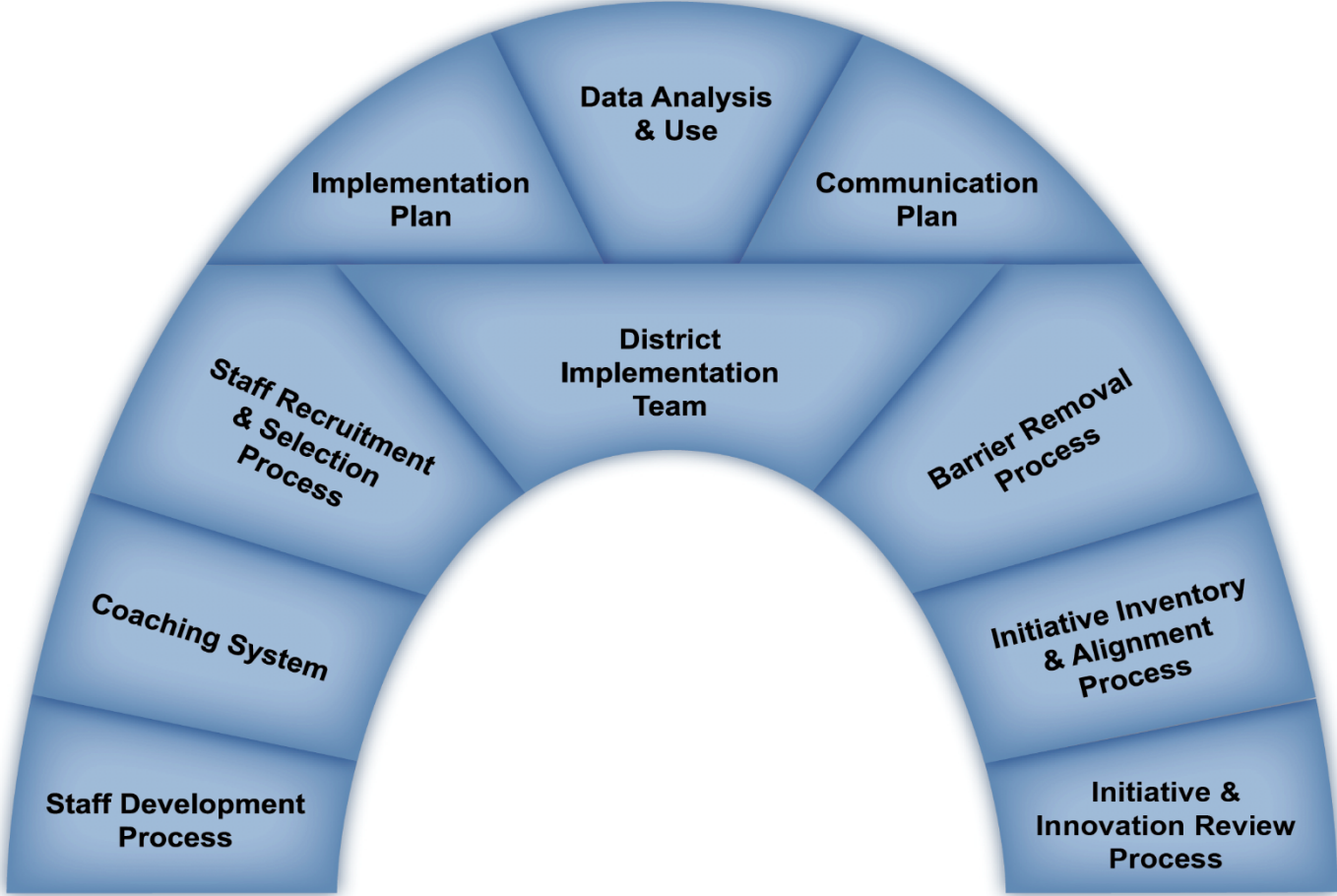
Definition of a MH and SEBH Infrastructure

The district infrastructure with the integration of MH and SEBH maximizes effectiveness and efficiency by using 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)

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Essential Components of an Implementation Infrastructure

- Implement within a MTSS framework

  - Social, emotional and behavioral health of all students

  - Early Identification

  - Intervention based on student need

- Utilize a coordinated system with district, community and mental health

- Family and community partnership involvement

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Guiding Principles of PBIS

Improved learning and behavioral outcomes are more likely with:

- Environments that are **culturally responsive and sustaining**
    - Representative of the program's community
    - Intentionally including meaningful participation in building systems
- A foundation of social, emotional and behavioral support
- Investment in prevention first
- Use of a continuum of supports that align with the program and community culture and context

(OSEP PBIS Blueprint, 2015)

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What is Social and Emotional Learning? (SEL)

Social and emotional learning is an integral part of education and human development.
SEL is the process through which all young people and adults acquire and apply the **knowledge, skills, and attitudes** to:

- Develop healthy identities,
- Manage emotions and achieve personal and collective goals,
- Feel and show empathy for others,
- Establish and maintain supportive relationships, and
- Make responsible and caring decisions.

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Social and Emotional Learning (SEL) in MI

- One of MDE's primary goals, as outlined in the state's strategic education plan, is to support the health, safety, and wellness of all students (Goal #3)

- Social and Emotional Learning (SEL) is a critical way to achieving this goal

- "SEL is a Tier 1 support that sets up an academic, an emotional, and a social foundation for success." (Dr. Rice, May 2021)

Collaborative for Academic, Social, and Emotional Learning (CASEL)
https://casel.org/fundamentals-of-sel/

Mental Health in the Schools

- Mental health **includes our emotional, psychological, and social well-being**. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.

- School-Based Therapists work within preschool, elementary, middle and high school facilities, helping students overcome behavioral, emotional or social problems that interfere with success at school and at home.

Mentalhealth.gov/basic/whatismentalheatlh

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Impact on Student Outcomes

"Developing capacity for implementation at the local district level contributes to preventing practice abandonment, thus allowing the sustainability of effective practices that have demonstrated evidence for improving outcomes"
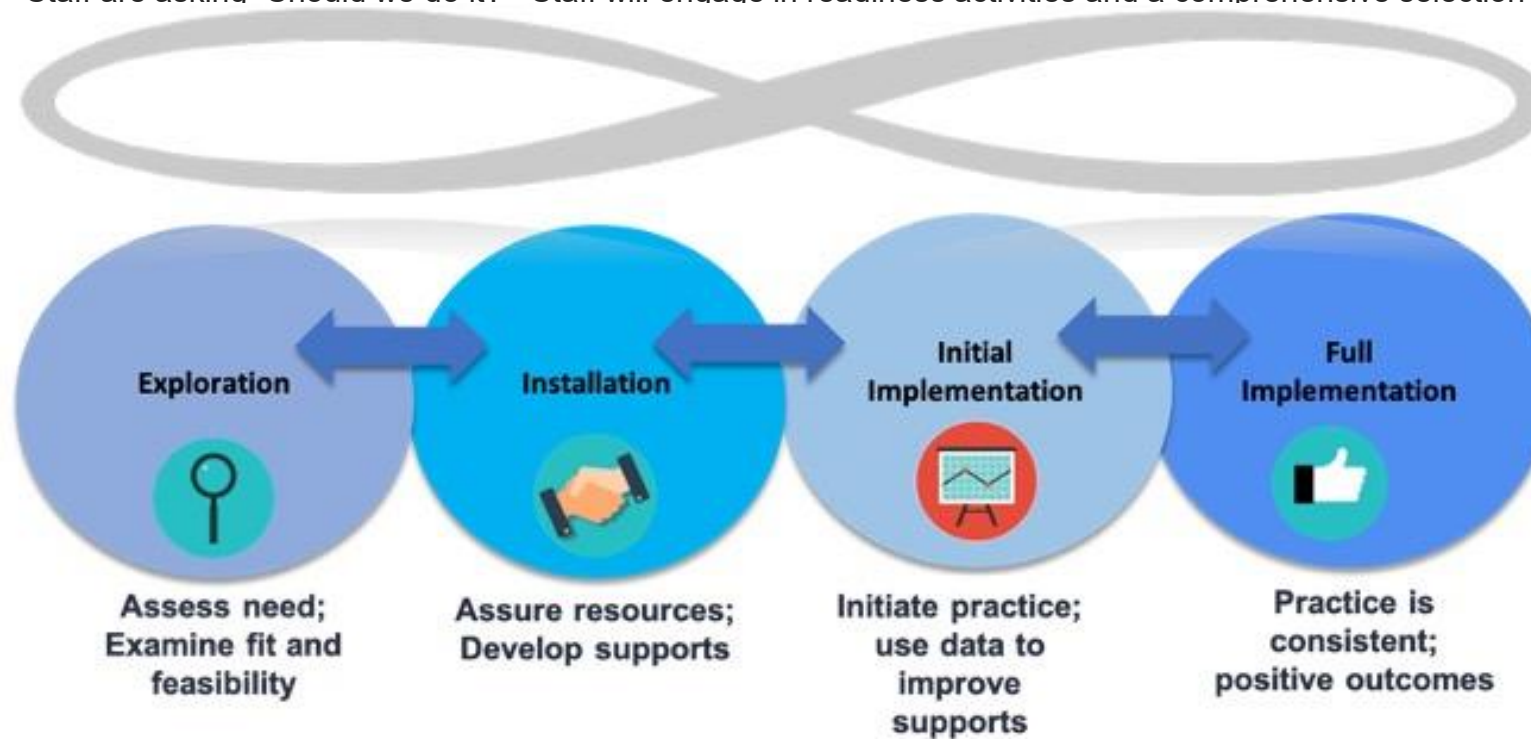
(Fixsen, Blasé, Metz & VanDyke, 2013)

Activity 1.3

- Take 2 minutes and Individually reflect on the following prompt, and record responses in the chat

- What are the value added of integrating MH and SEBH into the district community infrastructure?

  - What challenges do you anticipate installing and implementing a district community infrastructure and integrating MH and SEBH

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2.0 Getting Started: Readiness

Implementation Stages

Prior to selecting something new, districts need to engage in exploration. In this stage, districts assess the need, fit, and feasibility for the innovation, including determining if the innovation has been made usable. Staff are asking "Should we do it?" Staff will engage in readiness activities and a comprehensive selection

Exploration	Installation	Initial Implementation	Full Implementation
Assess need; Examine fit and feasibility	Assure resources; Develop supports	Initiate practice; use data to improve supports	Practice is consistent; positive outcomes

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

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Purpose of Exploration Phase

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

(Fixsen et al., 2005)

Exploration Stage

- Should we do this?

- How does this fit with our other priorities?

- Do we have the capacity to do this?

- How do we gain the skills and knowledge to do this?

- How will we select our district teams?

- Who will be the champion or sponsor of this work?

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Activity 2.1: Chat Waterfall

- Individually identify one word or phrase around the the purpose of the exploration stage and record in the chat.

District Capacity Assessment (DCA)

- Bi-annual self-assessment of a district's implementation infrastructure (Jan/Feb. and Aug/Sept.)

  - The DCA is also administered during the stage of Exploration/Readiness

- Responses are framed around an "Effective Innovation" (EI)

- Effective Innovation (EI) is defined as:

  - A set of defined practices used in schools to achieve outcomes that has been proven to produce desired results

- You will frame your responses to the DCA around:

  - Integration of MH and SEBH

District Community Implementation Team

- District Executive Leader

- Mental Health Executive Leader(s)

- Administrator Representation

- MTSS Coordinator (s)

- Teacher Representation

- Student/Family Representation

- Behavior and Mental Health Expertise

- External Coach/Trainer (ISD/Regional or State)

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Possible Options for a District/Community Team

- Option 1: District team had community mental health partner, who was engaged with work in the district

- Option 2: District was in the process of developing a relationship with a mental health/community agency

- Option 3: District invites different stakeholders to meet with the district team to determine need, fit and feasibility

- Option 4: Mental health or Community partners are the initiators and approach the district to determine need, fit and feasibility

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Exploration Process

1. Establish an Exploration Team

2. Examine Current Partnerships

3. Assess Related Initiatives

4. Establish a Shared Understanding of MH and SEBH

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: Option 3

- 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

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#2: Examining Current Partnerships: Options 1,2,4

- 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)

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#3: Assessing Related Initiatives: Options 1,2,4

- 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

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Individual Chat Reflection

- Have you every participated on a team and audited your initiatives/interventions in your ISD, district, or building? (Yes/NO)

- Have you every been involved in developing a MOU, letter of agreement or contract for a MH and SEBH initiative or innovation? (Yes/NO)

#4: Assessing the Shared Understanding of MH and SEBH: Options All

- Ensure shared understanding of an integrated 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

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#5: Determine Benefits and Decision to Adopt or Not: Option 3

- The executive exploration team transforms into a large stakeholder group
- 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.

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

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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

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Activity 2.2

- Random Breakout Room: Identify a recorder to identify responses Identify a reporter to share out with large group

- Guiding Questions:

  - What steps in the exploration process have you engaged in or want to learn more about.

  - **Focus on one step (1-5) and identify specific activities and strategies that would help the team work through that step**

  - Identify any experienced or perceived barriers or challenges

  - Discuss any experienced or perceived successes

3.0 Memorandum of Understanding (MOU)

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 group designed to create collaborative relationships

MOU Purpose

- The MOU contains the following elements:
  - Definitions of the roles and functions of the parties involved
  - A funding plan (resource commitment) that articulates how all partners operate within the system
  - Guidelines to develop a single system of delivery

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Provisional MOU

- During the DCIT installation professional learning series training and coaching, the team will gain increased knowledge of the concepts and structures that needs to be installed, to be able to more explicitly identify all of the components in the MOU

- The team will finalize the MOU after the first year of their professional learning series training has been completed

MOU Checklist

- MIMTSS TAC along with the State Network developed a MOU Checklist of the relationship with the integrated team as well as a checklist with examples

- As the training, coaching and installation activities occur, the MOU will change from provisionary to a finalized document generally at the end of the district installation and before school installation/implementation.

Activity 3.1

Random Breakrooms

- Reflections To Consider: Identify in chat

  - (#4) In the past how have you developed a contract, agreement or MOU? How would this process be different or similar to your prior experiences?

  - (#5) During exploration, what components would be important to consider in developing a contract between the district and mental health/community agency?

  - (#6) What would be immediate next steps to begin your MOU?

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4.0 Next Steps

Next Steps

- Review your role and responsibilities and possible changes based on today's learning

- Identify any next steps around exploration such as selection of a mental health/community partner or strengthening current partner collaboration utilizing strategies discussed today

- If you've already moved into installation are there any additional exploration/readiness activities that would be beneficial to increase sustainability

- Complete Evaluation

- Attend the second professional learning series session

- Attend office hours to deepen knowledge, ask questions, provide additional resources, and/ or seek clarification

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Office Hour Dates and Contact Information

- Populate Office Dates and Contact Information

Reminder….

- SCECH form must be completed within one week of today's date in order to be processed

Supplemental TA Center Offerings

- Populate Supplemental Trainings

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://bit.ly/3DJlsD2)

- Fact Sheet 201 Integrating Mental Health (https://bit.ly/3JGeYJ2)

- 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)

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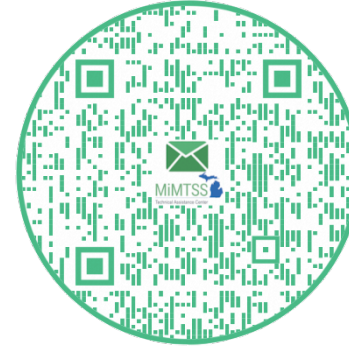
St. Martin, K. and Barrett, S. (2021) Interconnected System Framework *Professional Learning Series.* Michigan's Multi-Tiered System of Supports Technical Assistance Center.

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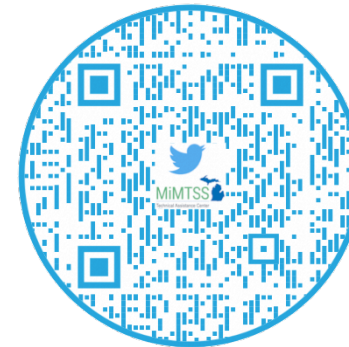- @MiMTSSTACenter
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SESSION EVALUATION

- 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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THANK YOU!!!

- Thank you for participating! We look forward to seeing you at Office hours and our next training