Developing an Implementation Infrastructure: Getting Ready/Exploration

Session 1

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

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
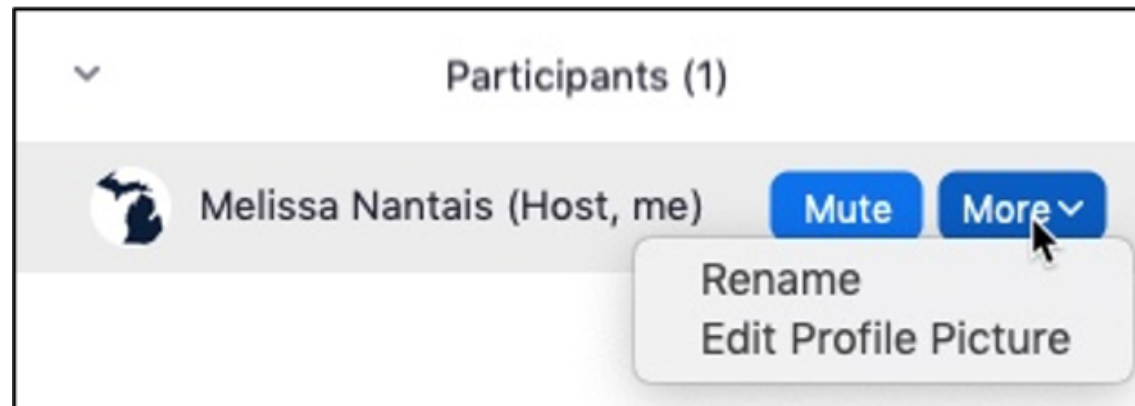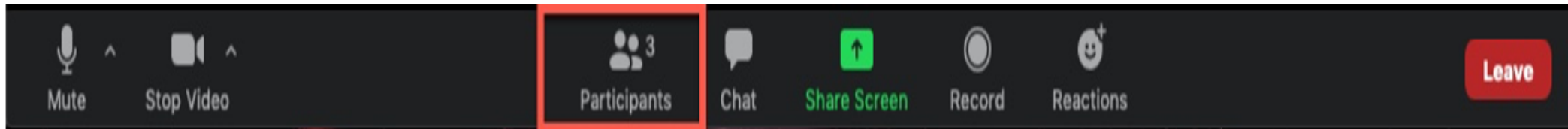
Training Effectiveness

- 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

- 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 SEL, MH, and PBIS at the district level to achieve positive social, emotional, behavioral outcomes for all students.

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Agenda

1.0 Building an Infrastructure: Why and What?

2.0 Getting Started: Readiness

3.0 Memorandum of Understanding (MOU)

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Professional Learning Series

- Developing an Implementation Infrastructure: Getting Ready/Exploration

- District Community Implementation Team Development

- Staff Recruitment, Selection, and Coaching System

- Communication Plan and Effective Innovation Review Process

- Data Coordination, Evaluation Process, and School Readiness

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Introduction

- In the Chat..
  - Introduce yourself, identify your organization and your role
    - Are you attending with a district/community team, district team or individually?
    - Are you working with a mental health or community organization?
  - Individually reflect on your personal why to attend this professional learning series and explore this work
  - Share one outcome that you would like to achieve from this professional learning series

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Office Hours

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

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1.0: Building an Infrastructure: Why and What?

Activity 1.1

- In the Chat…
    - 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?

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

- CDC Study Study Youth Risk Behavior Survey, Fall 2020

- In 2021, 42% of high school students experienced persistent feeling of sadness or hopelessness
  - 57 % of the females and 29% of the males of the total sample experienced persistent feeling of sadness or hopelessness
- 13.5% increase from 2019 and 50% increase from 2011
- 22% of students seriously considered suicide from fall of 2020,
 - 18% made a plan
  - 10% attempted suicide

Education Week Bethesda Vol./ 42, Issue 23, 2023

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
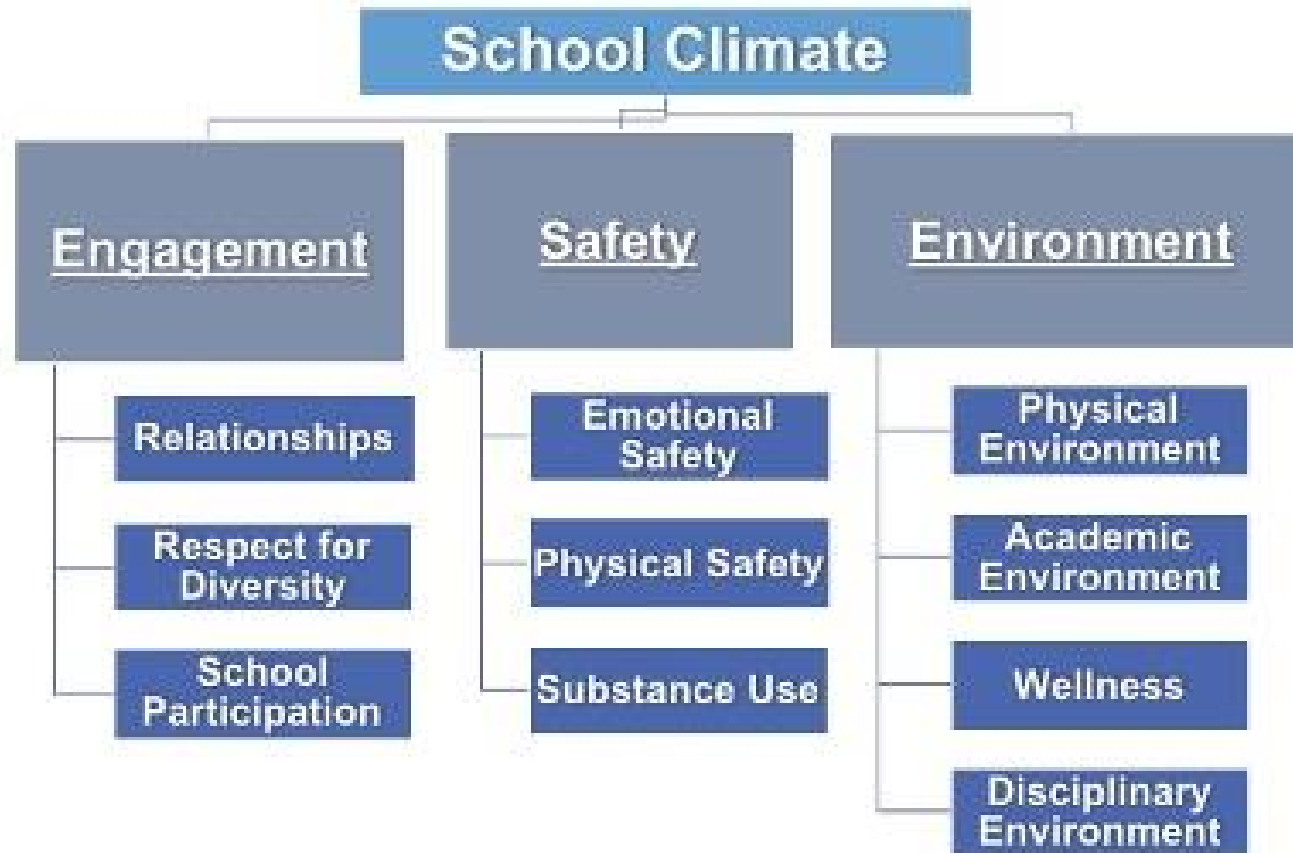
US Department of Education, Office of Safe & Healthy Schools

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?

What is an Infrastructure for PBIS, SEL, and SBMH?

- Implementation Infrastructure
- Definition of PBIS, Social Emotional Learning, and SBMH
- Essential Components of an Implementation Infrastructure
- Benefits of a Systematic Infrastructure
- Guiding Principles of PBIS
- Mental Health in Schools
- Tier 1 Social, Emotional and Behavioral Supports
- Impact on Student Outcomes

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District Community Implementation Infrastructure
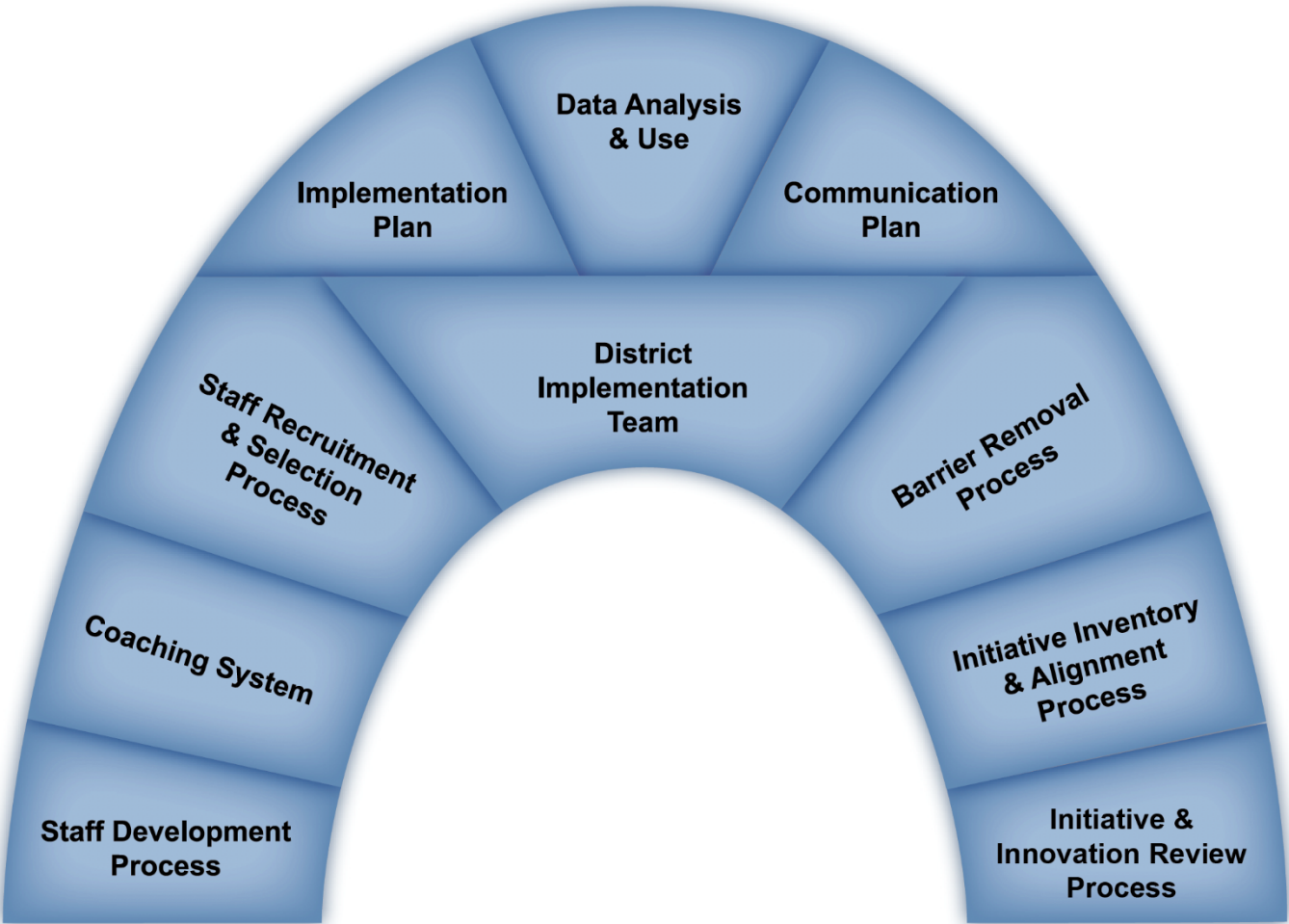
Definition of a PBIS, SEL and SBMH Infrastructure

The district infrastructure with the integration of SEL, PBIS, and school based mental health (SBMH) 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).

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 and community/mental health
- Family and community partnership involvement

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Benefits of a Systemic Infrastructure

- Aligning and leveraging related social, emotional, behavioral, and mental health initiatives through one system

- Ensuring authentic 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

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)?

"We define social and emotional learning (SEL) as 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."

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

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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

Tier 1 PBIS, SEL and SBMH Supports

- Includes:

  - Emphasis on social and emotional learning

  - Existing Tier 1 School-wide PBIS implementation efforts

  - Social and emotional learning curriculum in the classroom

  - Additional Tier 1 supports

    - School based mental health for all students

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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"
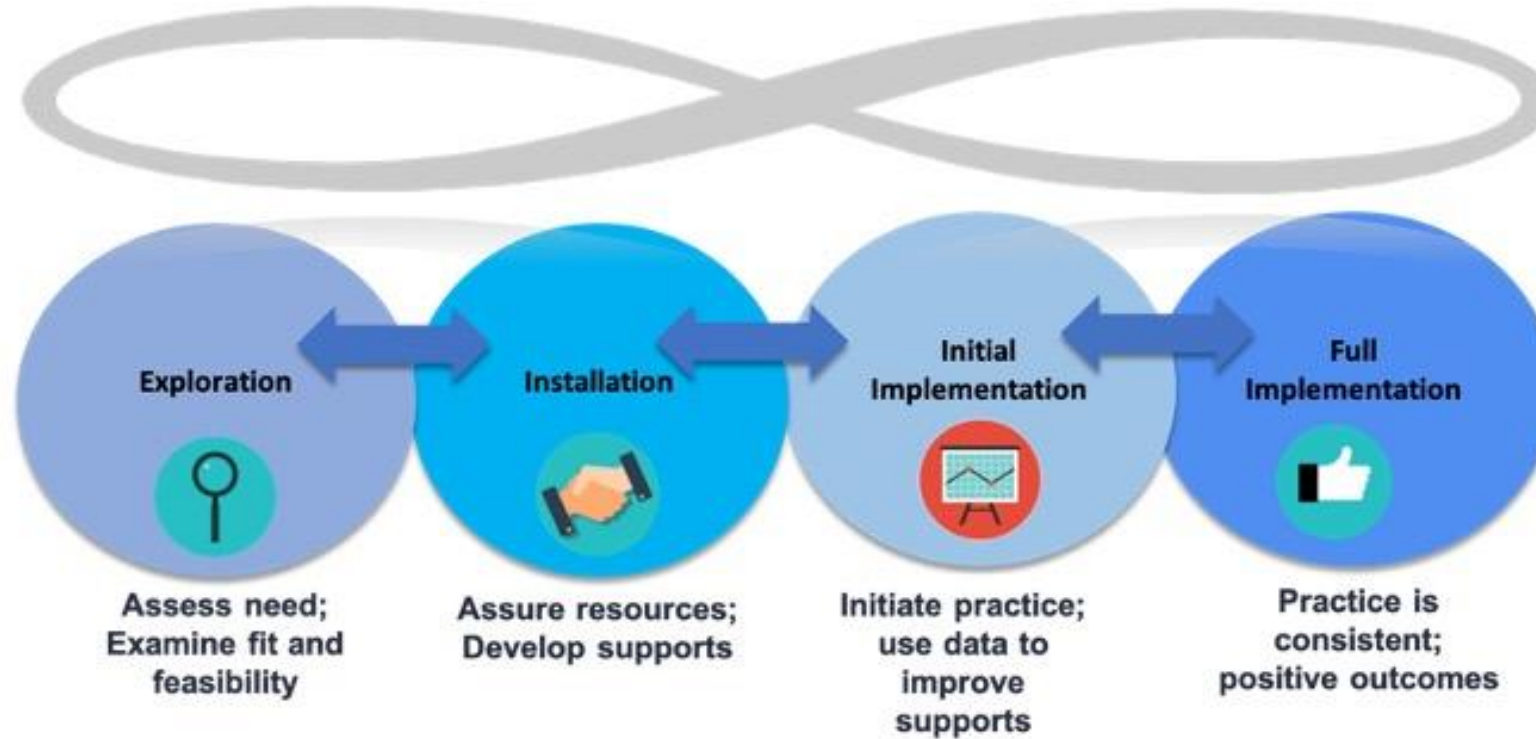
(Fixsen, Blasé, Metz & VanDyke, 2013)

Activity 1.3

- Breakout Rooms: Attend with your team or random breakout rooms

- Identify a recorder to document prompts on the Jam Board page one

- Activity Reflections
  - What are the benefit and challenges of building an infrastructure to promote SEL and SBMH?
  - What was new learning for you?
  - What was confirmed?
  - What do you want to know more about?

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2.0 Getting Started: Readiness

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)

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?

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 PBIS, SEL, and School Based Mental Health

Purpose of Exploration Phase

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

(Fixsen et al., 2005)

Activity 2.1: Chat Waterfall

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

- Once I provide you with the prompt, 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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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

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 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

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
- 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: Self Select Breakout Rooms

3 Choices of Breakout rooms depending on your preference

- District Community Implementation Teams (DCITs) or any team that includes the district and mental health/community partner
- District Implementation Teams (DITs)
- Individual Participants

Activity 2.2: DCITs

- Breakout Room: Identify a recorder to identify responses on Jam Board page 2. 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 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

Activity 2.2: DITs

- Breakout Room: Identify a recorder to identify responses on Jam Board page 2. 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.

  - What step could move you closer to selecting a community mental health partner

  - Focus on one step and identify specific activities and strategies that would help your DIT team move to more of an integrated infrastructure

  - Identify any perceived challenges or barriers and consider how they could be minimized or eliminated

Activity 2.2: Individual Participants

- Breakout Room: Identify a recorder to identify responses on Jam Board page 2. Identify a reporter to share out with large group

- Guiding Questions:

  - What is your role in your organization?

  - What are next steps you can take in terms of the exploration stage?

  - What challenges do you see and what resources would be beneficial to support your work and role in the implementation infrastructure?

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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

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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.

Component 1: Intention, goals & outcomes for alignment are clearly stated

Checklist Items	Examples
Explanation of the ISF includes: • Alignment with MTSS/PBIS • Concepts of social emotional learning (SEL) as Tier 1 • Mental health programming • Preventative versus tertiary response • Mental health programming, services, and activities	**Intention** The school district in partnership with the community, will develop and implement a comprehensive interconnected Systems Framework that utilizes the strengths and expertise of school and community – partnered professionals. The Interconnected Systems Framework (ISF) is a structure and process that maximizes effectiveness and efficiency by using the strengths of school and community mental health (while leveraging the essential components) of the multi-tiered framework of Positive Behavioral Interventions and Supports (PBIS

Component 1: Expanded View of Stakeholders

Checklist Items	Examples
Expanded view of stakeholder includes: • Mental health • Family representation • Student voice • Stakeholders are full partners	Goal The goal of ISF is to expand mental health, family representation, student voice, school/community resources, training, systems, data, and practices in order to improve outcomes for all children and youth. There is an emphasis on prevention, early identification, and intervention of the social, emotional, and behavioral needs of students. Family and community partner involvement is critical to this framework.

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Activity 3.1

Random Breakrooms

- Reflections To Consider: Identify on Jam board page 3
    - In the past how have you developed a contract, agreement or MOU? How would this process be different or similar to your prior experiences?
    - During exploration, what components would be important to consider in developing a contract between the district and mental health/community agency?
    - What would be immediate next steps to begin your MOU?

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

- Attend the second professional learning series session

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

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)

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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.