Integrating School/Community Mental Health within a Multi-tiered System of Behavioral Supports

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&

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Your Opportunities to Respond

1. A BIG Idea I “get” and can maybe share?

1. A Big Idea I am still “circling”?

1. A BIG IDEA I can take back and we can DO?
Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT FRAMEWORK:

- Students
- Staff
- Parents/Families

~80% of Students

~15%

~5%
Massachusetts Division of Developmental Services (DDS)

http://ddslearning.com/dds-pbs-initiative
Emphasize: 4 Integrated Elements

Supporting Staff Behavior

Supporting Quality of Life and Prosocial Skills

Supporting Decision Making

Supporting Individual Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES
Key Questions

- Can we expand the effectiveness of the continuum of interventions if we include: a) a broader group of school/community mental health providers, b) youth & family voice?

- How can we enhance the continuum with a greater array of EBP’s to meet the needs of more ‘clients’ with greater effectiveness?
Partnerships are needed:

- One in 5 youth have a MH “condition”
- About 80% of those get no treatment
- School is “defacto” MH provider
- Juvenile Justice system is next level of system default
- Suicide is 4th 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
The Silent Epidemic: The Mental Health Crisis in our Schools

published on-line September 7, 2016
In Schools, Mental Health should be *EVERYONE’s* Job
Confusion about what constitutes effective support?

- Exclusion (or placements) seen as “intervention”
- Confuse label as “intervention”
- Confuse paperwork with intervention
- Confuse people with interventions
- Not so great interventions
- Not so great fidelity
- Resources not allocated commensurate with needs
PBIS Foundation: Advantages

- Promotes effective decision making
- Improves climate & learning environment
- Changes adult behavior
- Reduces punitive approaches
- Improves student behavior
- Improves student academic performance
PBIS Provides a Solid Foundation…. but More is Needed…

- Many schools implementing PBIS struggle to implement effective interventions at Tiers 2 and 3

- Youth with “internalizing” issues may go undetected

- PBIS systems often do not address broader community data and mental health prevention.
Need for Interconnected Systems: Challenges

Ad hoc and weak connections of community mental health providers to schools

- Need for community partners to be integrated into school teams;
- Need funding/support for partners to function at Tier 1 and 2, vs only “co-located” at Tier 3
- Need for systematic MOUs to clarify roles and functions of integrated teams/’work’

Mark Weist, June 2015 (ISF Webinar)
Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

Editors: Susan Barrett, Lucille Eber and Mark Weist

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An Interconnected Systems Framework (ISF) Defined

- A **Structure and process** for education and mental health systems to interact in most effective and efficient way.

- guided by **key stakeholders** in education and mental health/community systems, youth/family

- who have the **authority** to reallocate resources, change role and function of staff, and change policy.
ISF Core Features

- Tiered Prevention logic
- Cross-system teams that include community/mental health providers, youth/family voice
- Data-based decision making
  - Formal processes for the selection & implementation of evidence-based practices (EBP)
  - Rigorous progress-monitoring for both fidelity & effectiveness
  - Ongoing coaching at both the systems & practices level
- Early access through use of comprehensive screening
What Does it Mean to Integrate?

Change in routines and procedures?
(e.g. who needs to be available to participate in team meetings?)

Change in how interventions are selected and monitored?
(e.g. team review of data/research vs individual clinician choice?)

Change in language we use?
(e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)

Changes in Roles/functions of staff?
(e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)
Traditional

MH counselor “sees” students at appointments

Clinicians only do “mental health”

Case management notes as data

An Interconnected MTSS

Specific interventions are selected by teams

MH partners on teams at all tiers & contribute to integrated plan

Use of fidelity & outcome data
1. Single System of Delivery
2. Access is NOT enough
3. Mental Health is for ALL
4. MTSS essential to install SMH
1. Single System of Delivery

Typical Approach

- Building/district work out own plan for involvement of Community Mental Health (CMH)
- CMH co-located in building with little to no communication/collaboration
- Professional development, evaluation, family involvement are separate and ad hoc

Preferred Approach

- One set of district/building level behavioral health teams with CMH actively participating
- School and community employed staff are on teams and serve all students across tiers
- Cross training; planning; evaluation for fidelity and impact; and family participation are part of integrated action plan
2. Access is NOT enough

All work is focused on ensuring positive outcomes for ALL children and youth and their families.

- Interventions matched to presenting problem using data, monitored for fidelity and outcome
- Teams and staff are explicit about types of interventions students and youth receive (e.g. from “student receives counseling” to “student receives 4 coping skills group sessions)
- Skills acquired during sessions are supported by ALL staff (e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day)
**Daily Progress Report (DPR) Sample**

NAME:______________________  DATE:__________________

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement in relation to the following sets of expectations/behaviors.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td><strong>Self-Check</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use calming strategy</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use your words</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use safe hands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ask for help</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connect with safe person</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Initials</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Grant Middle School STAR CLUB

Adapted from Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Hawken
Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student’s achievement in relation to the following sets of expectations/behaviors.

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>SOS (slow down, orient, self-check)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use mindfulness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Distract &amp; Self-Soothe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let ‘M Go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Make A Link</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make Meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Adapted from Grant Middle School STAR CLUB

Tier 3 Plan with Trauma-Informed Strategy

Responding to Problem Behavior in Schools: The Behavior Education Program by Crone, Horner, and Hawken

"Tier 3 Plan with Trauma-Informed Strategy"
3. Mental Health is for ALL

- Positive school climate and culture serves as protective factor.
- Social/emotional/behavioral health addressed with same level of attention and concern as academic achievement.
- Social behavior skills taught and reinforced by ALL staff across ALL settings, and embedded in ALL curriculum.
3. Mental Health is for ALL

Lincoln Public Schools

SW- Positive Behavior Support

Trauma Sensitive Schools

Second Steps

Check-in Check-out

Skillstreaming /Second Steps small groups

FBA/BIP

Second Steps

Wraparound

Second Steps

Lincoln Public Schools
4. Installed and aligned with core features of MTSS framework.

- Teams
- Data-based Decision-making
- Continuum of linked EBP’s
- Screening
- Progress monitoring
- Ongoing PD/coaching

Are these features in place (or partially/in progress) in your district?
MTSS: A Continuum of Evidence-Based Practices (EBP’s) linked across Tiers

- A formal process for selecting and implementing evidence-based practices
- Team process (not individual clinicians)
- Interventions linked across Tiers with dosage and specificity of interventions increasing from lower to higher tiers
Where Do Specific “MH” Interventions Fit?

- That depends on the data of the school and community

Examples of Expanded View of data:

- Child welfare contacts
- Violence rates
- Incarceration rates
- Deployed families
- Homeless families
- Unemployment spikes
Tool to Shape Team Routine

Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS model

Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis & George Sugai

Advancing Education Effectiveness: Interconnecting School Mental Health & School-wide Positive Behavior Support, Appendix F, pages 148-9


Take an inventory (and examine effectiveness and fidelity) of current practices before investing in new interventions or programs.

When data indicates a need for a new initiative, consider using this guide
Connect Interventions back to the Core curriculum

- Skills acquired during sessions are supported by ALL staff
  - e.g. staff are aware that student is working on developing coping skills and provides prompts, pre-corrects, acknowledges across school day
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE Trauma Informed Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Be on task.</td>
</tr>
<tr>
<td></td>
<td>Give your best effort.</td>
</tr>
<tr>
<td></td>
<td>Be prepared.</td>
</tr>
<tr>
<td></td>
<td>Walk.</td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td>Use normal voice volume. Walk to right.</td>
</tr>
<tr>
<td></td>
<td>Use equipment. Include others.</td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Recycle.</td>
</tr>
<tr>
<td></td>
<td>Clean up after self.</td>
</tr>
<tr>
<td></td>
<td>Pick up litter.</td>
</tr>
<tr>
<td></td>
<td>Maintain physical space.</td>
</tr>
<tr>
<td></td>
<td>Use equipment properly.</td>
</tr>
<tr>
<td></td>
<td>Put litter in garbage can.</td>
</tr>
<tr>
<td></td>
<td>Push in chairs.</td>
</tr>
<tr>
<td></td>
<td>Treat books carefully.</td>
</tr>
<tr>
<td></td>
<td>Wipe your feet.</td>
</tr>
<tr>
<td><strong>Rules or Specific Behaviors</strong></td>
<td>Ask for help Connect with Safe Person</td>
</tr>
<tr>
<td><strong>1. Expectations</strong></td>
<td>Use your words Use safe hands</td>
</tr>
<tr>
<td><strong>2. Natural Context (Location)</strong></td>
<td>Listen/watch. Use appropriate applause.</td>
</tr>
</tbody>
</table>

Note: All settings, Halls, Playgrounds, Classroom, Library/Computer Lab, Assembly, Bus.
Demystify Interventions

- Teams and staff are explicit about types of interventions students and youth receive
  - e.g. from “student receives counseling” to “student receives 10 coping skills group sessions”
EBP = Teaching Skills
(same for social/emotional as for academics)
Establish a Structure for Integrated Work

- Establish a “way of work”. Move away from “more is better”.
- Utilize a formal process for selection and implementation (data/practices/systems)
- New emphasis on “sustainability” and “efficiency” have heightened attention on the need for effective systems of alignment.
  - (Greenwald, Poulos, & Horner, 2015)
MISSION

The mission of the U-46 School and Community Alliance is to create, integrate and leverage existing and new school/community partnerships that develop a full continuum of systematic interventions based on data. It encompasses three intervention tiers:

- Systems for promoting healthy development and preventing problems
- Systems for responding to problems as soon after onset as is feasible
- Systems for providing intensive care
Planning for Change

- Examine Current Conditions
- Using ‘Resource Mapping’ to assess/take an inventory for what your district/school/community already does/has to support youth and their families.
- Integrated Action Plan for priorities

### Annual Goals:

**Goal #1:** Sustain and scale Tier One implementation

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Steps To Be Taken</th>
<th>Who?</th>
<th>By When?</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools implementing Tier One will complete annual assessments</td>
<td>Benchmarks of Quality Self-Assessment Safety</td>
<td>Tier One Team All faculty All faculty</td>
<td>April 15, 2015</td>
<td>C / IP / NS</td>
</tr>
<tr>
<td>Scranton High and Prescott Elementary will explore implementation of Tier One</td>
<td>Complete self-assessment and safety survey</td>
<td>All faculty</td>
<td>October 1, 2014</td>
<td>C / IP / NS</td>
</tr>
<tr>
<td>Schools will apply for recognition from PA PBS Network</td>
<td>Complete application and appropriate supporting documentation</td>
<td>Building coaches</td>
<td>November 15, 2014</td>
<td>C / IP / NS</td>
</tr>
</tbody>
</table>

*C = Complete, IP = In Progress, NS = Not Started*

**Goal #2:** Increase and sustain participation in Tier One with CSBBH integration

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Steps To Be Taken</th>
<th>Who?</th>
<th>By When?</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools implementing Tier One will complete annual assessments</td>
<td>BAT completion</td>
<td>Tier Two Team</td>
<td>May 15, 2015</td>
<td>C / IP / NS</td>
</tr>
<tr>
<td>Identify additional schools to be trained in Tier Two</td>
<td>Review score of BOQ, review data, readiness</td>
<td>DCLT</td>
<td>November 1</td>
<td>C / IP / NS</td>
</tr>
<tr>
<td>CSBBH staff will continue to participate on the Tier Two teams</td>
<td>CSBBH will provide consultation to school staff CSBBH teams will accept new referrals</td>
<td>CSBBH teams T2 teams</td>
<td>ongoing</td>
<td>C / IP / NS</td>
</tr>
</tbody>
</table>

*C = Complete, IP = In Progress, NS = Not Started*

**Goal #3:** Explore integration with new School Social Workers

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Steps To Be Taken</th>
<th>Who?</th>
<th>By When?</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify areas of need through resource mapping to &quot;deploy&quot; social workers</td>
<td>Provide overview to social workers Update resource mapping in identified schools</td>
<td>Kim M. Building coach</td>
<td>November 1</td>
<td>C / IP / NS</td>
</tr>
<tr>
<td>School social workers and CSBBH will be asked to co-facilitate PAC 1 at least twice</td>
<td>Select evidence-based groups to meet needs Identify students to participate in building level programs</td>
<td>Sue T T2 Coach MHPs</td>
<td></td>
<td>C / IP / NS</td>
</tr>
</tbody>
</table>

*C = Complete, IP = In Progress, NS = Not Started*
Selecting Mental Health Interventions within a PBIS Approach:

A *Team* Function
Tool to Shape Team Routine

Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS model

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Take an inventory (and examine effectiveness and fidelity) of current practices before investing in new interventions or programs. When data indicates a need for a new initiative, consider using this guide
A small (15) group of students who were asking to go to the office on a daily basis or were frequently absent.

- Most behaviors were internalizing: anxiety, withdrawal, avoidance of others.
- These were students who performed academically, not special education eligible.

School psychologist researched small group interventions for these students.

Found Coping Cat

Coping CAT is a Cognitive Behavioral Intervention that helps students recognize and analyze feeling related to stress and develop strategies to cope with stress provoking situations. It is an 8 week, group intervention that meets on a weekly basis for 45 minutes.
Modified Coping Cat

Coping Cat small groups (6 students) are co-facilitated by a Riverbend Community Mental Health Counselor and an RMS counselor. Student responsibilities include participating in weekly group sessions, completing homework assignments (using coping strategies), and self-monitoring progress.

Teacher responsibilities include prompting students to use their coping strategies and a willingness to participate in professional development regarding stress management and/or anxiety. Coping Cat instructor responsibilities include implementing the Coping Cat curriculum with fidelity and monitoring student progress with students and teachers.

Pre/Post Coping Cat
Students Report on the SCARED
(n=18)
Average Number of Absences per Student (Full Days)
Pre (7 weeks prior to group); During (8 school weeks of intervention); Post (7 weeks after group)
Average Number of Visits to the Nurse (per week)
Pre (7 weeks prior to group); During (8 school weeks of intervention); Post (7 weeks after group)
Individualization and Intensity of Interventions Increases

Tier 1 Interventions & Supports - Structured Behavior Interventions for all students
- PRIDE Expectation Matrix,
- PRIDE Classroom Expectations & PRIDE Classroom Lessons
  - Guidance Services,
  - Homeroom Guidance
- Continuum of Discipline Responses
- Student/Parent Conferences,
- Before & After School Program
- Project Success (Substance Use)

Tier 2: Behavioral Interventions & Supports - Supports for some students who struggle with meeting the expectations
- Simple Behavior Support Plans
- Simple Functional Behavioral Assessments (FBA)
  - Targeted Counseling,
  - Coping CAT
- Academic Seminar
- Check In/Check Out,
- Mentoring

Tier 3: Individualized Supports - Structured Interventions for the few students with the greatest need
- Complex Functional Behavioral Assessment (FBA) and Behavior Support
  - 3 R (Respectful, Relevant, Realistic) Plan(s)
- Individualized Family and Youth-Driven Planning and Support
- Community Supports (WRAP, DCYF, Mental Health, and Child and Family Services)
  - Enhanced Academic Seminar

A Few Students >5%
Some Students >15%
ALL Students 100%
ISF Action Planning Companion Guide to SWPBIS TFI

- The purpose is to guide action planning for integration of Mental Health into PBIS

- Not for use in scoring the TFI
  - (at this point, the ISF enhancements do not impact PBIS fidelity measures; to measure ISF fidelity, consider piloting the ISF II)
# 1.3 Behavioral Expectations

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Tiered Fidelity Inventory: Tier I Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation</strong></td>
<td><strong>1.3 Behavioral Expectations:</strong> School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.</td>
</tr>
<tr>
<td></td>
<td><strong>PBIS Big Idea:</strong> School-wide expectations are a brief, memorable set of positively-stated expectations that create a school culture that is clear, positive, and consistent.</td>
</tr>
<tr>
<td></td>
<td><strong>ISF Big Idea:</strong> School-wide expectations foster skill building, positive relationships, and focus on teaching social and emotional competencies.</td>
</tr>
<tr>
<td><strong>ISF Enhancements</strong></td>
<td><strong>Families, students and community participate in development of the expectations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All elements of the social emotional curriculum including community enhancements are linked the behavioral expectations</strong></td>
</tr>
</tbody>
</table>
# School-Wide Behavior Expectations

<table>
<thead>
<tr>
<th><strong>Arrival &amp; Dismissal</strong></th>
<th><strong>Hallway &amp; Transitions</strong></th>
<th><strong>Bathroom</strong></th>
<th><strong>Cafeteria</strong></th>
<th><strong>Classroom</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety First</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk directly to my designated area</td>
<td>Walk quietly in a single, straight, and silent line so that others can continue learning and working</td>
<td>Keep hands, feet, and belongings to myself</td>
<td>Enter and exit with a pass or my teacher</td>
<td>Listen</td>
</tr>
<tr>
<td>Stay in my area</td>
<td>Walk to the right side of the hallway</td>
<td>Allow for the privacy of others</td>
<td>Throw away my trash and tray</td>
<td>Follow directions the first time given</td>
</tr>
<tr>
<td>Talk softly</td>
<td></td>
<td></td>
<td>Clean up after myself</td>
<td>Ask appropriately for help</td>
</tr>
<tr>
<td>Keep hands, feet, and belongings to myself</td>
<td></td>
<td></td>
<td></td>
<td>Clean up after myself</td>
</tr>
<tr>
<td><strong>Work</strong></td>
<td></td>
<td></td>
<td></td>
<td>Follow lab rules and procedures</td>
</tr>
<tr>
<td>Respect the space of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Together Respectfully</strong></td>
<td></td>
<td></td>
<td></td>
<td>Accept feedback and discipline from staff by listening, asking questions, and following directions the first time.</td>
</tr>
<tr>
<td>Keep to your own business</td>
<td></td>
<td></td>
<td></td>
<td>Be ready to learn</td>
</tr>
<tr>
<td><strong>Maintain</strong></td>
<td></td>
<td></td>
<td></td>
<td>Be present and focused</td>
</tr>
<tr>
<td>Quiet in QUIET ZONES</td>
<td></td>
<td></td>
<td>Maintain a clean space and conversation</td>
<td>Encourage others</td>
</tr>
<tr>
<td>Carry my own belongings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep lockers locked</td>
<td></td>
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</tr>
<tr>
<td>Walk directly to my designated area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accept</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will supervise groups of students at all times</td>
<td>Teachers will enforce safety</td>
<td>Teachers will stand by bathrooms to monitor the noise and behavior from the hallway</td>
<td>Teachers will supervise groups of students at all times</td>
<td>Attend class daily and on time</td>
</tr>
<tr>
<td>Teachers will ensure that they know the location of all students</td>
<td>Teachers will monitor students by being at their doors and in the hallways</td>
<td>Teachers will arrive on time and pick up students on time</td>
<td>Teachers will be prepared for class</td>
<td></td>
</tr>
<tr>
<td><strong>Guide Me</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teachers will walk students directly into the cafeteria</td>
<td>Engaged and present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Observable outcomes</td>
</tr>
<tr>
<td>Help Out</td>
<td>Getting up in the morning</td>
<td>Getting to school</td>
<td>Clean-up time</td>
<td>Time to relax</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Own Your Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manners Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyday</td>
<td>H E L P O U T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>O W N Y O U R B E H A V I O R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M A N N E R S C O U N T</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>E V E R Y D A Y</td>
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</tr>
</tbody>
</table>
PBIS Matrix for Home

I am respectful
- Listen to my parents
- Be truthful to my parents
- Play cooperatively
- Speak nicely to others

I am responsible
- Put away my toys, bike, and equipment
- Help with jobs at home
- Follow my parents’ directions
- Share Thursday folder with parents

I am safe
- Play safely with others
- Stay in designated areas
- Stay away from strangers
- Wear bike helmet and equipment

I am prepared
- Finish homework and share with parent
- Pack backpack at night for school the next day
- Go to bed on time
- Get up and get ready for school when called
Forest Park Youth will...

- Be Respectful
- Be Responsible
- Be Safe
1.5 Problem Behavior Definitions

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Tiered Fidelity Inventory: Tier I Features</th>
</tr>
</thead>
</table>
| Implementation | **1.5 Problem Behavior Definitions:**  
School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.  

**PBIS Big Idea:** Explicit definitions of acceptable versus unacceptable behavior provides clarity to both students and staff and is a critical component of identifying clear procedures for staff to respond to inappropriate behavior objectively.

**ISF Big Idea:** Community, family/student input to the definitions of acceptable vs unacceptable behaviors expands the view of behavioral definitions and increases likelihood of cultural relevancy and student engagement.                                                                 |
| ISF Enhancements | **The school team develops a clearly documented and predictable system for managing disruptive behavior that represent community family/student values and culture.**  

**Referral procedures include ways to track students leaving their instructional environment (e.g., visits to the nurse or school counselor) so the needs of youth with internalizing as well as externalizing challenges inform the behavior definition process.** |
Broaden Use of Data: Focus on Internalizing Issues
# Time Out of Class Form

**Name:**

**Date:**

**Time:**

**Teacher:**

**Grade:**

**Referring Staff:**

### Location

- Playground
- Library
- Cafeteria
- Bathroom
- A
- B
- C
- Hallway
- Arrival/Dismissal
- Classroom
- Other

### Others involved in incident:

- None
- Peers
- Staff
- Teacher
- Substitute

### Minor Problem Behavior

- Inappropriate language
- Physical contact
- Defiance
- Disruption
- Dress Code
- Property misuse
- Tardy
- Electronic Violation
- Other ____________

### Major Problem Behavior

- Abusive language
- Fighting/Physical aggression
- Defiance/Disrespect
- Harassment/Bullying
- Dress Code
- Inappropriate Display
- Electronic Violation
- Lying/Cheating
- Skipping class
- Other ____________

### Possible Motivation

- Obtain peer attention
- Obtain adult attention
- Obtain items/activities
- Avoid Peer(s)
- Avoid Adult
- Avoid task or activity
- Other

### Nurse

### School Counselor

### Administrative Decision/Time Out of Class=

- Loss of privilege
- Time in office
- Conference with student
- Parent Contact

<table>
<thead>
<tr>
<th>Individualized instruction</th>
<th>In-school suspension (____ hours/days)</th>
<th>Out of school suspension (____ days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other ____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Whole group instruction
- Small group instruction
- Individual work
- Working with peers
- Alone
- 1-on-1 instruction
- Interacting with peers
- Other: Please identify below
## 1.13 Data-based Decision Making

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Tiered Fidelity Inventory: Tier I Features</th>
</tr>
</thead>
</table>
| **Evaluation**   | **1.13 Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.  
**PBIS Big Idea:** Teams use data on a regular basis to problem solve and identify solutions that are efficient, effective, relevant, and durable.  
**ISF Big Idea: Including:** community data as part of ongoing data review can expand and enhance relevant instruction and intervention. |
| **ISF Enhancements** | **School employed and community employed staff receive professional development to understand and interpret data from one another’s systems.**  
Community data, from a variety of settings, inform action planning at the Tier 1 level. |
School Data → Community Data
Student and System level

- **Academic** (Benchmark, GPA, Credit accrual etc)
- **Discipline**
- **Attendance**
- **Climate/Perception**
- **Visits to Nurse, Social Worker, Counselor, etc**
- **Screening from one view**

- **Community Demographics**
- **Food Pantry Visits**
- **Protective and Risk Factors**
- **Calls to crisis centers, hospital visits**
- **Screening at multiple views**
# 2.3 Screening

<table>
<thead>
<tr>
<th>Teams</th>
<th>Tiered Fidelity Inventory: Tier II Features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>2.3 Screening:</strong> Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports.</td>
</tr>
<tr>
<td></td>
<td><strong>PBIS Big Idea:</strong> Quick access to additional supports increases the likelihood of student success.</td>
</tr>
<tr>
<td></td>
<td><strong>ISF Big Idea:</strong> Screening for social, emotional, and behavioral concerns; both internalizing and externalizing; allows students to be identified early and linked to the appropriate intervention.</td>
</tr>
</tbody>
</table>

| ISF Enhancements | School-wide screening protocol includes a process to identify both internalizers and externalizers. |
|------------------| Data from screening and Tier II decision rules are used to select appropriate evidence-based intervention (e.g., if a small group of students are experiencing anxiety, an intervention specifically aligned to teach coping skills is selected). |
A Changing Landscape for Screening

- Increase in use of screening tools to supplement existing data (discipline, attendance, academic data); less use of systematic screening beyond Tier 1

- PBIS/MTSS/RTI typically use basic behavior screeners with an increasing use of both internalizing/externalizing scales

- SMH implementers have been introducing specific MH screeners (i.e. anxiety depression) although typically at Tier 2
Ask the Families!
Parent Screener for **ALL** students transitioning to Middle school

---

**School Readiness Check-In**
Welcome to the new school year!
We’re checking in with you to learn about your student’s strengths and needs for support at school.

By answering these questions, you can help us start the year off right!

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

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Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/
NPR Story Conclusion:

In School’s, Mental Health should be EVERYONE’s Job
How Did you Do?

1. A BIG Idea I “get” and can maybe share?

1. A Big Idea I am still “circling”?

1. A BIG IDEA I can take back and we can DO?
Context Matters

- Make it work for Teachers, Kids and Families
- Make Mental Health Interventions Transparent
- Make sure Adults/Service Providers Feel Competent and Confident at all Tiers
Interconnected Systems Framework (ISF)

The Interconnected Systems Framework (ISF) is a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems. The goal is to blend 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 behavior needs of students. Family and community partner involvement is critical to this framework. This page has a variety of resources, training materials, tools, and recorded webinars.
ISF Targeted Workgroup Webinar 2016-17 series:

- 1:00 – 2:00 Eastern – exploration/adoption through installation
- 2:15 – 3:15 Eastern – installation through implementation and sustainability
- Dates: Dec. 9, Jan. 20, Feb. 24, Mar. 24, Apr. 21