D10 — Mental Health and PBIS: Regional Collaboration and Capacity Building

Lead Presenters: Susan Barrett and Kelcey Schmitz
Panel: Justyn Poulos, Jessica Swain Bradway, Eric Bruns, Kurt Hatch

Key Words: Mental Health, Systems Alignment
9:30-10:45
Mental Health and PBIS: Regional Collaboration and Capacity Building

Objectives:

• Describe the basic features of an Interconnected Systems Framework (ISF)

• Provide examples for improving integration and coordination of services at state and regional levels

• Identify resources to help regional, state and district leaders integrate efforts that support well-being for children and their caregivers
Alignment: Defined
Goodman & Horner, 2015

• Alignment:
  – “To be in precise adjustment or correct relative position”
  – “The proper positioning of parts in relation to each other.

• Organizational Alignment
  – The simultaneous implementation of multiple initiatives with efficiency and effectiveness.
Can you help make it happen?

• When and How is Alignment Happening?
  – Is there a conscious effort or defined process?
  – What is the level within the organization?
    • State, District, School
    • Student Services, Special Education, Equity, School Improvement, Equity,
    • Community Partners?
Where is the alignment happening?  
Who is responsible?

Co-Sponsored PD Events  
Co-Branded resources  
Policy  
Funding

Regional or County

State

District Leadership Team

School

Social Emotional Behavioral
Embedded in Academic Content

Single Set of Teams  
School Improvement  
Special Ed, Gen Ed, Community,  
School  
Student, Family

Classroom

Teaching Rules, Routines alongside calming strategy
Celebration

Critical Mass Reached

• Social Emotional Behavioral Academic merging together under the umbrella of MTSS
  – Implementation Science

• Attention to/ Need For...
  – Mental Health, Wellness, Whole Child
Opportunity

• Researcher, practitioners, leaders see the value and are of using the framework logic to guide efforts
  – Restorative Practices
  – Trauma Informed
  – Literacy
  – Math
  – Mental Health
  – Social Emotional Learning
• Popularity breeds fragmentation?
• Potential for drift? Potential for confusion?
  – Systems change is complex
  – Multiple Definitions
  – Multiple Interpretations
  – Range of experiences
    • especially in low fidelity settings
Tip #1: When navigating integration
Stick to the Core Features!

• **Effective leadership teams** that include school and community mental health providers –
• **Data**-based decision making
• Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision-making.
• **Early access** through use of *comprehensive screening*
• Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions
• Ongoing **coaching** at both the systems & practices level for all professionals-
Worry

- From initiative overload to framework overload
- Exhausted Workforce
- “Frameworks” working in the same siloded system will continue to have a splintering effect and yield modest impact at best.
Applying MTSS or “Framework Logic” independently is NOT integration

- Restorative Practices
- Trauma Informed
- Literacy
- Math
- Mental Health
- Social Emotional Learning
- Bully Prevention
- Safety
- Climate

To what extent do each have their own team, data system, fidelity tool, training event/conference, budget line and staffing?

We are MTSS savvy but still working in silos.
Tip #2: Invest in a Single System of Delivery

• Multi-disciplinary leadership teams
  – Authority to navigate budgets, policy, oversight
  – School improvement, equity, leadership, families, students, community, student services, special education, curriculum and instruction, HR, IT, LMNOP

• Invest in ONE SCHOOL IMPROVEMENT FRAMEWORK

AND.....
Make the MTSS Core Features Your Guiding Principles

• **Effective leadership teams** that include school and community mental health providers - ALL Professional Development is delivered to teams with leadership support coaching support and data

• **Data-based decision making** that include school level data and community data - Team Initiated Problem Solving (TIPS) used across all levels of teaming (State, District/Community and School)

• Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision-making. State and District Community invests in formal routine and as a team determine the “what” based on children, youth, families’ specific needs

• **Early access** through use of comprehensive screening, (Social, emotional, behavioral, academic)

• Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers

• Ongoing **coaching** at both the systems & practices level for both school and community employed professionals- Culture of Coaching that involves professional learning networks- PRACTICE and FEEDBACK
Alignment of PBIS & Mental Health

• Moving from a co-located school mental health model to an integrated model where all S/E/B interventions are designed, delivered, and monitored through one set of teams at each school.

• Community and school-based clinicians actively participate with other school staff in multi-tiered teams, reviewing data and ensuring effective system structures at the school level.
The Interconnected Systems Framework (ISF)

- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions, (e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.),

- Aligning all SEB related initiatives through one system at the state/regional, district and school level.

- Active participation of Family and Youth is a central feature of the ISF.
ISF Defined

- **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

- **Who have the authority** to reallocate resources, change role and function of staff, and change policy.
1. Single System of Delivery

2. Access is NOT enough

3. Mental Health is for ALL

4. MTSS essential to install SMH
Coordinate and lead alignment process with an executive level team

Cabinet Level: implementation science experience and provides authority to leadership for alignment

Implementers: people with knowledge of the initiatives direct experience with implementation of core features and practices

Leadership Team: Charged with alignment installing process for alignment

Tasks:

a) Identify/modify team with authority to change budget, policy, procedures and re-assign staff.
b) Include individuals with detailed knowledge of current initiatives/programs/grants.
c) Organize the communication/feedback loops across teams if it is necessary to work across leadership and implementation teams.
d) Schedule meetings at least monthly with functional meeting process.
Role and Function of District Team
Clear and Consistent Leadership

- **Executive Functions**: Provide the authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect educational, behavioral and mental health supports. This typically requires the difficult process of abandoning long held patterns of “doing business” and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.
Clear and Consistent Leadership

- **Executive Functions**: Provide the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages. Adopting an integrated framework is a process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.

- **Implementation functions**: Provide the training, coaching, and feedback systems needed to establish personnel with both the specific technical skills needed to deliver integration and the organizational vision to deliver those skills within a unified framework.
Who should be on the team?

District Community Leadership Team
Implementation Team

Academic MTSS Director

School Improvement

Professional Development/Teacher Mentoring

Family Youth Community Leaders

Juvenile Services Coordinator

Social Services
Afterschool
Dept of Recreation Services

Special Education Director,
Local MH provider/Core Service Age

Law Enforcement

Youth Move

Board Member

Administrative and Teacher Representative
(Union)

Student Supports Director
Vermont Joint House/Senate Resolution
(J.R.H. 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students’ academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

Resolved by the Senate and House of Representatives:
That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools’ practices.
ISF Volume 2: An Implementation Guide

Chapter 1: Context and Structure for Volume
Chapter 2: Defining ISF: Origins, Critical Features, and Key Messages
Chapter 3: Exploration and Adoption
Chapter 4*: Installing ISF at the District and Community Level
Chapter 5*: Installing ISF at the Building Level
Chapter 6: Full Implementation and Sustainability

* Includes Installation Guide
Consider these questions…

• Who are your partners? Who is missing?
  – PBIS Training & TA Center
  – Mental Health Technology Transfer Center
  – Professional Associations
  – Human Service Organizations
  – Family Advocacy Organizations

• How do you establish core messages with partners?

• How can you seek new funding with partners or leverage funding in existing work?
### Training and Events Calendar

#### Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
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<tbody>
<tr>
<td>SEP 10</td>
<td>Cohort 2 Building Capacity of School Personnel to Promote Positive Mental Health in Children and…</td>
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This project employs a Community of Practice approach that builds the capacity of schools’ teams to...

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<th>Date</th>
<th>Event Title</th>
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<tr>
<td>SEP 27</td>
<td>Illuminating the Darkness Walk</td>
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The purpose of this walk, a collaboration between the U.S. Army (Fort George G. Meade) and Navy…

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<th>Date</th>
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<tr>
<td>SEP 30</td>
<td>Uinta County School District #1- North Elementary</td>
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National MHTTC Network

Products and Resources Catalog

https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog

Products & Resources Catalog

Search

Center

Product Type

Target Audience

Keywords

Apply

Engagement in Early Psychosis
On September 20th, Emily Kline discussed how many individuals with first-episode psychosis are reluctant to attend treatment and are at risk.

Book Study – Mindfulness Practices: Cultivating Heart Centered School Communities where Students Focus and Flourish
On September 10th, we kicked off the C-TLC Book Study. Based on CEI’s Heart Centered Learning® model, Mindfulness

Mental Health Supports for Children - Issues with Rural Delivery
On September 10th, Susan Mulieri, MSEd, Research Associate and Teacher, Center for Educational Improvement, discussed how research has shown

Identifying Trauma
On August 20th, Dr. Hillary Hodgdon, Director of Research Operations at the Trauma Center at the Justice Resource Institute, talked about
Provide direct training and TA on the implementation of mental health services in schools.

Build infrastructure and create learning communities.

Support educational leaders to promote mental health for ALL.
Northwest MHTTC School Mental Health Supplement Evaluation summary

Training numbers:
- 1097 participants
- 37 events:
  - 13 workshops and seminars
  - 24 conference sessions
- 994 total post-event surveys completed

Figure 1. Participant satisfaction
- Overall quality: 91.6
- Quality of instruction: 93.5
- Quality of materials: 87.2
- Quality of experience: 91.8

Figure 2. Ratings of training impact
- Enhanced skills: 88.7
- Benefit to clients: 92.2
- Will use information: 95.6
- Would recommend: 89.9

Figure 3. Type of impact
- Understand stakeholder needs: 90.2
- Address stakeholder needs: 94.7
- Document work with stakeholders: 65.1
- Collaborate with colleagues: 88.9
Northwest Regional Collaboration: Working Together to Achieve Positive Student Outcomes and Well Being

- Align messages and resources for stakeholders
- Combine and leverage local, state and federal funding sources
- Co-sponsor professional development events and resources

In order to...

- Build capacity within communities (school staff, service providers and families)
- Address workforce gaps
- Improve integration and coordination of services
- Inform policy-making
Idaho School Mental Health Integration Initiative and State Leader Collaborative

Mental Health for All: PBIS and School Mental Health Integration

For PBIS Leadership Teams (by invitation only)

Part I: October 17, 2019 9:00 AM - 3:30 PM
Part II: February 6, 2020 9:00 AM - 3:30 PM

Idaho Positive Behavior Network in partnership with the Northwest Mental Health Technology Transfer Center is offering a training on Interconnected Systems Framework (installing school mental health through PBIS) lead by a national school mental health integration expert.

Boise State University's Stueckle Sky Center
Skyline Room

Registration Link

Susan Barrett serves as an Implementer Partner with the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) at Old Dominion University. She assists with large-scale implementation of PBIS partners with researchers to evaluate the impact of PBIS on students, school staff and school communities and serves on the Association of Positive Behavior Supports Board of Directors. She also co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort.

Questions? Email Katie Bubak-Azevedo
katiebubak@boisestate.edu

Evidence-based Trauma Interventions in Schools Trainings

Sponsored by the Northwest MHTTC and Idaho Positive Behavior Network
Cognitive Behavioral Interventions for Trauma in Schools (CBITS), Bounce Back (BB), and Support for Students Exposed to Trauma (SSET) Training

December 2-4, 2019 at Boise State University

The University of Washington is home to the Northwest Mental Health Technology Transfer Center serving Alaska, Idaho, Oregon and Washington. The School Mental Health Assessment, Research and Training Center leads the School Mental Health Supplement as part of the MHTTC. In partnership with the Idaho Positive Behavior Network, we are offering three trainings to evidence-based trauma interventions for school staff. These trainings are for school staff who work with students who have experienced trauma. Each training is designed to help school staff better support students who have experienced trauma.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back (BB) - 40 Sports
December 2-4, 2019 | 9:30 AM - 4:30 PM | $65 Registration Fee

Bounce Back is an evidence-based intervention designed to help school-based mental health clinicians support students coping with post-traumatic stress disorder, depression, and behavioral problems resulting from traumatic events. CBITS includes 15 group sessions, one to three individual sessions, and two parent information sessions. The group leader should have both social skills to help students with trauma processing and the ability to troubleshoot. If you need help, your peer will help.

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Panelist Questions

How have you leveraged the regional collaboration in your work?

What are some examples of co-branding/collaborative work? Co-mingling funds?

What have been the benefits of aligned core messages?

What do you think is possible with this level of partnership/collaboration?
Mission: To promote high-quality, culturally-responsive programming to meet the full range of social, emotional, and behavioral (SEB) needs of all students through research, training, technical assistance, and support to policy-making.

Website: education.uw.edu/smart
Twitter: @SMARTCtr
Practice models and implementation strategies for the "real world"
Brief Intervention for School Clinicians and Counselors

- Engage, Assess
- ID Top Problems
- Collaborative Problem Solving
- Did student successfully implement step?

If NO: What was the BIGGEST BARRIER to moving forward?

- Wrong Problem/Solution
- Can’t Manage Stress/Mood
- Unable to Express Needs
- Stuck in Negative Thinking

THEN: Individualized, skill-based response

- Revisit Problem List/PS Steps
- Stress and Mood Management Guide
- Communication Guide
- Realistic Thinking Guide

More to Work on
Choose a New Problem
Done with Counseling

YES

No
Develop & test practice models and strategies for the “real world”

Conduct and use research on system strategies that will help the most students & schools
Develop & test practice models and strategies for the “real world”

Conduct and use research on system strategies that will help the most students & schools

Advocate for policies and funding that will support the workforce
The traditional “implementation lens” puts an evidence based practice at the center

Intervention
• EBP

Adopters
• Clinicians
• Org. leaders

Inner-context
• Implementation climate
• Organizational culture

Outer-context
• Policy
• Funding

Thanks to Jonathan Purtle
Equally important to look at what influences policy and funding decisions

Intervention
- Policy, evidence-supported

Adopters
- Legislators
- Admin. Policymakers

Inner-context
- Legislature politics
- Governor agenda

Outer-context
- Public opinion
- Media

Thanks to Jonathan Purtle
What might a **Statewide School Mental Health** initiative for Washington consist of?

- **Quality indicators**
  - Based on national and WA state evidence-based MTSS models
  - Used to evaluate quality and impact and provide coaching to districts/schools

- **Resources**
  - State funds available to districts to invest in SMH staff
  - Funds allocated to districts selected based on strength of proposals

- **Training, consultation, and TA**
  - Districts and schools have access to SMH staff training and support to all staff to implement effective MTSS
  - Training/TA provided by a statewide network, funded by philanthropy

- **School Districts**
  - ESDs and community providers/partners

- **Schools & SMH staff**
  - Young people are mentally well and ready to learn
  - Schools are safe and positive places
  - Students succeed academically
  - Reduced rates of youth suicide and substance abuse

Bruns, 2019
Northwest PBIS Network
Jessica Swain-Bradway

Northwest PBIS Network’s mission is to build regional capacity for PBIS implementation at fidelity

- Contracts, grants, co-hosted events to support PBIS capacity at various levels of capacity and impact
  - NW-MHTTC Advisory Board
  - SCTG SEA Project in Washington (OSPI)
  - Interconnect Systems Framework (ISF) Demonstration
  - Association for Washington School Principals
  - Oregon Department of Education, Lane County Prevention Office, Sound Supports, UO, Nevada MTSS Project, CA PBIS Coalition

Jessica@pbisnetwork.org
www.pbisnetwork.org
Key Message
Shared Valued Outcome

Capacity building vs. Land grabbing

**We have the same contingency**: Build CAPACITY (aka work ourselves out of a job)

Alignment of vision, mission, and goals

- Increases “dose” of messaging
- Increases accuracy of messaging (highlight and replace contraindicated practices)
- Reduces isolation of resources, funding, opportunities
- Increases accountability because we’re promoting and supporting use of evaluation timelines, tools, etc.
- “Layer” events & supports: free, for fee, on site, long distance, etc.

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www.pbisnetwork.org
Key Message
Shared Valued Outcome

Capacity building vs. Land grabbing

• Contractors = fill the seats
• Facilitators = build fluency and capacity
  – I do
  – We do
  – You do
• Leveraging resources and collaboration gives us more anchor points
  – Not dependent upon one source of funding, visibility, stakeholder, etc.
• Possibility of broad, robust implementation

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MTSS Fest
• Pre-Conference
• Conference

May 4-5, 2020
Seattle, WA

https://www.k12.wa.us/multi-tiered-system-supports-mtss
Washington School Climate Transformation Grant

**LEADERSHIP TEAMING**

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

**Executive Functions**

**Implementation Functions**

- Training
- Coaching
- Evaluation

**Local Implementation Demonstrations**

One district
SCTG AND ISF Demo
Washington ISF Demo

- ISF Demo Site State Team
- ISF Demo Districts (2-3 Districts)
- ISF Learning Community (5-6 Districts)
- MTSS PLC Districts (60 districts)
AWSP’s Strategic Plan aligns with MTSS, the ISF and the goals of the SMART Center, NWPBIS and OSPI.

It all started with a “what if...?” conversation.

We, collectively, prioritize this work because:

• It is the right work to put at the top of every “to do” list.

• The systems-complexity requires thoughtfully planned collaboration and support.

http://www.awsp.org/
Association of Washington School Principals
Kurt Hatch

Aligned messages within state-wide committees, workgroups, events and resources:

- Suspending Suspensions
- School-Climate Transformation
- Staffing Enrichment
- Inclusion Grant

Co-presenting during conferences, workgroups, board meetings, webinars and...

Expanding partnerships.
WSSDA  ASCD
WASA   WEA

MTSS Fest!
Northwest Regional Collaboration:

*Enhancing and expanding workforce development through regional partnerships*

Examples of co-branded, co-funded and/or collaborative efforts:

- School Climate Transformation State Leadership Team (WA)
- Washington MTSS Fest and Preconference
- Northwest PBIS Conference
- Alaska MTSS Conference
- Idaho PBS Conference
- Washington District MTSS Leader PLC
- AWSP MTSS Video Segments (WA)
- Northwest ISF Demo Sites
- Idaho ISF Initiative and State Leader Collaborative
- Kaiser Permanente Thriving Schools MTSS Tier 2/3 Grants (WA)
- School Mental Health Legislation (WA)
Consider these questions...

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  – Family Advocacy Organizations

• How do you establish core messages with partners?

• How can you seek new funding with partners or leverage funding in existing work?
Contact Information

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@NWPBISnetwork
17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS: SCIENCE, VALUES, AND VISION

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Hyatt Regency Miami
March 11-14, 2020

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