

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



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Association of Washington
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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.



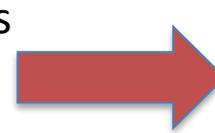
Can you help make it happen?

- 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



State

Regional or
County

Single Set of Teams

School Improvement

Special Ed, Gen Ed, Community,
School

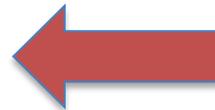
Student, Family



District
Leadership
Team

School

Social Emotional Behavioral
Embedded in Academic Content



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

Worry

- 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

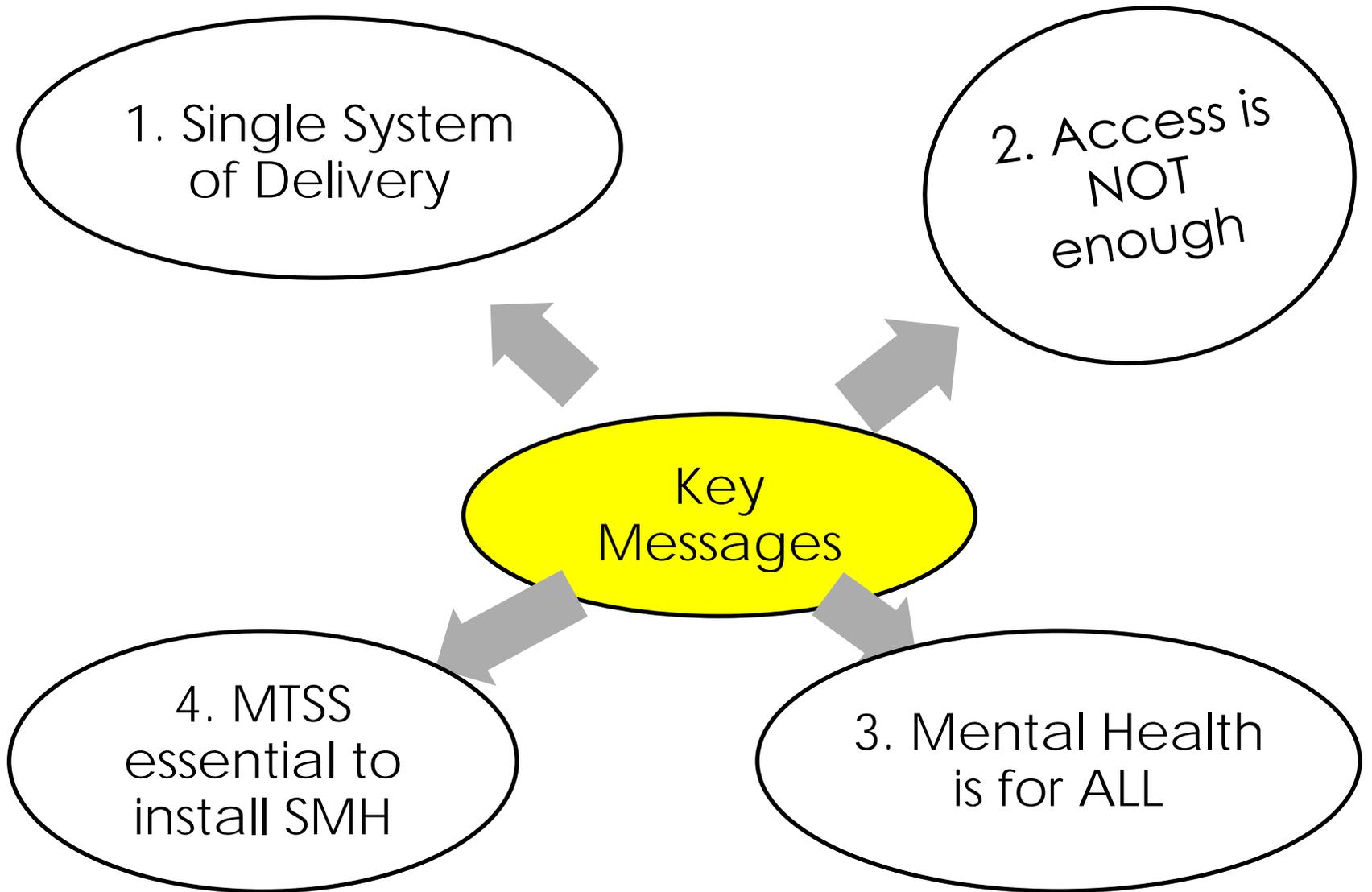
- Moving from a co-located school mental health model to an integrated model where all S/E/B interventions are designed, delivered, and monitored through one set of teams at each school.
- Community and school-based clinicians actively participate with other school staff in multi-tiered teams, reviewing data and ensuring effective system structures at the school level.

The Interconnected Systems Framework (ISF)

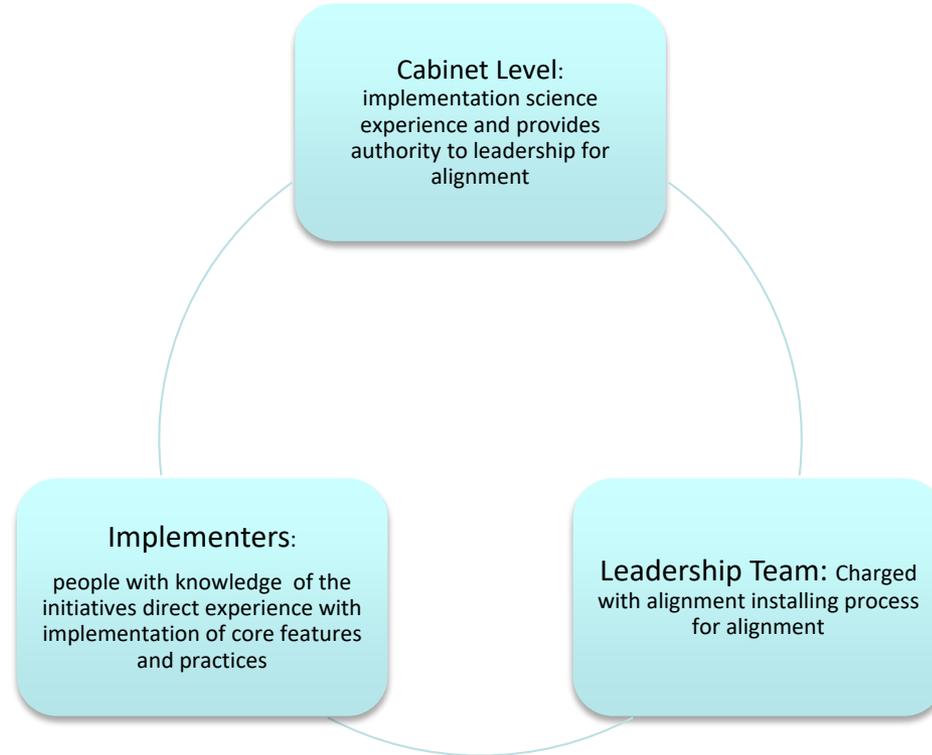
- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions, (e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.),
- Aligning all SEB related initiatives through one system at the state/regional, 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.



Coordinate and lead alignment process with an executive level team



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 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?

Academic MTSS Director

School Improvement

Special Education Director,

Professional Development/Teacher Mentoring

Local MH provider/Core Service Age

Board Member

District Community Leadership Team

Implementation Team

Law Enforcement

Youth Move

Family Youth Community Leaders

Juvenile Services Coordinator

Administrative and Teacher
Representative
(Union)

Student Supports Director

Social Services
Afterschool
Dept of Recreation Services

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?

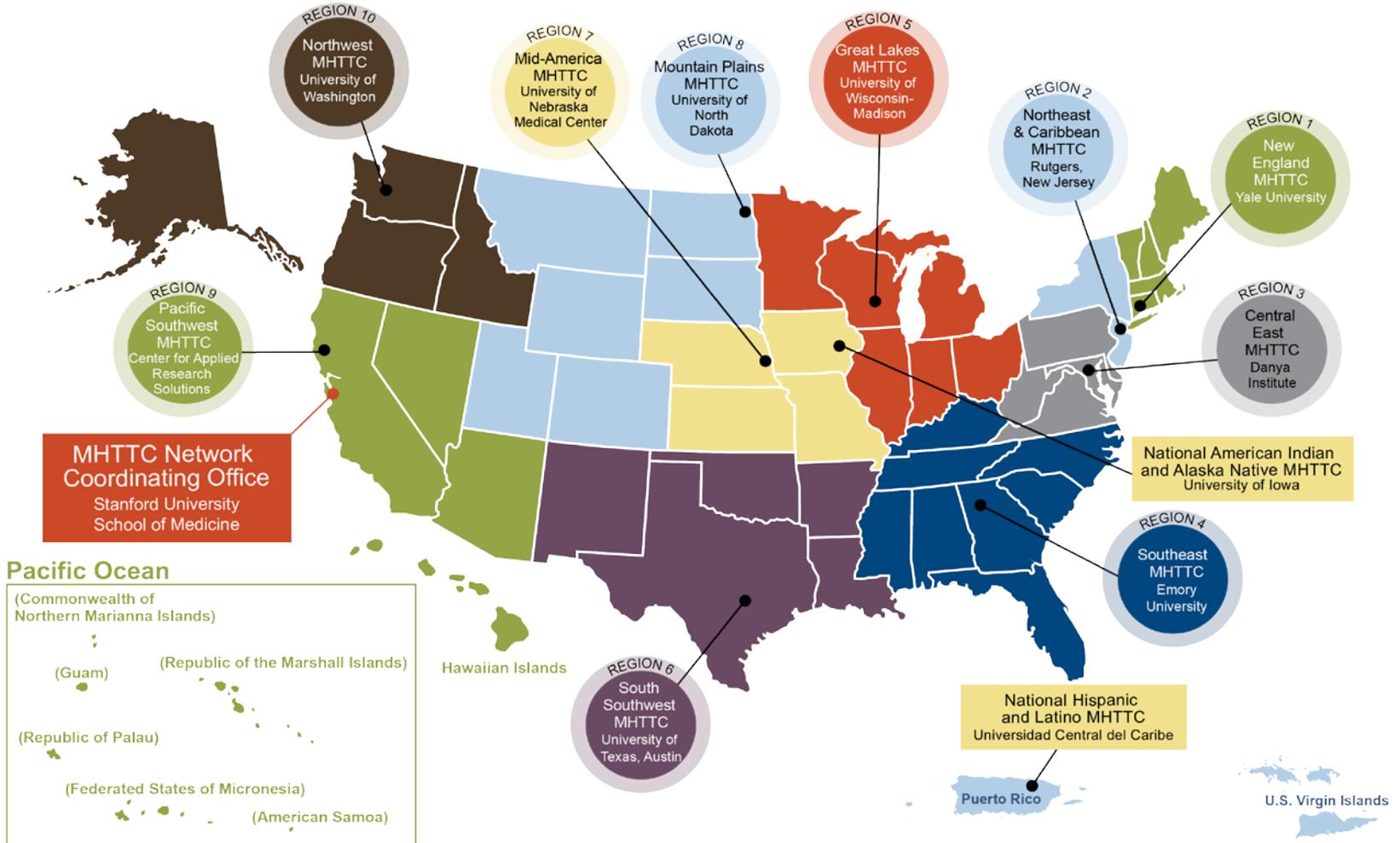
Mental Health Technology Transfer Center (MHTTC) Network



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



To get connected to your region's MHTTC
SMH Lead – email Kelcey1@uw.edu

Visit the MHTTC website at <https://mhttcnetwork.org/>

National MHTTC Network Database of Training and Events

<https://mhttcnetwork.org/trainingsandevents>

> English ▾

 **MHTTC** Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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Training and Events Calendar

UPCOMING EVENTS **ONGOING EVENTS** **PAST EVENTS**

Keyword Search **Filter by Event Type**

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Select Date Range **And**

Center

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SEP 10  **Cohort 2 Building Capacity of School Personnel to Promote Positive Mental Health in Children and...**
This project employs a Community of Practice approach that builds the capacity of schools' teams to...

SEP 27  **Illuminating the Darkness Walk**
The purpose of this walk, a collaboration between the U.S. Army (Fort George G. Meade) and Navy ...

SEP 30  **Uinta County School District #1- North Elementary**

National MHTTC Network Products and Resources Catalog

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

Search... > English ▾

 **MHTTC** Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

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Products & Resources Catalog

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Any Center ▾
Target Audience
- Any - ▾

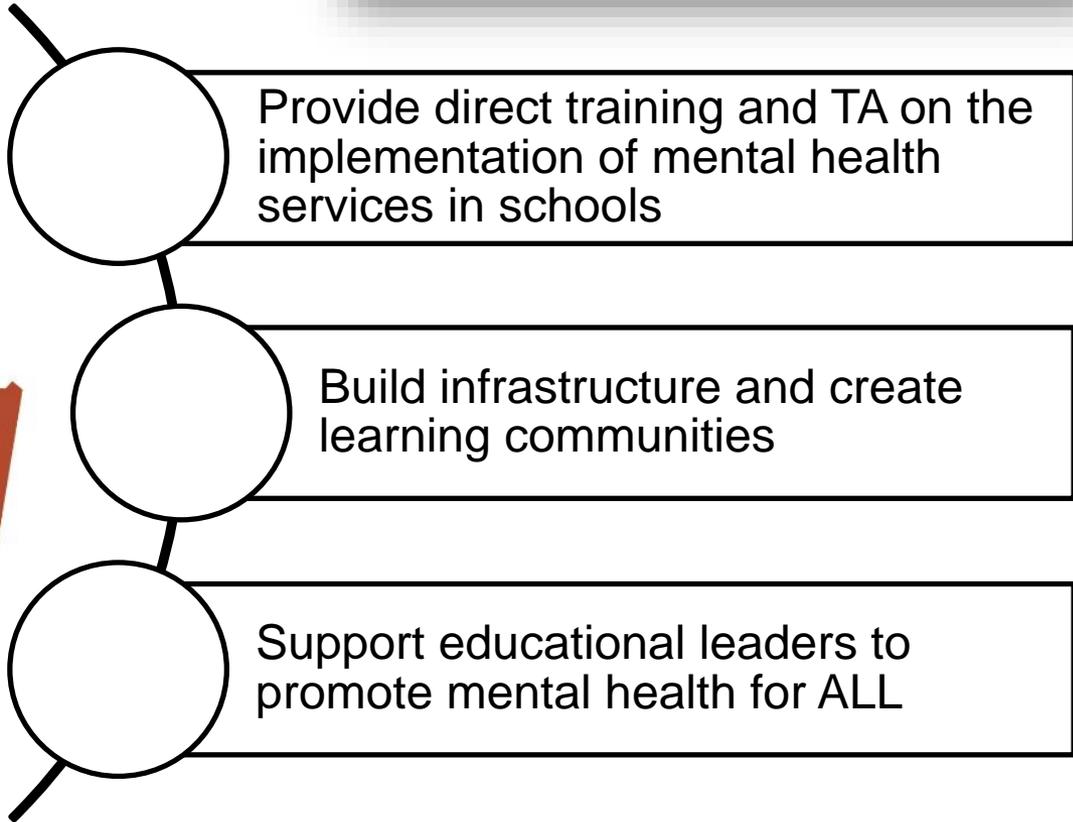
Keywords
- Any - ▾

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...
MP MHP RES RIS EDU
-  **Book Study – Mindfulness Practices: Cultivating Heart Centered School Communities where Students Focus and Flourish**
On September 19th, we kicked off the C-TLC Book Study. Based on CEI's Heart Centered Learning® model. Mindfulness Practices above explains...
MP MHP RES RIS EDU
-  **Mental Health Supports for Children - Issues with Rural Delivery**
On September 10th, Suzan Mullane, MSEd., Research Associate and Trustee, Center for Educational Improvement, discussed how research has shown...
MP MHP RES RIS AC EDU
-  **Identifying Trauma**
On August 29th, Dr. Hilary Hodgdon, Director of Research Operations at the Trauma Center at the Justice Resource Institute, talked about the...
MP MHP RES RIS EDU



REGION 10
Northwest
MHTTC
University of
Washington



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



Figure 2. Ratings of training impact

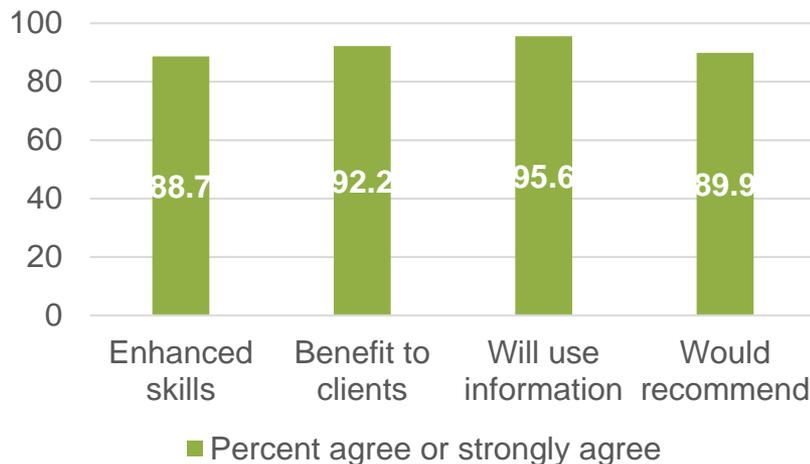
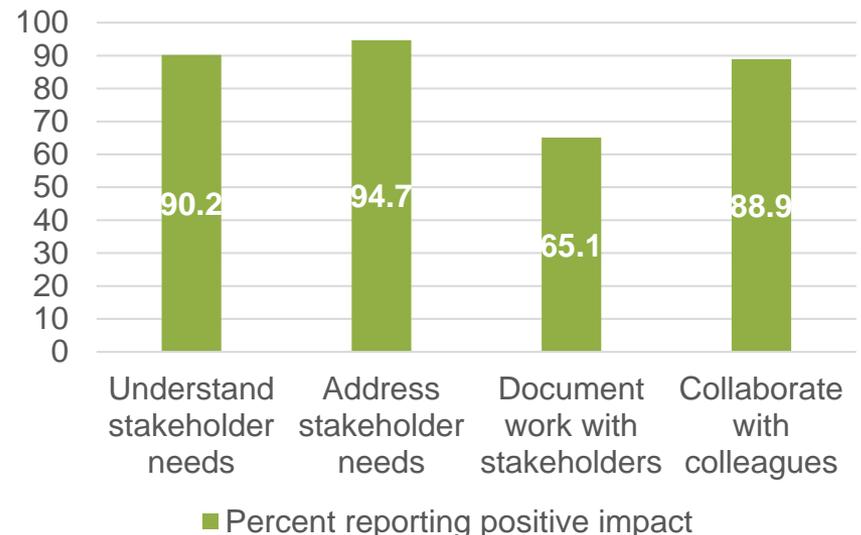


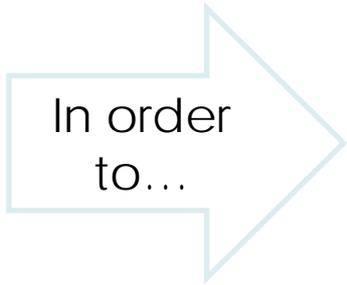
Figure 3. Type of impact





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



Northwest (HHS Region 10)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration



INTERCONNECTED SYSTEMS FRAMEWORK

MENTAL HEALTH FOR ALL: PBIS AND SCHOOL MENTAL HEALTH INTEGRATION

\$200 Per Team

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), led 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.

SAMHSA Substance Abuse and Mental Health Services Administration

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



Northwest (HHS Region 10)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration



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 NWA-MHTTC. In partnership with the Idaho Positive Behavior Network, we are offering three trainings in evidence-based trauma interventions at no cost. These interventions were developed by the Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools (TSA for Schools) and are some of the most widely used interventions to support trauma-exposed youth in schools. There are limited spots in each training. Trainings will be led by the TSA for Schools Faculty Trainers. Each training includes follow-up consultation through May 2020.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back (BB) - 45 Spots
 December 2-4, 2019 | 8:30 am - 3:30 pm | \$50 Registration Fee




The **CBITS program** 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 a traumatic event. CBITS includes 10 group sessions, one to three individual sessions, and two parent information sessions. The group leader should have clinical skills to help students with trauma processing and the ability to troubleshoot if any students need extra help.

Bounce Back is an evidence-based intervention to teach elementary school children exposed to stressful and traumatic events skills to help them cope with and recover from their traumatic experiences. Administered by clinicians in schools, Bounce Back builds resilience to help children exposed to trauma bounce back to a quality level of functioning and well-being in their school and community. Children learn coping skills, how to identify their feelings, relaxation techniques, and problem-solving strategies. The Bounce Back program consists of 10 group sessions, 1-3 parent sessions, and 1-2 individual sessions.

Audience: Mental Health Provider [CBITS and BB Registration Link](#)

Support for Students Exposed to Trauma (SSET) - 40 Spots
 December 2-3, 2019 | 8:30 am - 3:30 pm (Day 1) 8:30 am - 12:30 pm (Day 2) | \$50 Registration Fee



The **SSET program** is designed to help educators help students in the aftermath of traumatic events. SSET includes 10 lessons. The group leader should have the ability to effectively teach in a group, and the leader should have some type of clinical backup in case students need extra help.

Audience: School Counselors [SSET Registration Link](#)

Idaho School Mental Health Collaborative



SCHOOL MENTAL HEALTH FOR ALL

Presented by:
 Northwest (HHS Region 10)
MHTTC Mental Health Technology Transfer Center Network
 Funded by Substance Abuse and Mental Health Services Administration

Facilitated by National School Mental Health Expert Susan Barrett

For More Information Contact:
 Katie Bubak-Azevedo, EdD
 Director, Idaho Positive Behavior
katiebubak@boisestate.edu

Who Should Attend?
 Stakeholders Invested in Providing Idaho Youth with Quality School Mental Health Support

Location: Boise State University, Lookout Room
 Date: Friday, October 18, 2019
 Time: 9:00 am - 12:00 pm

Register at: https://secure.touchnet.com/C8444_ustores/webstore_main.jsp?TOREID=113&SINGLESTORE=true Hosted by: 

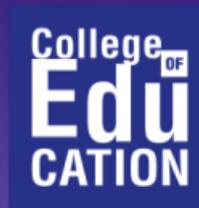
Panelist Questions

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?

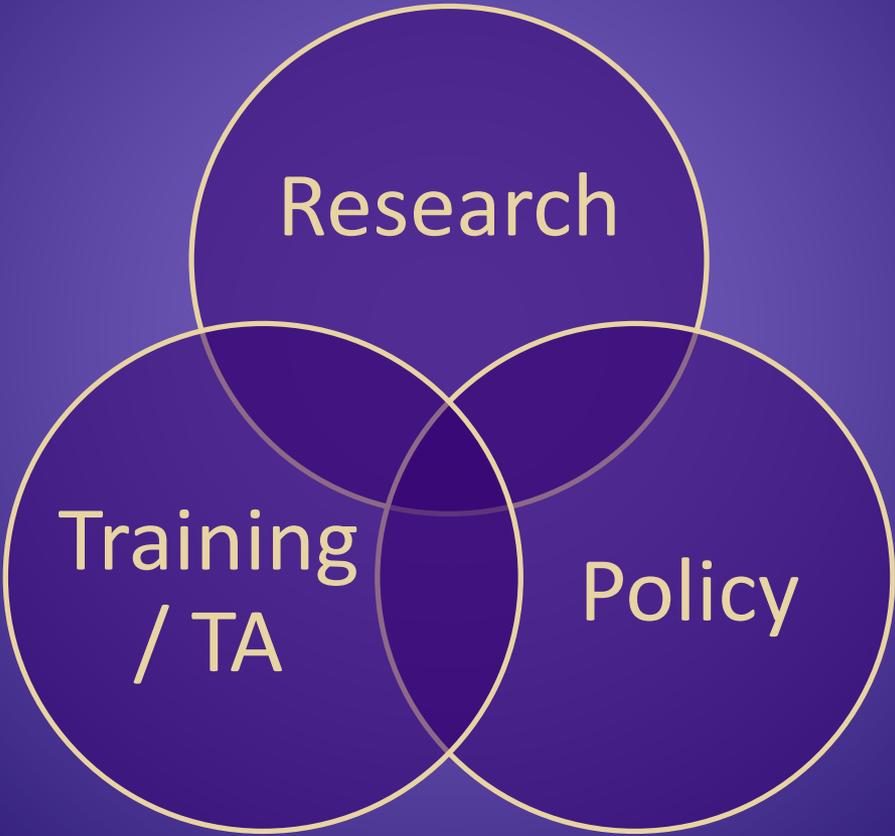
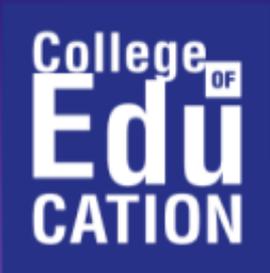


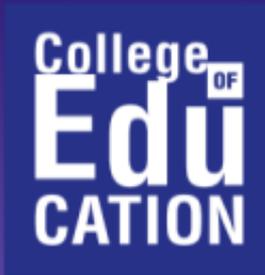
Mission: To promote high-quality, culturally-responsive programming to meet the full range of **social, emotional, and behavioral (SEB) needs** of all students through **research, training, technical assistance, and support to policy-making.**

Website: education.uw.edu/smart

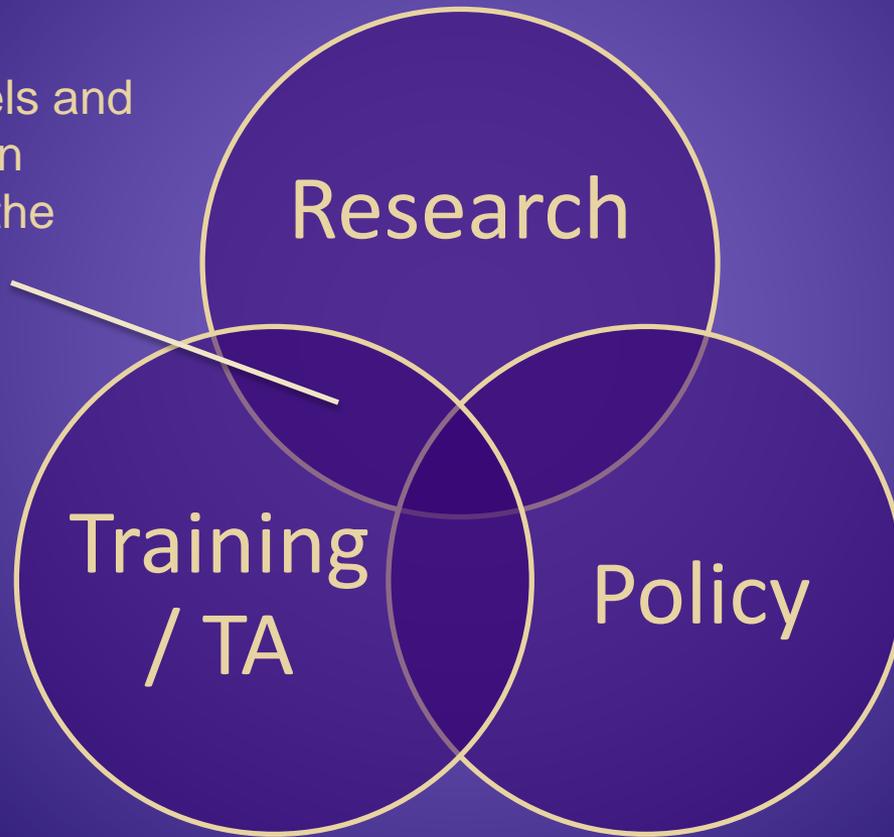
Twitter: [@SMARTCtr](https://twitter.com/SMARTCtr)



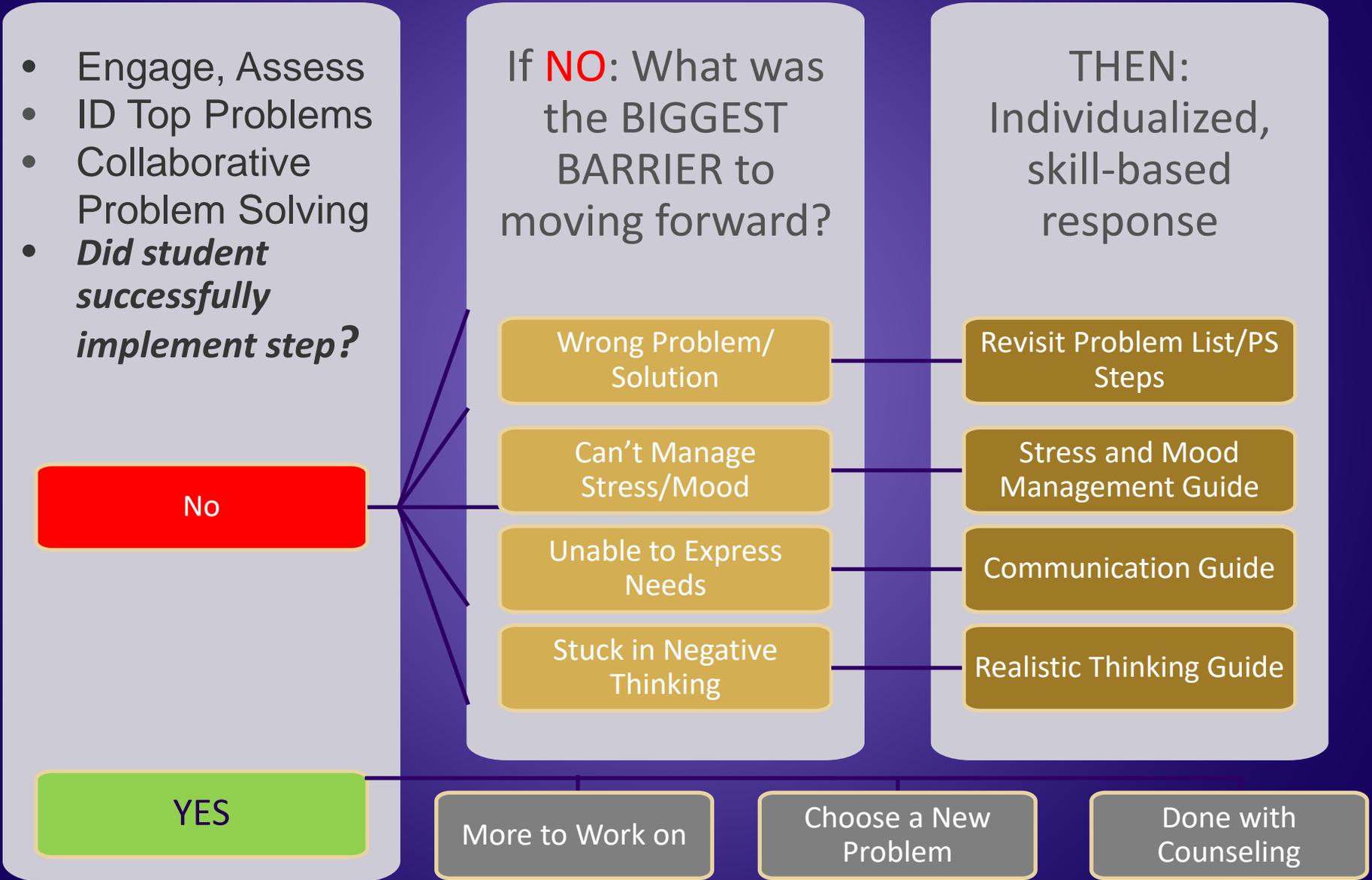


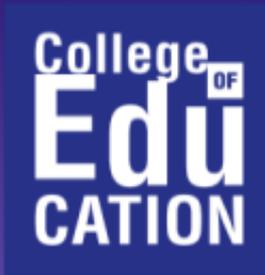


Practice models and implementation strategies for the “real world”

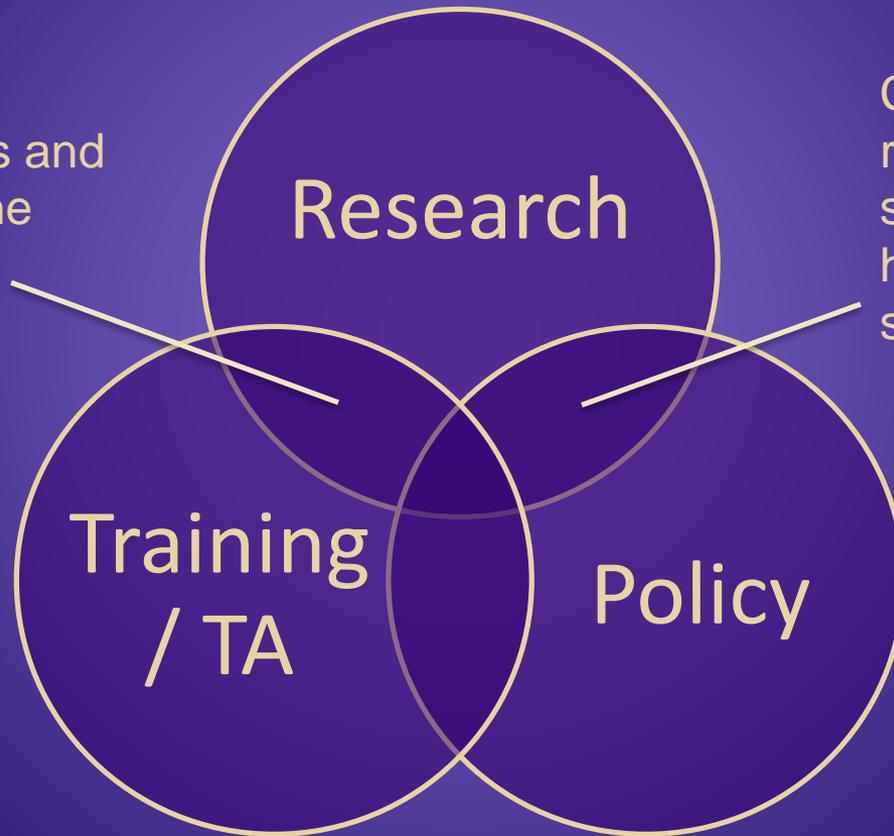


Brief Intervention for School Clinicians and Counselors

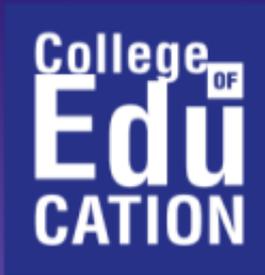




Develop & test
practice models and
strategies for the
“real world”

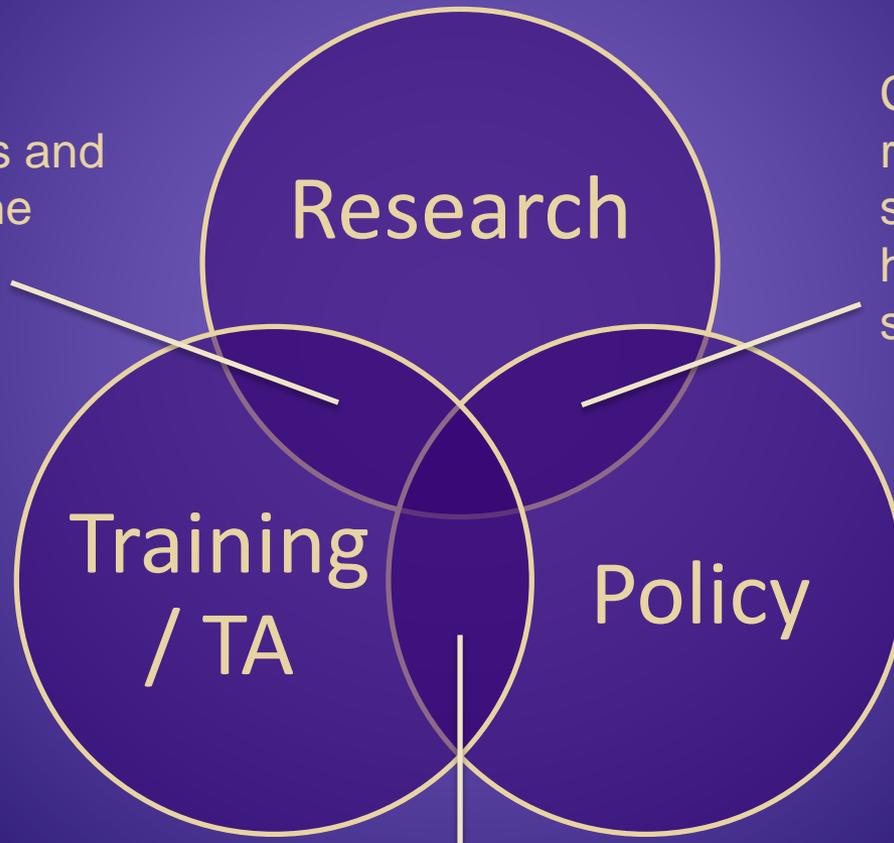


Conduct and use
research on system
strategies that will
help the most
students & schools



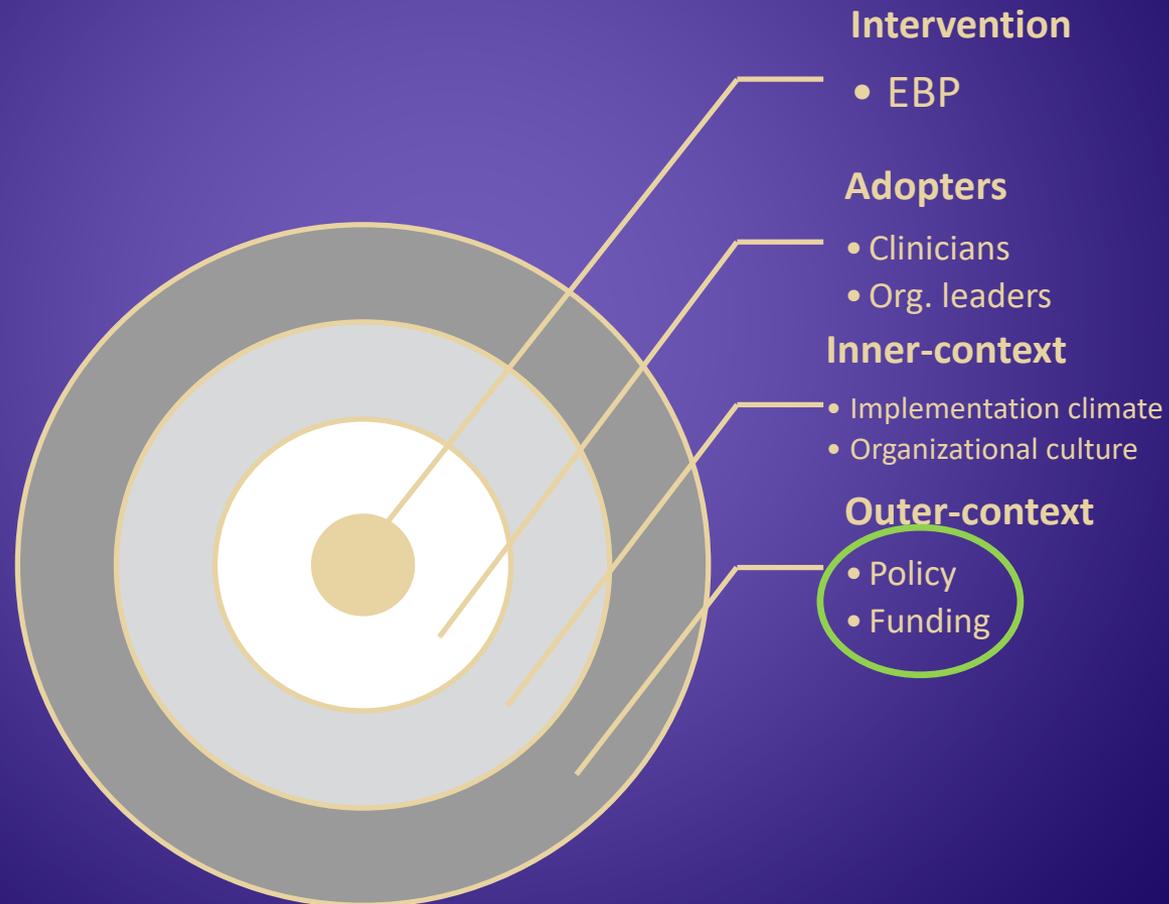
Develop & test
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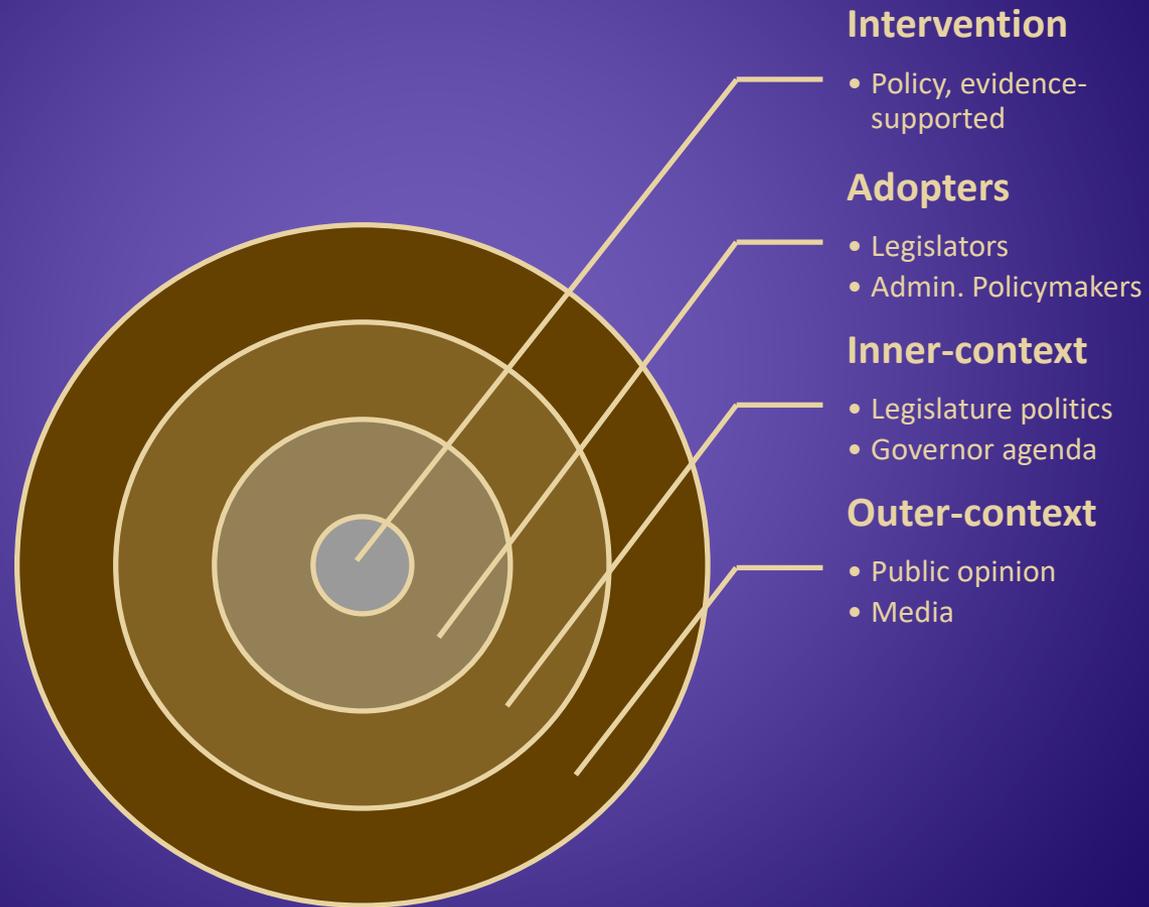
Advocate for policies and funding that
will support the workforce

The traditional “implementation lens” puts an evidence based practice at the center



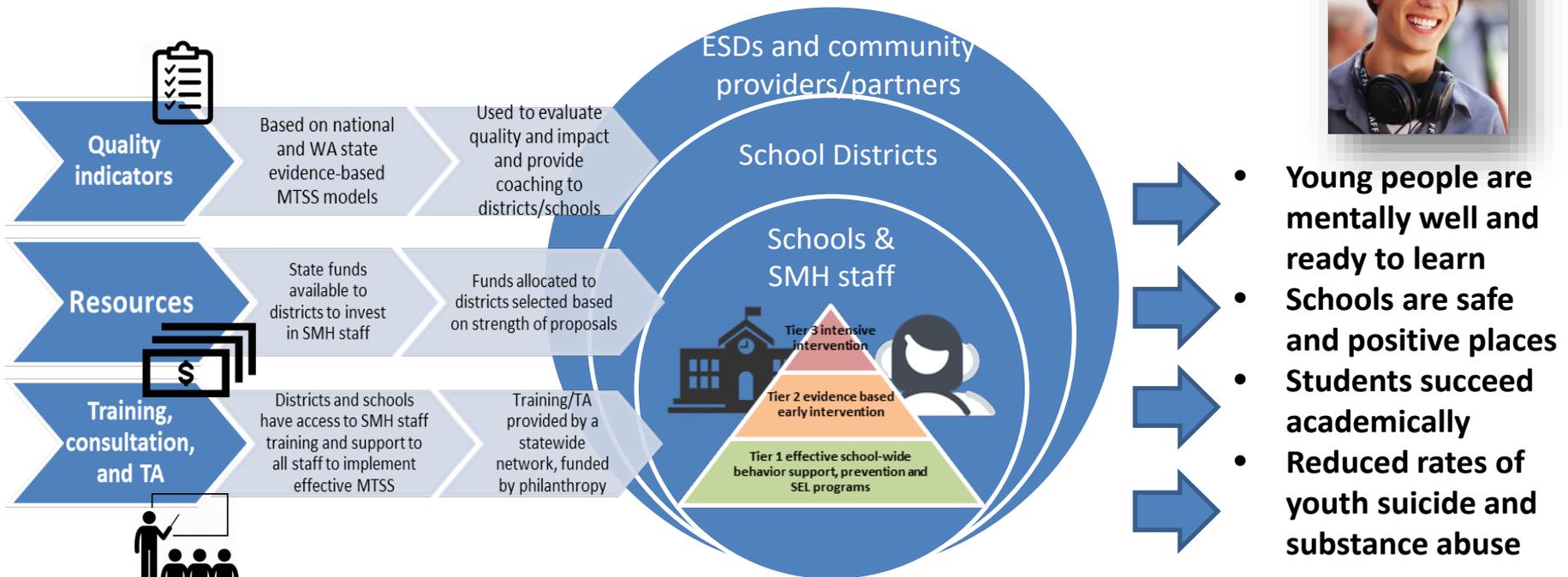
Thanks to Jonathan Purtle

Equally important to look at what influences policy and funding decisions



Thanks to Jonathan Purtle

What might a *Statewide School Mental Health* initiative for Washington consist of?





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

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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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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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Washington Office of Superintendent of Public Instruction (OSPI)

Justyn Poulos

MTSS Fest

- Pre-Conference
- Conference

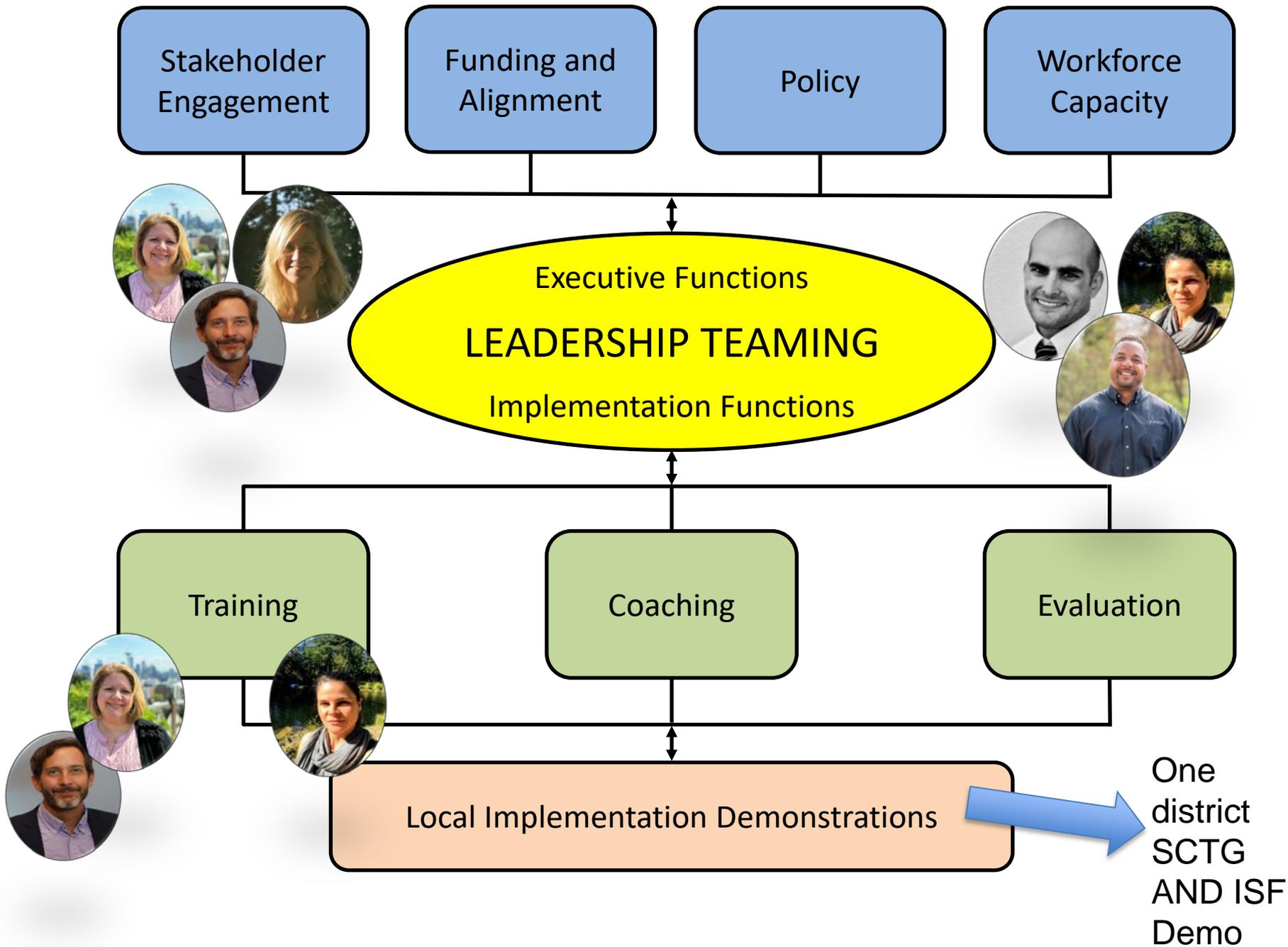


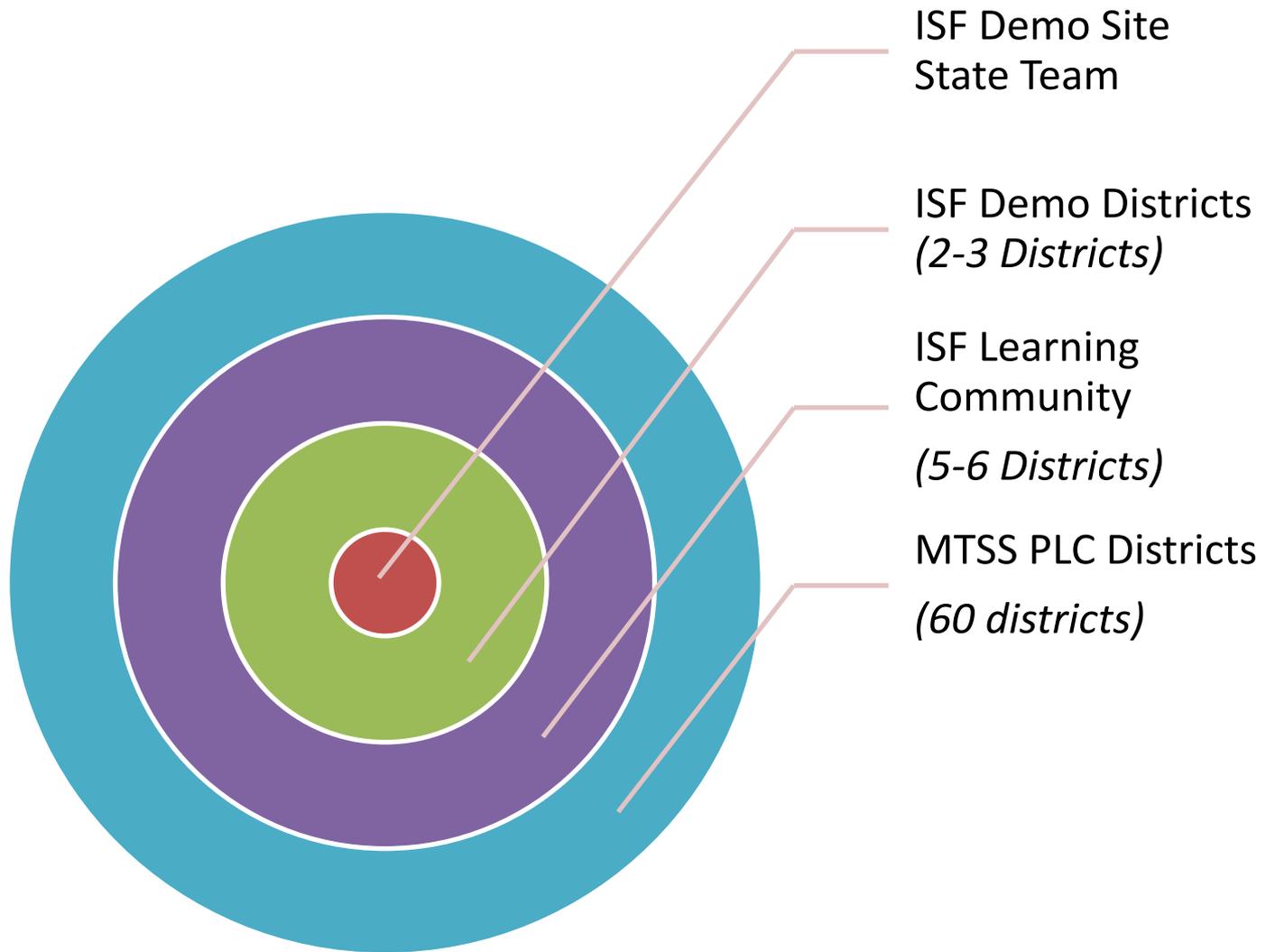
May 4-5, 2020
Seattle, WA



<https://www.k12.wa.us/multi-tiered-system-supports-mtss>

Washington School Climate Transformation Grant





Washington ISF Demo

*Association of Washington
School Principals*
Kurt Hatch



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.

*Association of Washington
School Principals*
Kurt Hatch



Interviews and instructional video-production geared toward school leaders.



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...

- 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?

Contact Information

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17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

Miami, FL

Hyatt Regency Miami

March 11-14, 2020

For more information, visit:
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The logo for the Association for Positive Behavior Support (APBS) features the letters 'APBS' in a large, white, serif font. A white, curved line arches over the letters, starting from the left and ending under the 'S'. The background of the entire image is a scenic view of Miami, Florida, showing a mix of modern high-rise buildings, a green park area with palm trees, a sandy beach, and the turquoise ocean under a clear blue sky.

APBS

ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

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