Combined Session D06 Getting Started through Implementation of ISF

APBS Conference
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Midwest PBIS Network

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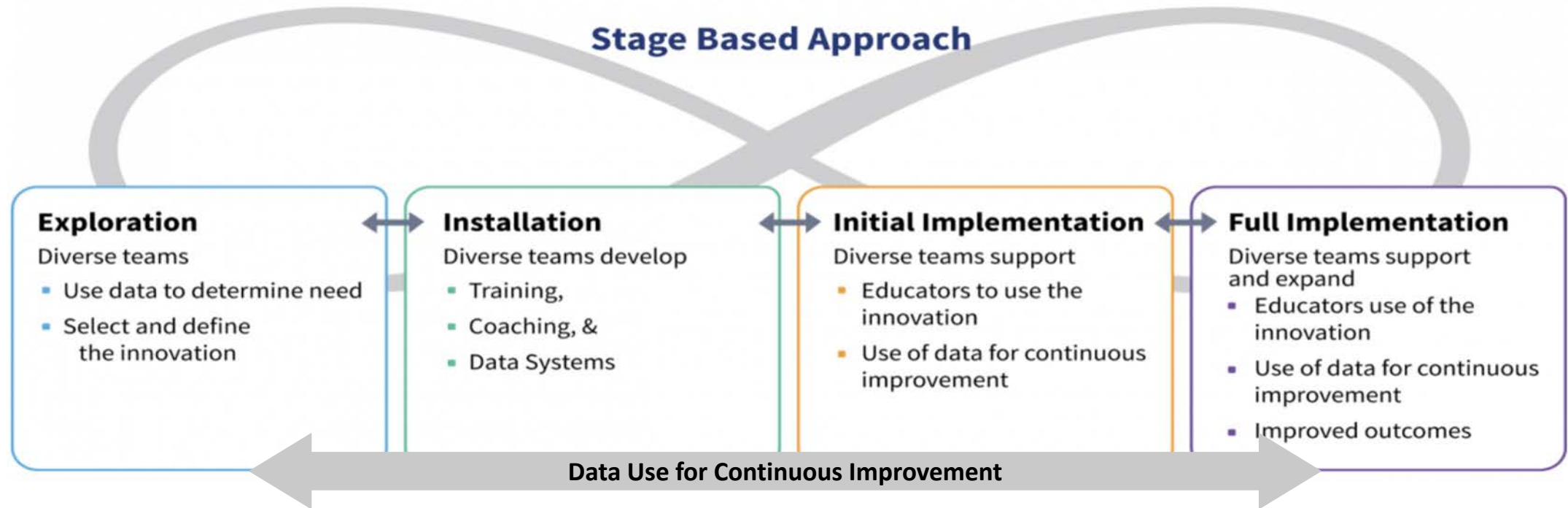Tami Morrow

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Combined Session

- Getting Started With Interconnected System Framework
  - ISF Implementation Guidance and Tools For District and School Teams
  - National Demo Sites: Lessons Learned
- Implementation Examples and Lessons Learned
  - ISF – Installation And Getting Started With Implementation: One System of Delivery
    - Small, Rural Site- (LEA Name), Michigan
    - Installation and early implementation components at the district/community level
    - Memorandum of Understanding (MOU) core features for effective partnerships
  - Beyond Access: District Integration of PBIS and School Mental Health
    - Large, Urban Site- Duval County Schools, Florida
    - Building on District Infrastructure with School Coaching For ISF
    - School Case Example For Integrated Team Decision Making

# Approaching the Work Through Implementation Stages

Stage Based Approach

Exploration
Diverse teams
- Use data to determine need
- Select and define the innovation

Installation
Diverse teams develop
- Training,
- Coaching, &
- Data Systems

Initial Implementation
Diverse teams support
- Educators to use the innovation
- Use of data for continuous improvement

Full Implementation
Diverse teams support and expand
- Educators use of the innovation
- Use of data for continuous improvement
- Improved outcomes

Data Use for Continuous Improvement

Image: National Implementation Research Network (2023), Framework 2: Implementation Stages, retrieved from: https://nirn.fpg.unc.edu/module-1/implementation-stages

Getting Started With ISF

Midwest PBiS Network
Positive Behavioral Interventions and Supports

About the Midwest PBIS Network

The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at West 40 ISC #2 in Illinois.

Our primary charge is to function as a TA hub of the **Center on PBIS**, a national technical assistance partnership funded from the U.S. Department of Education to assist state departments of education in building their capacity for installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS).
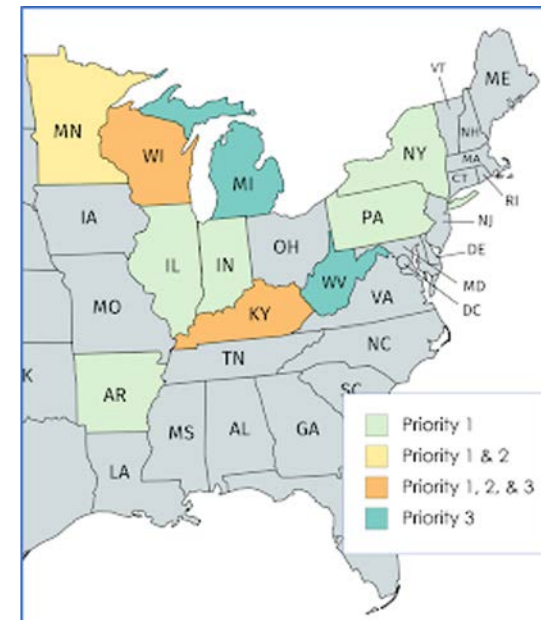
Current ISF Demonstrations
for Midwest PBIS Network

Project EPIC

Enhancing Family-School-Community Partnerships through an ISF

- 3 middle schools
- 3 states

Illinois Community Partnership Grants

- 12 sites
- Both regional and district

Additional Projects

- SEA, Regional, and LEA

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Lessons Learned

ISF Enhances MTSS Core Features
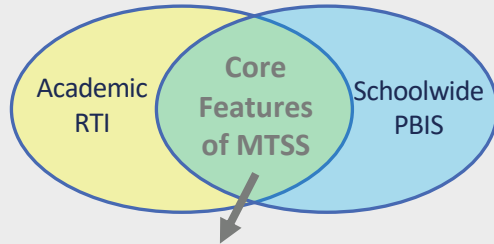
1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Systems
1. *Expand membership* of team-based leadership and coordination
6. Professional development, coaching, and content expertise for *both school and community*
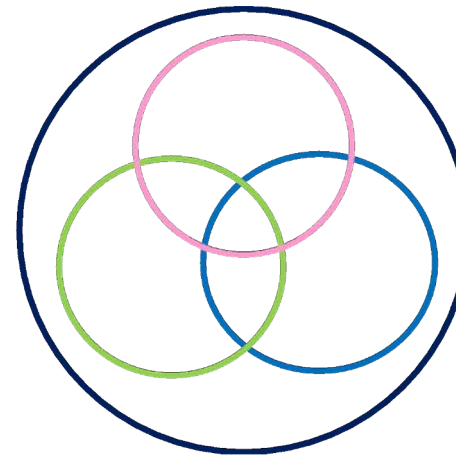
Practices
3. *Single* three-tiered continuum of culturally relevant evidence-based interventions

Data
2. Evaluation of fidelity *for all interventions*
4. Progress monitoring *for all interventions*
5. Universal screening *for both internalizing and externalizing behaviors*

Lesson 1:
Applying a Framework Logic in Real Time is Challenging

Shiny objects are everywhere.

- Parallel professional development and training
  - "Our keynote speaker is going to be focused on equity."
  - "We just had someone train our staff on trauma."

- Wanting the quick fixes.
  - "We need a booster in tier 1. When can you train us?"
  - "When can I make a referral to the community mental health clinician start."

Lesson 2:
Trust the Process

"The application of the ISF follows the logic of steps of installation."

- ISF Monograph steps for installation at both district and school level.

- ISF Monograph has 30+ tools/resources to support the work

- Installation guides anchor the work

ISF District Leadership Installation Guide

Purpose: This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine system using installation activities and generate actions to move toward a more efficient and effective service deliv

Step 1: Establish a District/Community Executive Leadership Team

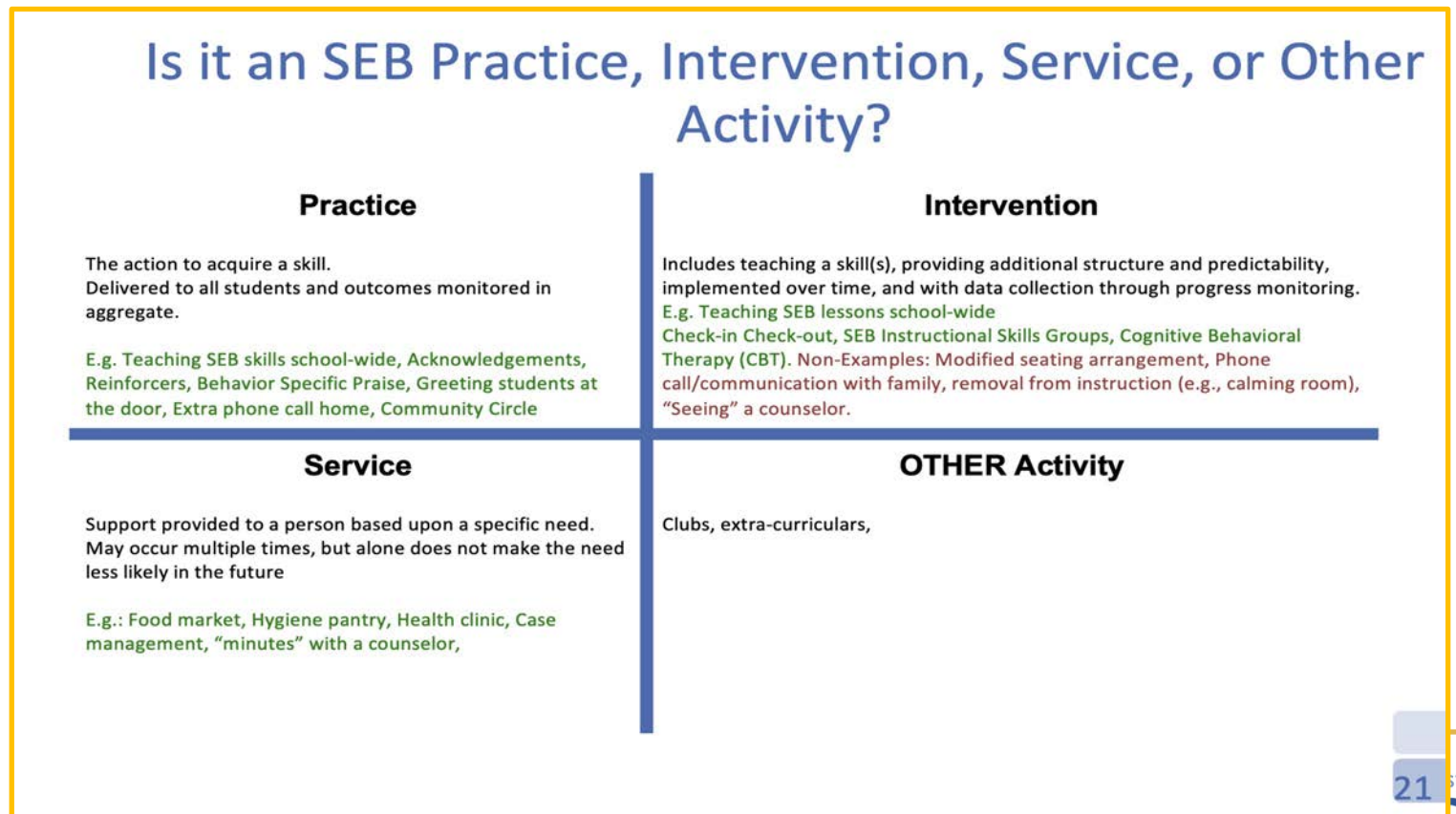| Tasks	Installation Activities	Action Needed:	By
Representative DCLT team identified. • *Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports.* • *Present concerning data and needs to those with authority and propose a way of working.*	• Assess current teaming structures. Identify need for new team or expansion of existing team		By
	• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.		
	• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)		

Guiding Questions:
- Which voices with social-emotional-behavioral health expertise within school system could benefit this team?
- Which voices of mental health, juvenile justice, core service agency partners could benefit this team?
- In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will sta through the development of systems and overall implementation?

PBIS
Network

Lesson 3:
Know it Will Take More

Build the capacity of teams to use routines that are easy for us but not all.

- Enhancing tools and providing examples

- Coaching
  - External
  - Internal

- Networking

Is it an SEB Practice, Intervention, Service, or Other Activity?

Practice

The action to acquire a skill.
Delivered to all students and outcomes monitored in aggregate.

E.g. Teaching SEB skills school-wide, Acknowledgements, Reinforcers, Behavior Specific Praise, Greeting students at the door, Extra phone call home, Community Circle

Intervention

Includes teaching a skill(s), providing additional structure and predictability, implemented over time, and with data collection through progress monitoring.
E.g. Teaching SEB lessons school-wide
Check-in Check-out, SEB Instructional Skills Groups, Cognitive Behavioral Therapy (CBT). Non-Examples: Modified seating arrangement, Phone call/communication with family, removal from instruction (e.g., calming room), "Seeing" a counselor.

Service

Support provided to a person based upon a specific need. May occur multiple times, but alone does not make the need less likely in the future

E.g.: Food market, Hygiene pantry, Health clinic, Case management, "minutes" with a counselor,

OTHER Activity

Clubs, extra-curriculars,

21

Lesson 4:
Monitor Progress

"We need you to step in…to provide direction…regarding next steps." or "Inspect what you expect"

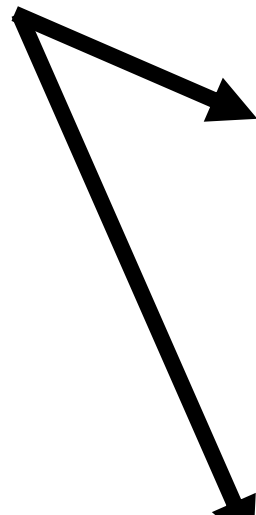|	Date of Update	May 2022	Aug 2022	Feb 2023
Step 1: Establish a District/Community Executive Leadership Team		Not start	In Place	In Place - Representative DCLT meeting routinely with operating procedures
Step 2: Assess the current status of mental health and PBIS Systems in the District	Step 2a: Assess current structures	Not start	Getting s	Getting started with conversations
	Step 2b: Conduct a review of current initiatives	Not start	Getting s	Partially in place - DCLT has identified action steps to organize-align and eliminate initiatives
	Step 2c: Conduct staff utilization review	Not start	Not starte	Not started
	Step 2d: Review existing school and community data	Not start	Partially i	Partially in place - DCLT has conducted an initial comprehensive review of both school and community data
Step 3: Establish common mission		Not start	Partially i	In place - DCLT has adopted a current mission statement that defines vision of integrated approach
Step 4: Establish DCLT Procedures and Routines	Step 4a: Selecting and installing a universal screener	Not start	Not starte	Partially In Place - Schools have completed universal screening at least once
	Step 4b: Establish the request for assistance process	Not Star	Not Start	Not Started - traditional referral approach is current practice
	Step 4c: Process for selecting interventions	Not start	Not starte	Getting started - Student support staff have been involved in initial conversations to assess interventions in place
	Step 4d: Process to monitor fidelity of interventions	Not Star	Not Start	Getting started - DCLT recognizes the need for fidelity measures for all interventions
	Step 4e: Process to monitor outcomes of interventions	Not Star	Not Start	Not Started
Step 5: Establish action plan to support demonstration sites	Step 5a: Evaluation Plan	Not Star	Not Start	Getting started - DCLT has begun conversations regarding data to monitor outcomes of work
	Step 5b: Professional Development and Coaching	Not Star	Not Start	Getting started - Initial conversations about needs and a PD and coaching plan have occurred
	Step 5c: Selecting Demonstration Schools	Not Star	In Place	In Place - Demonstration sites have been selected
	Step 5d: Finalizing MOU	Not Star	Not Start	Not Started

- Keep progress at the forefront

- Show the forest and the trees

- Move forward, cycle back

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Lesson 5:
This Work Is Not Liner and Takes Time.

Status of Illinois Grant Sites Installation Progress

Systems Change and Collaborative Decisions Take Time

| SITES | Step 1: Establish a District/Community Executive Leadership Team | Step 2: Assess the current status of mental health and PBIS Systems in the District | | | | Step 3: Establish common mission | Step 4: Establish DCLT Procedures and Routines | | | | | Step 5: Establish action plan to support demonstration sites | | | |
| | | Step 2a: Assess current structures | Step 2b: Conduct a review of current initiatives | Step 2c: Conduct staff utilization review | Step 2d: Review existing school and community data | | Step 4a: Selecting and installing a universal screener | Step 4b: Establish the request for assistance process | Step 4c: Process for selecting interventions | Step 4d: Process to monitor fidelity of interventions | Step 4e: Process to monitor outcomes of interventions | Step 5a: Evaluation Plan | Step 5b: Professional Development and Coaching | Step 5c: Selecting Demonstration Schools | Step 5d: Finalizing MOU |

August 2022

Site 1	In Place - Rep	Getting starte	Getting starte	Not started	Partially in pla	Partially in pla	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 2	In Place - Rep	Getting starte	Getting starte	Not started	Getting starte	Partially in pla	Partially In Pla	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	In Place - De	Partially In-Pla
Site 3	Partially In Pla	Getting starte	Getting starte	Not started	Not started	Getting starte	Partially in Pla	Not Started -	Not started	Not Started	Not Started	Getting starte	Not Started	In Place - De	Getting starte
Site 4	In Place - Rep	Getting starte	Getting starte	Not started	Partially in pla	Partially in pla	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	In Place - De	Not Started
Site 5	Partially In Pla	Partially in pla	Getting starte	Not started	Not started	Getting starte	Getting starte	Not Started -	Not started	Not Started	Not Started	Getting starte	Getting starte	In Place - De	Getting starte
Site 6	Partially In Pla	Getting starte	Getting starte	Not started	Partially in pla	Not started	Partially In Pla	Not Started -	Not started	Not Started	Not Started	Not Started	Getting starte	Not Started	Not Started
Site 7	Not started	Not started	Not started	Not started	Not started	Not started	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 8	Partially In Pla	Not started	Not started	Not started	Not started	Not started	Partially In Pla	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 9	Partially in Pla	Not started	Not started	Not started	Not started	Not started	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 10	In Place - Rep	Not started	Not started	Not started	Not started	Not started	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 11	Partially in pla	Not started	Not started	Not started	Not started	Not started	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 12	Partially In Pla	Getting starte	Getting starte	Not started	Getting starte	Not started	Not started	Not Started -	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
% Fully In Place	**33%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**33%**	**0%**

Regional
LEA

February 2023

Site 1	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	In place - D	Getting star	Getting star	Not started	Not Started	Not Started	Not Started	Not Started	In Place - D	Not Started
Site 2	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	In place - D	Partially In F	Getting star	Partially in p	Getting star	Getting star	Getting star	Partially in	N/A - DCLT	Partially In-F
Site 3	In Place - R	Getting star	Partially in p	Not started	Partially in p	Partially in p	Partially In F	Getting star	Getting star	Not Started	Not Started	Getting star	Not Started	In Place - D	Getting star
Site 4	In Place - R	Getting star	Partially in p	Not started	Partially in p	In place - D	Partially In F	Partially In F	Partially In F	Partially In F	Not Started	Getting star	Getting star	In Place - D	Not Started
Site 5	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	Partially in p	Getting star	Partially In F	Partially in p	Not Started	Not Started	Getting star	Partially in F	In Place - D	Getting star
Site 6	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	In place - D	Partially In F	Not Started	Partially in p	Not Started	Not Started	Getting star	Getting star	In Place - D	Not Started
Site 7	Not started	Not started	Not started	Not started	Not started	Not started	Not started	Not Started	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 8	In Place - R	Partially in p	Partially in p	Not started	Partially in p	Partially In F	Partially In F	Not Started	Getting star	Not Started	Not Started	Not Started	Not Started	Not Started	Getting star
Site 9	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	In place - D	Partially In F	Partially In F	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 10	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	Partially in p	Not started	Not Started	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 11	In Place - R	Partially in p	Partially in p	Getting star	Partially in p	In place - D	Partially In F	Partially In F	Not started	Not Started	Not Started	Not Started	Not Started	Not Started	Not Started
Site 12	In Place - R	In Place - D	Partially in p	Getting star	Partially in p	In place - D	Partially In F	Getting star	Partially in p	Getting star	Not Started	Not Started	Getting star	Getting star	Partially In-F
% Fully In Place	**92%**	**0%**	**0%**	**0%**	**0%**	**58%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**42%**	**0%**

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Lesson 5:
This Work Is Not Liner and Takes Time.

Status of Illinois Grant Sites Installation Progress

Systems Change and Collaborative Decisions Take Time

Help motivation by keeping progress visible

APBS

ISF – Installation And Getting Started With Implementation: One System of Delivery

Sheila Williams White &
Tami Morrow

3.30.23

mimtsstac.org

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

- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide

- MiMTSS TA Center: District Implementation Team Series

1.0: ISF District Community Implementation Team and Orientation

District Implementation Infrastructure
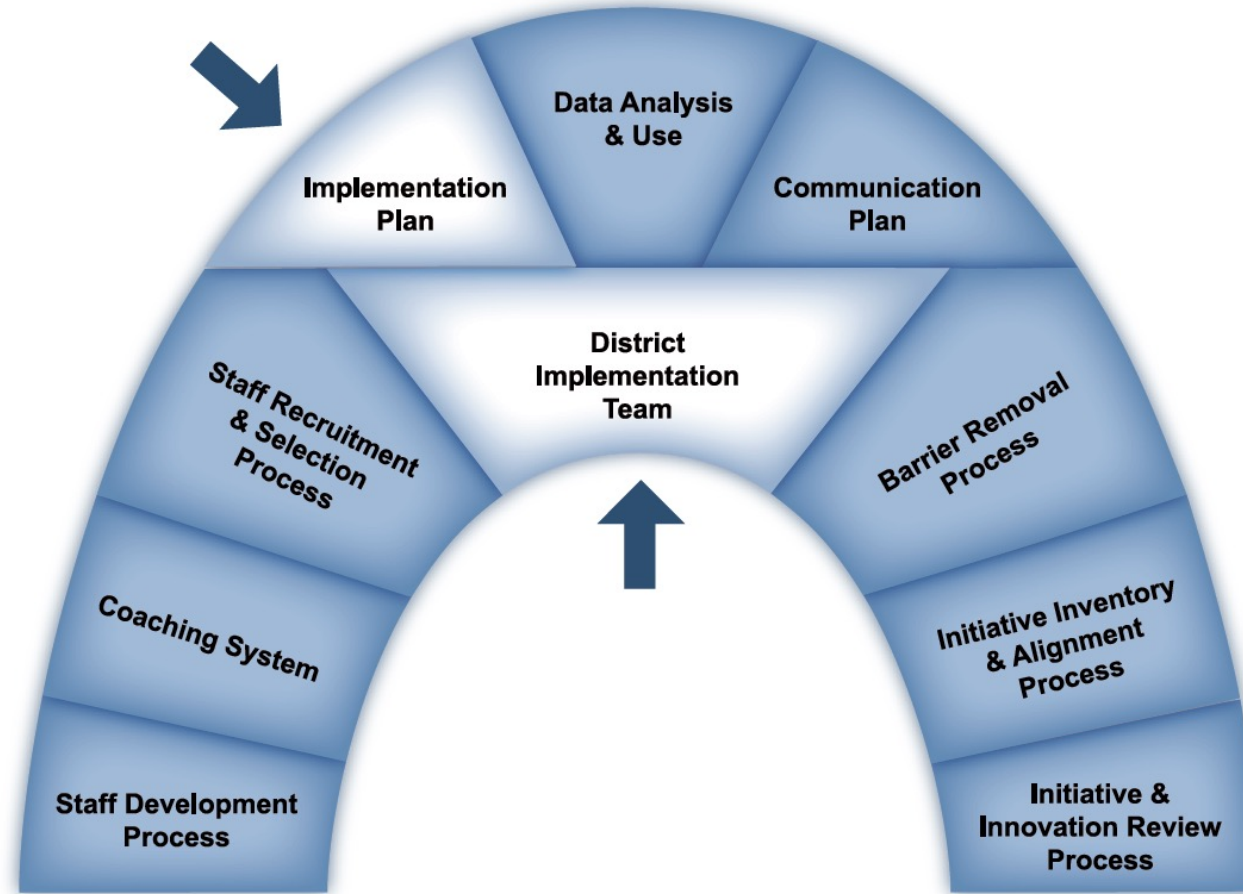
DCIT Description

An integrated team that oversees the development and use of a district community implementation infrastructure to support schools to expand the PBIS work to include mental health services at all three tiers

District Community Implementation Team (DCIT) Description

An integrated team that oversees the development and use of a district community implementation infrastructure to support schools to expand the PBIS work to include mental health services at all three tiers

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DCIT Functions

- Shapes district/mental health processes and procedures for selection and use of social emotional effective innovations

- Analyzes both district and community mental health data sources to support implementation

- Ensures communication amongst groups/teams across the district, the mental health agency and the community

- Provides an avenue for executive leaders from the district and mental health agency to work together to change policy, blend funding streams, reposition personnel and adapt procedures

DCIT Membership

- ## Essential Roles

  - Executive Leaders (district and mental health director)

  - Coordinator (s) (district or shared with mental health)

  - Family/Youth as active team members

- ## Other Roles

  - Building level leaders

  - Program directors

  - Clinical supervisor

Time Allocation

- Adequate time needs to be allocated for district, mental health, and school staff to engage in professional learning and team meetings

  - ISF professional learning

  - Monthly meetings for district and school teams (e.g., DCIT, SLT, grade level, department)

  - Professional development for school and mental health staff

  - Staff meetings

DCIT Operating Procedures

- Standard ways of work to ensure efficient and effective meetings

  - Established meeting schedule

  - Defined meeting roles and norms

  - Shared Mission statement

  - Decision-making protocols

  - Decisions for storing and organizing team minutes and documents

  - Pre-meeting and agenda/meeting minute template

  - ISF Implementation plan template and decisions

Shared Mission Statement

- A shared mission statement components:

  - Defines the purpose of the team

  - Establishes goals for the work based on shared priorities

  - Creates a shared vision that can be communicated with stakeholders including teachers, students and families

ISF Implementation Plan

- The District Community Implementation Plan will include goals and activities to:

  - Support scale-up of ISF across schools

  - Improve the district's capacity (knowledge, skills, and abilities) to support the effective innovation (ISF framework) SEL, MH, and PBIS

  - Ensure fidelity and improved outcomes for PBIS/ISF components

- The MTSS Coordinator is typically designated to work with DCIT members to monitor and update the plan and ensure assigned activities are completed within given timelines

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2.0 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

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.

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Component 1: Intention, goals and 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).

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

Expanded view of stakeholder includes:	Goal
Mental health Family representation Student voice Stakeholders are full partners	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.

DCIT Learning Series 2021 MiMTSS TAC

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Component 4: Expectations for teaming are defined

Checklist Items	Examples
MOU includes: ☐ Executive leaders from district and community systems ☐ Family and student representatives	Expectations for teaming are defined The ISF is led by an executive level leadership from education, mental health and other community agencies who have the authority to reallocate resources, change policy, sustain and scale the core feature of an ISF. Family and student voices are integral participants in the establishment of the integrated team.
MOU identifies/requires the completion of the following to inform readiness/installation of teams: ☐ Aligning teaming structures ☐ Team operating procedure process	ISF Initiative Inventory Team Operating Packet

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Activity 1.1

Individually take 2 minutes and consider the following.. Share out any reflections or questions

- District Community Implementation Team Prompts
    - What are the benefits and challenges of installing and participating on an integrated team?

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

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.
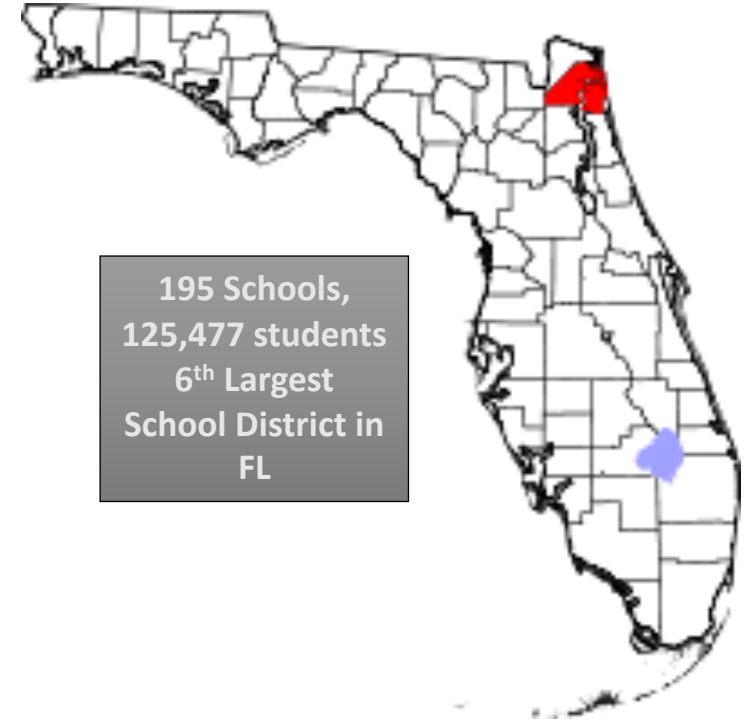
Beyond Access: District Integration of PBIS and School Mental Health

Why Use the Interconnected Systems Framework (ISF) to Address Mental Health in Schools?

INTERCONNECTED SYSTEMS FRAMEWORK

1. Identify students with social-emotional-behavioral needs **earlier**

2. Link students to **evidence-based interventions**

3. Use **data** to ensure students are receiving support to improve outcomes

4. Expand roles for clinicians to support school personnel and students at **every tier**

5. Create healthier school **environments**

PBIS Positive Behavioral Interventions & Supports

KEY MESSAGES

Single System of Delivery

Access is Not Enough

Mental Health is for All

Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES

Integrated Teams

Expanded Data-based Decision Making

Collaborative Selection & Implementation of Single Continuum of Interventions

**Comprehensive Screening for Early Access**

On-going Coaching

https://www.pbis.org/mental-health-social-emotional-well-being

Using MTSS Logic to Redesign the System

Simple Responses won't be enough		Using MTSS logic
Hire social emotional experts	→	Participate in teams across tiers: Strengthen Tier 1 and focus on Tier 2 System. Adapt role to include building capacity of ALL staff.
Select Social Emotional Behavioral (SEB) curriculum	→	Formal process, team-based decision. Data used to prioritize skills. All instructional staff model, teach alongside academic content.
Train staff on trauma-informed practices	→	Team based training. Time to embed new learning. Time to develop evaluation plan.
Strengthen partnerships with families and community providers.	→	Expanded Team uses problem solving logic with school AND community data to inform efforts across all tiers. 40

Critical Feature All Levels: Leadership Team Alignment

Outcomes
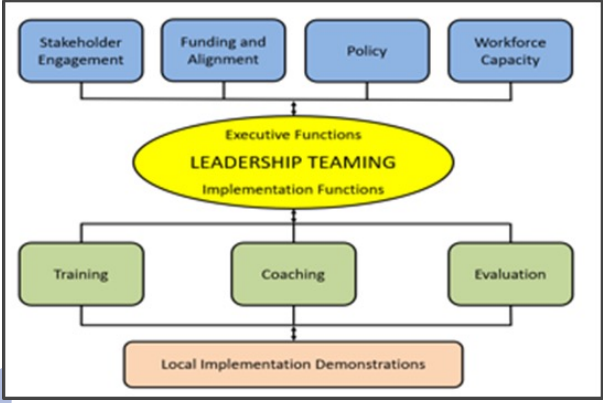
Vision/Mission

- What is your team's purpose?
- What do you plan to accomplish?
- How does your team's vision align with the mission?
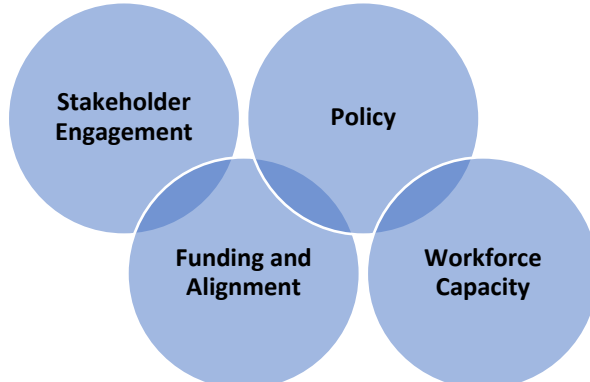
- What changes do we want to see?
- What do we need to do to accomplish this?
- What measures will we use to evaluate effectiveness?

Implementation Goals

- What activities will we implement to achieve our outcome goals? *(answers: what, who, and when)*

Stakeholder Engagement

Policy

Funding and Alignment

Workforce Capacity

DUVAL COUNTY
PUBLIC SCHOOLS

Vision
Every student is inspired and prepared for success in college or a career, and life.

Mission
To provide educational excellence in every school, in every classroom, for every student, every day.
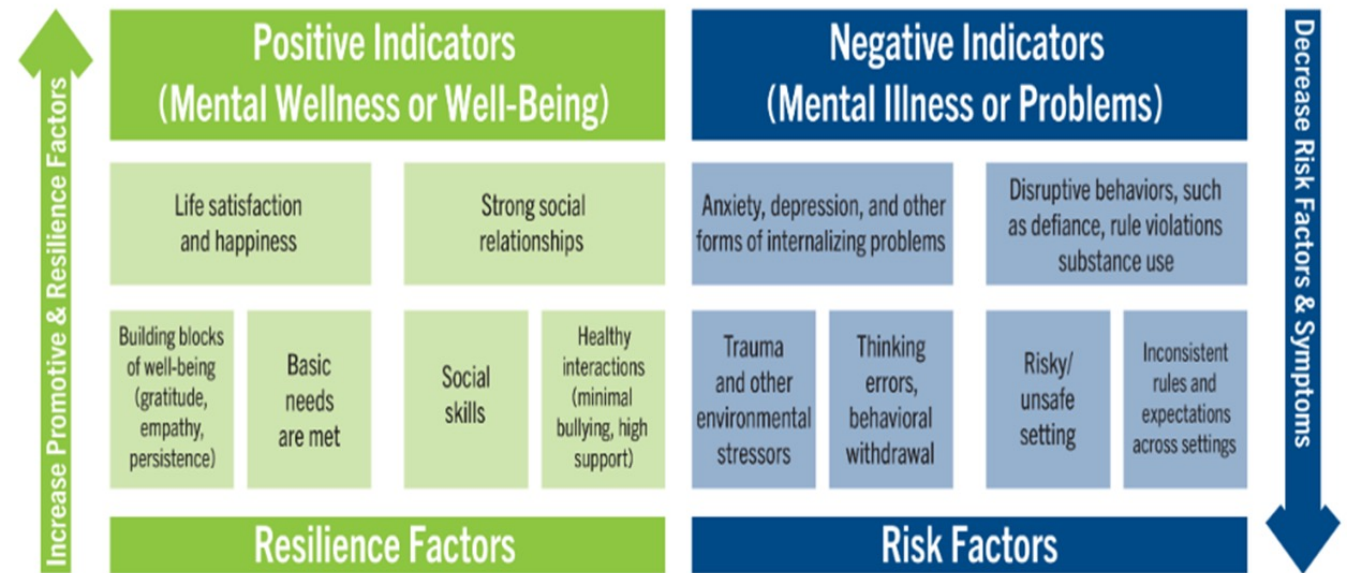
Develop the Whole Child

Strategies

Facilitate and align effective academic, health, and social-emotional services for students based on needs.

Address the needs of all students with multiple opportunities for enrichment.
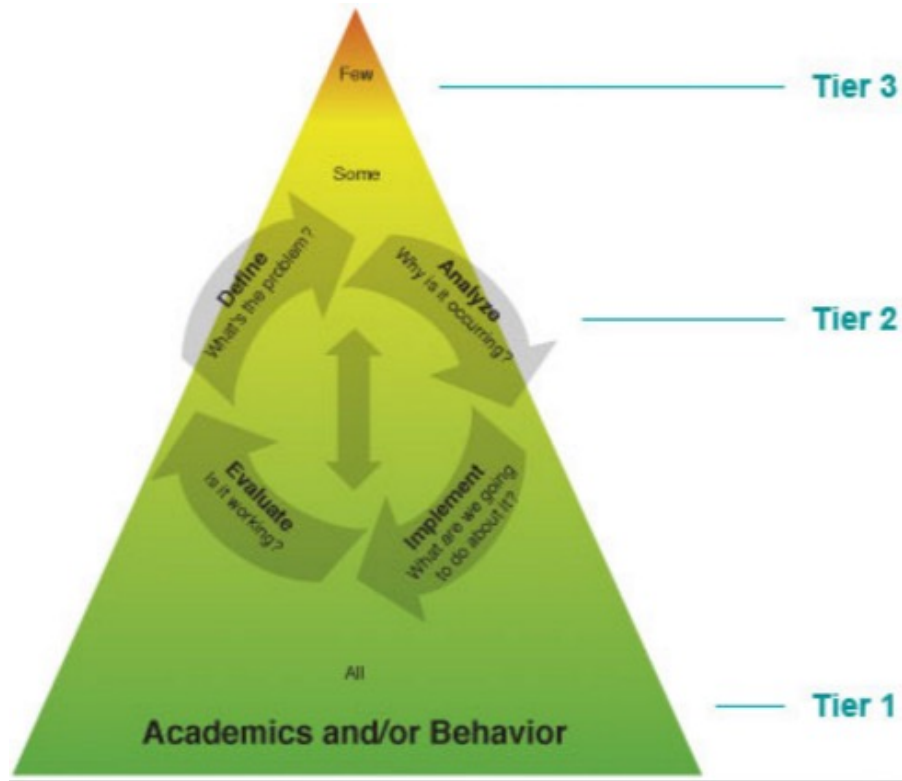
Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

Complete mental health is only achieved through both the absence of risk factors and presence of resilience factors

Increase Promotive & Resilience Factors	Positive Indicators (Mental Wellness or Well-Being)		Negative Indicators (Mental Illness or Problems)		Decrease Risk Factors & Symptoms
	Life satisfaction and happiness	Strong social relationships	Anxiety, depression, and other forms of internalizing problems	Disruptive behaviors, such as defiance, rule violations substance use	
	Building blocks of well-being (gratitude, empathy, persistence) / Basic needs are met	Social skills / Healthy interactions (minimal bullying, high support)	Trauma and other environmental stressors / Thinking errors, behavioral withdrawal	Risky/ unsafe setting / Inconsistent rules and expectations across settings	
	Resilience Factors		Risk Factors		

Adapted from Suldo & Romer, 2016[2]

Data-Based Decision Making Within a MTSS

Data is used to make decisions during every step of the Problem-Solving Process at every Tier

Identify and Match	Decide response/monitor • progress monitoring • Implementation (fidelity)

Team Prerequisites to Make DBD Within MTSS

System to efficiently and effectively collect, record and graph data	Resources and team expertise to review and analyze data	Monthly or more frequent review and analysis of outcome and fidelity data.	Action/Intervention plan updates based on data review and analysis

District History: Filling Gaps to Support MTSS

SCT Behavioral MTSS/PBIS

- Evaluation Plan- Fidelity and Outcomes
- District School Climate Differentiated Coaching
- District Data Dashboard- Using Disaggregated Data
- Capacity for Training
- Classroom 5 Essential Practices: trauma informed & equity promotion
  - Classroom PBIS and Trauma Informed Crosswalk
  - PBIS Plan Example

AWARE/MTSS for MH

- MH literacy and trainings
- District Coaches to Support ISF pilot schools
- Identified Screening Tool & Procedures
- Expanded role of clinicians- All Tiers
- Identification of EB Interventions with decision rules

22-23 Duval District Team Yearly Planning Goals

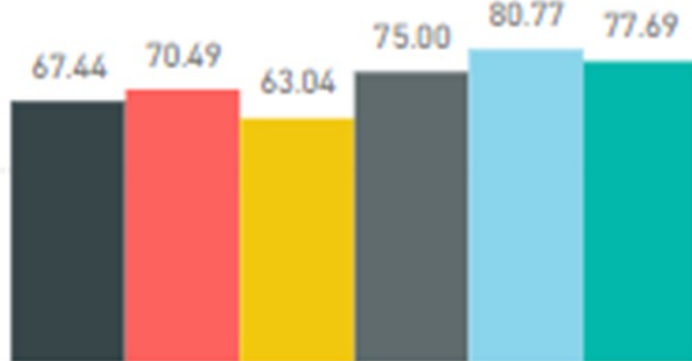
Average ODRS

Implementation Goals:

- Increase % of schools with fidelity MTSS
- Increase school use of alternatives to OSS
- Provide differentiated coaching support model
- Continue district workgroups focused on Equity and MTSS for MH
- *Promote use of evidenced based interventions at all Tiers (District MTSS Intervention Shelfs) using decision rules*

Outcome Goals:

- Reduce Exclusionary Discipline
- Reduce Disproportionality
- Increase Positive School Climate to Promote Academic Success and Mental Wellbeing
- Survey and School climate and culture goals for schools
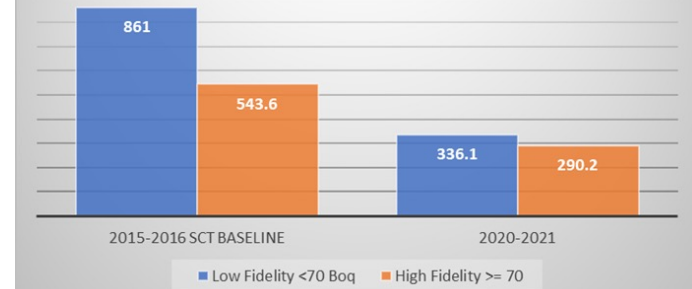- **Improve overall behavioral health and wellbeing of students**

% of Schools with Data that are Implementing with Fidelity

Average Risk Ratio for Office Discipline Referral (ODR)
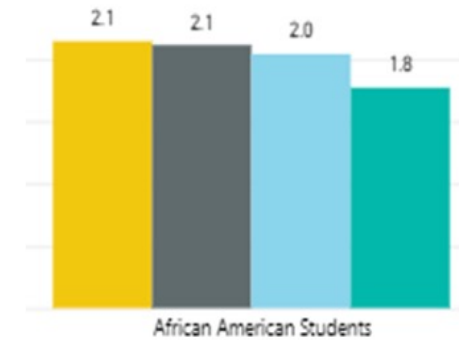
Interconnected Systems Framework

Deliberate application of the **multi-tiered** PBIS Framework for all social-emotional-behavioral (SEB) interventions

THE MTSS COLLABORATIVE WORKGROUP PRESENTS

5 WAYS TO ESTABLISH MTSS IN YOUR BUILDING

ACADEMICS BEHAVIOR

What is MTSS?

An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. EVERYTHING and EVERYBODY in the school is part of the MTSS system, all working together to support students.

How to Jumpstart MTSS in your Building

Build Your Teams

☐ MTSS Leadership Team (MLT)
- Principal
- Assistant principal
- Academic coaches
- School Counselor
- Former PBIS Membership

☐ Collaborative Problem Solving Team (CPST)
- CPS Facilitator
- Assistant Principal
- Academic Coaches
- School Counselor
- Select Instructional Personnel

Resource Map Your School

☐ MLT Resource Maps Tiered Supports
- School-Based Supports (i.e. school counseling, Tier 1 curriculum, etc.)
- District-Based Supports (i.e. district specialists, school social work, etc.)
- Community-Based Supports (i.e. Full Service Schools, Faith-Based Partners, etc.)

Know Your District Support

Click Here: MTSS Implementation Guide

Review Your Data

☐ MLT Data-Based Decisions (Tier 1)
- Attendance
- Academics
- Behavior

☐ CPST Data-Based Decisions (Tier 2 & 3)
- Attendance
- Academics
- Behavior

Train Your School

☐ CPS Facilitator Trained
- Face-to-Face Train the Trainer
- Online Training

☐ Staff Training led by CPS Facilitator
- Pre-Planning
- Early Release
- In-Service Day

☐ Build School-Wide MTSS "Teams"

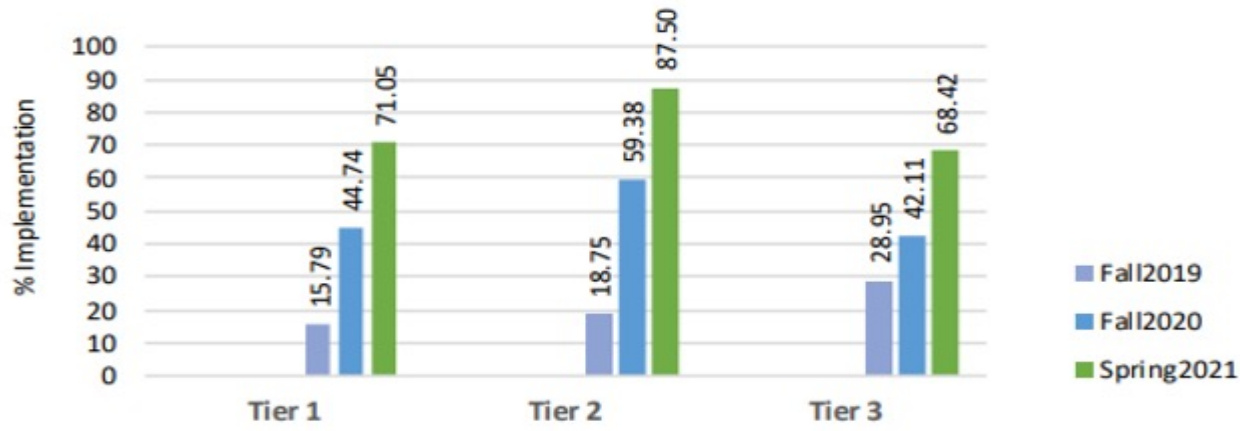# Building On District MTSS For ISF School Level

Focus on Meeting Success Pre-Requisites

- Expanded Team: Getting the right people to the table
- Inclusion of Clinicians
- Scheduling, Team Roles
- Planning for Data Access and Use

Ongoing coaching/technical assistance
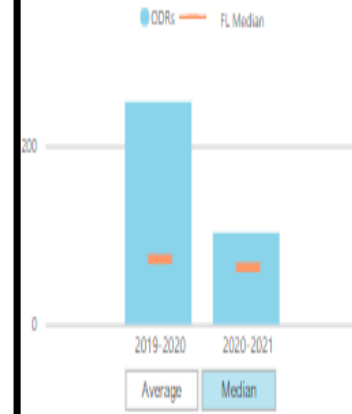
- A single request for assistance form developed
- Ongoing resource mapping:
  - Expanded interventions
  - Data decision rules for "in-on-out" of interventions
    - Goal Tracking- Fading and Intensifying
  - Incorporating Universal Screening and other school/community data
- Improving the process for selecting, implementing and monitoring interventions (fidelity and outcomes)
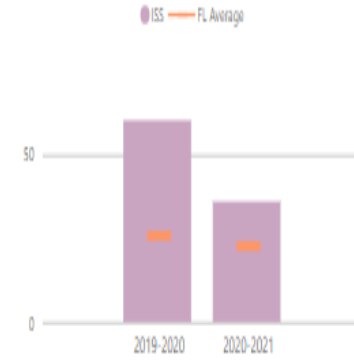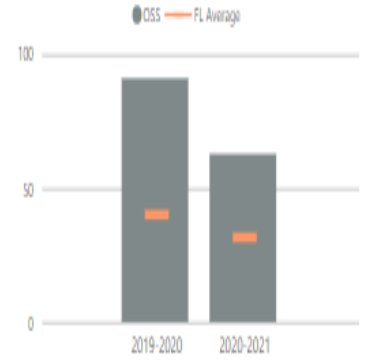
School Level ISF Implementation Inventory

% Implementation by Tier (Fall2019, Fall2020, Spring2021)

- Tier 1: 15.79, 44.74, 71.05
- Tier 2: 18.75, 59.38, 87.50
- Tier 3: 28.95, 42.11, 68.42

Legend: Fall2019, Fall2020, Spring2021

ODR Rate w/ FL School Type Comparison
ODRs — FL Median
2019-2020, 2020-2021
Average | Median

ISS Rate w/ FL School Type Comparison
ISS — FL Average
2019-2020, 2020-2021

OSS Rate w/ FL School Type Comparison
OSS — FL Average
2019-2020, 2020-2021

BIMAS₂

Visit the BIMAS SharePoint Site by clicking the logo (right):

Next Steps

DUVAL COUNTY PUBLIC SCHOOLS

If answered greater than 'never' on question 24 (had thoughts of hurting myself/themselves):

1. Meet with the student ASAP one-on-one and tell them they are meeting with you because of their response to question 24 on the screener. *The Point of Contact at your school will receive a daily email containing a list of students who flagged for this question on the screener that day. Students will be leveled based on the degree to which they reported the frequency of thoughts of self-harm (level 1 being the lowest and level 4 being the highest). It is recommended to begin meetings with students by addressing level 4's first. However all students who have flagged will require follow up.*
2. Ask them directly, "Are you thinking of killing yourself?", if the answer is yes ask:
   a. "Have you decided how you would kill yourself?"
   b. "Have you decided when you would do it?"
   c. "Have you taken any steps to secure the things you would need to carry out your plan?"
   Remember higher level planning means greater risk, but lower level planning does not mean that there is no risk. If a student answers 'yes' to "Are you thinking of killing yourself" you will call the district crisis hotline 904-390-2535 but it is important to ask questions a, b, & c to relay as much information as possible to the crisis responder. Refer to your training materials from Youth Mental Health First Aid for information about suicidal ideation and behavior
3. If a student answers 'no' in your meeting with them review the student's early warning indicator data (attendance, academics, & discipline) to make a data-informed decision about interventions/supports for the student within the context of MTSS which may or may not include a referral to Full Service School Counseling.

If a student falls in the Low, Some, or High Risk category on any of the BIMAS Scales refer to the Tiered Intervention menu below for ways to support within the context of MTSS:

	Conduct	Negative Affect	Cog/Attention	Social	Academic Func.
HIGH RISK (Tier 3)	• Functional Behavioral Assessment • Brief Behavior Counseling • Referral to FSS • Night-Time Substance Abuse	• Functional Behavioral Assessments • Brief Behavior Counseling • Mentoring • Referral to FSS	• Functional Behavioral Assessments • Brief Behavior Counseling • Referral to FSS	• Functional Behavioral Assessments • Brief Behavior Counseling • Referral to FSS	• Attendance Contract • Brief Behavior Counseling • Referral to FSS
SOME RISK (Tier 2)	• Check-In Check-Out • Students Option for Success • Second Step Small Group • Restorative Justice	• Check-In Check-Out • Small Group Counseling	• Check-In Check-Out • Students Option for Success • Small Group Counseling	• Check-In Check-Out • Students Option for Success • Small Group Counseling • Restorative Justice	• Check-In Check-Out • Students Option for Success • Small Group Mentoring
LOW RISK (Tier 1)	• Second Step • PBIS Behavior Matrix • Harmony • Calm Classroom	• Second Step • MindUp • Ready for Success • Harmony • Calm Classroom • Responsive Classroom	• Second Step • MindUp • PBIS Behavior Matrix • Harmony • Calm Classroom	• Second Step • PBIS Behavior Matrix • Bully Prevention • Trauma-Informed Care	• Second Step • PBIS Classroom Management • Trauma-Informed Care

For Small Group and Brief Behavior Counseling Tools Visit: http://www.pbisworld.com

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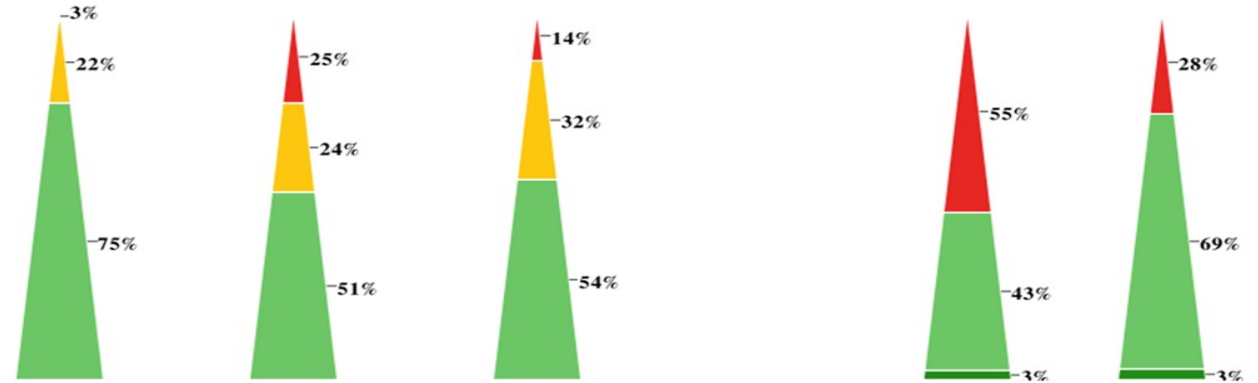
Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	7 (3%)	59 (25%)	32 (14%)	Concern	129 (55%)	66 (28%)
Some Risk	52 (22%)	57 (24%)	76 (32%)	Typical	101 (43%)	163 (69%)
Low Risk	177 (75%)	120 (51%)	128 (54%)	Strength	6 (3%)	7 (3%)
Total	236 (100%)	236 (100%)	236 (100%)	Total	236 (100%)	236 (100%)

Tier 2 System Intervention Tracking
Access Is Not Enough

90% of Students Showed Positive Response

Sample Intervention Summary Tool

- *MATCH-ADTC:* Improved mood, reduced fighting with use of calming strategies
  - 2 students (+ T3): reduced involuntary hospitalizations
- *Grief module within second step group: Improved mood, improved attendance/grades
- **Check In Check Out-** Reduced ODRS, Improved attendance

*Clinician Provided

Lessons Learned and Reminder of Implementation Guide Tools

Establish systems for data access and use through district community team:

- Selection of and protocol for use of universal screening
- Establish Decision Rules
- Goal setting and ongoing monitoring

Collect data from initial implementation for sustainability targets- what do the schools need?

Clarify the role of existing district staff and community partners for integrated tiered supports considering:

- Who can build capacity for coaching teams on data-based decision-making with integrated data sources for a single system of delivery?
- What role is needed for sustainable plan for direct integrated Tier 2 support that can be supported across multiple schools?

Presenter Information

Midwest PBIS Network

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MiMTSS

- Sheila Williams White, swhite@mimtss.org
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Florida PBIS

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Duval County Schools

- Michele Johnson, johnsonm16@duvalschools.org

Resources

How to Address Mental Health in Schools

Education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework (ISF) is a way to blend PBIS with mental health supports in schools. This framework guides state, district, and community leaders to fund and modify policies and procedures to help every system work more efficiently. Clinicians – supported by integrated district structures – become part of multi-tiered school teams to address the social-emotional and behavior needs of all students. ISF expands the PBIS framework as a way to assist teams and enhance their efforts.

The ISF Implementation Guide
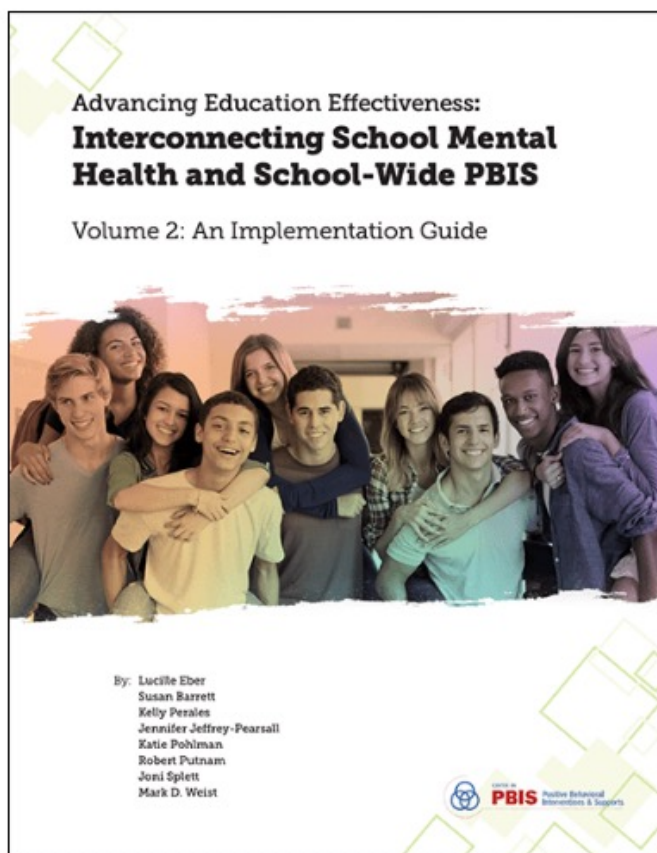
Advancing Education Effectiveness:
Interconnecting School Mental Health and School-Wide PBIS

Volume 2: An Implementation Guide

By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman
Robert Putnam
Joni Splett
Mark D. Weist

PBIS Positive Behavioral Interventions & Supports

ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE PBIS
VOLUME 2: AN IMPLEMENTATION GUIDE

- Title Page, Acknowledgements, and Contents
- **Preface:** Mark Weist, Professor at University of South Carolina, Department of Psychology
- **Chapter 1:** *Introduction: Setting the Stage for an Interconnected System of Education and Mental Health*
- **Chapter 2:** *Defining Interconnected Systems Framework (ISF): Origins, Critical Features and Key Messages*
- **Chapter 3:** *Exploration and Adoption*
- **Chapter 4:** *Installing an Interconnected System at the District/Community Level*
  • *Companion Resource:* District/Community Leadership Installation Guide
  • *Coaching Resources*
- **Chapter 5:** *Installation and Initial Implementation of an Interconnected System at the School Level*
  • *Companion Resource:* School Level Installation Guide
  • *Coaching Resources*
- **Chapter 6:** *Implementation and Sustainability*
- **Commentary:** Sharon Hoover, Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Director, Center for School Mental Health

MIDWEST PBIS NETWORK