

Positive Behavior Supports & Building Bridges: Proactive Strategies for Schools and Families

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Learning Outcomes

- Overview of the integration of Positive Behavior Support (PBS) and Building Bridges to increase outcomes for schools, students, and families.





Laying the Foundation for the Bridge

The Need:



Nationally

- 1 in 5 Children have a diagnosable mental illness, including substance abuse. (Surgeon General's report, 1999)
- 5% have an extreme functional impairment
- 75% of youth (ages 6-17) did not receive services*
- For the majority, the only mental health services they receive is in the schools**

* Katoaka, S et.al., American Journal of Psychiatry, 2002

** Burns, G. et. al., Health Affairs, 1995

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Colorado's Promise to End Childhood Depression

In Colorado

- 67,822 children with SED
- 27,987 received services through the mental health system.
- 44% or 30,141 children with SED did not receive any services to address their mental health needs*
- Too few children in Colorado have health insurance, causing Colorado to be ranked 44th nationwide.**

* Population in Need of Mental Health Services, 2003

** Colorado Health Foundation

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Colorado's Promise to End Childhood Depression

Impact of Untreated Problems: Schools and Behavioral Health

- 2,297 students were expelled* & there were 68,831 suspensions
- 2,284 students were placed in day treatment, hospital, or residential programs because school districts could not meet their special needs in 2008
- 25% of Colorado adolescents report depression**
- 6.7 % of adolescents report attempting suicide**
- 30.6% of adolescents report binge drinking causing Colorado to be ranked 41st in the country**

* for drug and alcohol violations, assaults & weapons & disruptive behavior in 2008-2009

** The Colorado Health Foundation – Youth Risk Behavior Survey, 2007

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Impact of Untreated Problems: Youth Corrections

In FY05-06:

- 59% of the average daily population of committed youth had moderate to severe mental health needs
- 12% of the average daily population of committed youth had severe mental health needs
- 84% of the average daily population of committed youth were at the intervention/treatment level of substance abuse needs

* Division of Youth Corrections data, presented to the JJ/MH Subcommittee in June 2008



PERSPECTIVE IS REALITY



Student Perspective

- Research* evidence that promoting social and emotional skills plays a critical role in improving academic performance:
- 10 % points higher on achievement tests
- Better attendance
- More constructive behavior, less disruptive
- Like school more
- Better grade point averages

"No Emotion Left Behind," NYT, 2007



Teacher's Perspective

- 1/3 of teachers leave profession within the first 4 years due to students with behavior problems
- In a poll of AFT teachers, 17 % said they lost 4 + hours of teacher time per week due to disruptive student behavior
- 19% more said they lost 2 to 3 hours/week

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Institute of Medicine Report

Preventing Mental, Emotional and Behavioral Disorders Among Young People: Progress and Possibilities

March, 2009

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Critical importance of Relationships

- Positive school climate and student connectedness to school are largely based on relationships
- Connectedness is associated with:
 1. School attendance,
 2. Academic performance
 3. Reduced involvement in risk behavior
 4. Reduced drop outs

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Report Reinforces the Need for:

- The Public Health Approach used by PBS
- Integrated strategies
- Using schools as the optimal setting for health promotion programs
- A shared agenda, with schools, families & community MH working together to build a continuum of interventions.



Prevention is a Priority

- ½ of all mental illnesses occur by age 14; ¾ occur before age 24
- Need to refocus the mental health system on prevention activities
- Includes training teachers, health and child care providers to support the emotional and behavioral health of young people.



Bridges that Work in Colorado

- Response to Intervention
- School-wide Positive Behavior Supports
- Building Bridges Grant



RtI Means Behavior Too

A legislative mandate in Colorado

Systemic reform that includes:

- Universal screening for behavior
- Problem Solving Process
- System of tiered interventions
- Evidence-based practices at all 3 tiers
- Progress Monitoring/ assessment
- Family Partnerships

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Six Components of RtI



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Behavior and Academics are Linked



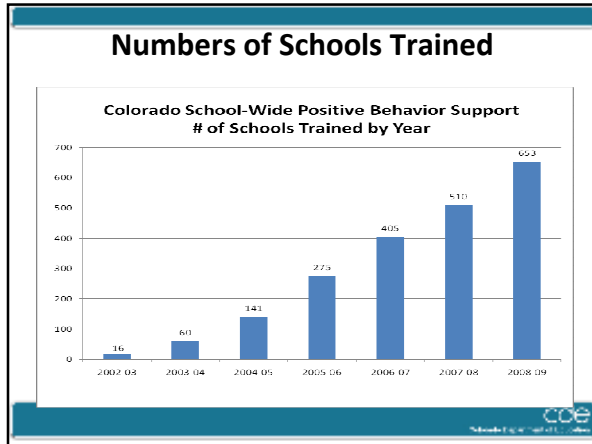
Improvements in student behavior and school climate are related to improvements in academic outcomes.

Fleming et al., 2005; Kellam et al., 1998; McIntosh et al., 2006; Nelson et al., 2006; Nelson et al., 1996; Wentzel, 1993

Talking points on School-wide Positive Behavior Support & school-based mental health (2006). National Center on Positive Behavioral Interventions and Supports, Center on Behavioral Education and Research, University of Connecticut, Positive Behavioral Interventions and Support Website:
<http://www.pbis.org/files/talkingpoints0107.doc>

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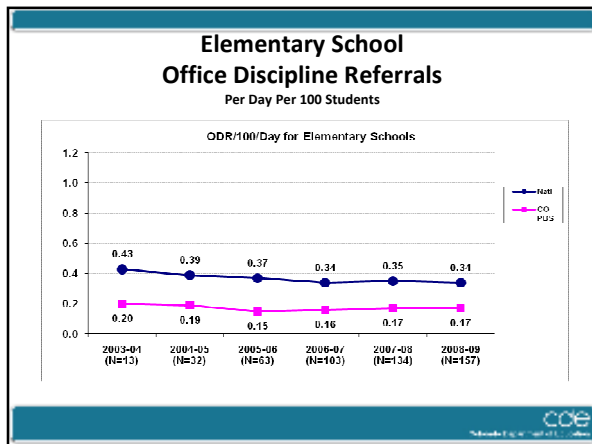
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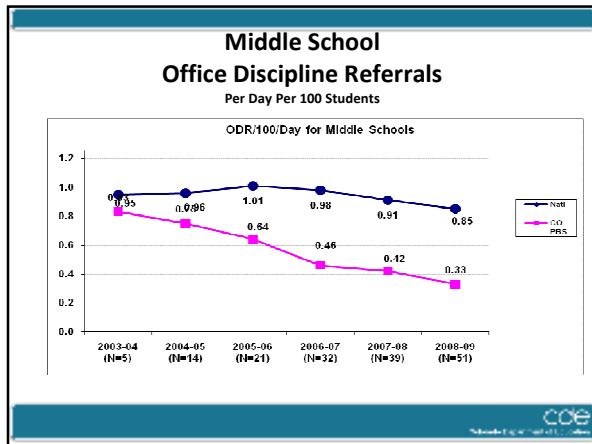


Number of Students Impacted by PBS in Colorado

Regions	# of SW-PBS Schools	# of Schools in Region	% of Schools Implementing	# of Students in SW-PBS Schools
Metro	320*	725	44%	186,541
Pikes Peak	126*	306	41%	65,552
North Central	99	226	44%	48,934
West Central	30	106	28%	18,730
Northeast	29	87	33%	5,087
Northwest	16	111	14%	5,082
Southeast	29	84	35%	4,622
Southwest	4	97	4%	753
TOTAL	653	1,742	37%	335,301

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PBS Model & Behavioral Health Services

Greater the need – greater the need for collaboration with:

- Families
- Mental Health/Substance Abuse
- Human Services
- Healthcare
- Law Enforcement
- Judicial System

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Universal Mental Health Interventions

- Universal screening for behavior
- Defining and teaching behavioral expectations
- A positive acknowledgement system for behaviors
- Social – Emotional Learning (e.g., a universal curriculum, such as Life Skills Training for substance abuse prevention)
- Families are partners

Targeted Mental Health Interventions

- Standard Protocol Interventions are evidence-based and delivered with fidelity
- Re-teaching expectations
- Social skills groups
- Check-in Check-out Program
- Targeted social-emotional curriculum, such as Second Steps & Anger Replacement Therapy
- Families included in collaborative problem-solving

Intensive Interventions

- A Functional Behavioral Assessment (FBA) is used to guide the development of an individual Behavior Intervention Plan (BIP)
- Includes community collaboration and/or wraparound services
- Families provide support at home.



Building a Bridge Together An Integrated Approach

System of Care: Essential Elements

A system of care is a coordinated, integrated networking of community-based services and supports.

Systems are governed by core values, including:


- Child-centered & strengths based
- Family focused,
- Community-based
- Culturally competent

System of Care Framework

System of Care: Effective in Colorado

Colorado Cornerstone School Outcomes:

- GPA significantly improved within 6 mos. & then maintained through 36 mos.
- Significant decrease in In-School Detention from intake (42%) through 36-mos (22%).
- Significant decrease in suspensions from intake (48%) through 36-mos (22%).
- Expulsions fell from 8.3% to 1.8%.
- Parent satisfaction with child's school significantly improved from intake through 36 mos.




Role of the State & Communities: Building Bridges between Systems




Building Bridges: Integrated PBS/SOC Approach

- 18 month grant + 1 year extension to 10/14/10
- Build statewide infrastructure to:
 - Support the integration of Positive Behavior Supports (PBS) and the System of Care (SOC) approaches
 - Improve outcomes of students in Colorado.
- Mesa County is the Demonstration Site
- Schools across the county implementing this integrated approach report:
 - Increased collaboration with MH & other agencies
 - Improved outcomes for students


Bazelon Center for Mental Health Law



Building Bridges for Children's Behavioral Health

Key Informant Interview and Focus Group Results

October 2008



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Recommendations

- Increase training on behavioral health for teachers, principals, and other school staff
- Increase awareness of and competence at referring families
- Ensure strength-based strategies such as PBS are fully implemented
- Address barriers to accessing services
- Address bullying and teasing of children and youth with special needs.
- Expand family involvement at both the individual case level and in the many collaborative efforts in Mesa County.

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Mental Health Training for School Staff

- "Mental Health First Aid" piloted in Mesa County
 - Research-based curriculum from Australia
 - Designed for first responders
 - Effective cross-system training, but best for those with little prior training in MH
- "Parents and Teachers as Allies" from NAMI

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Support for Teachers

- Provide “Scripts” for talking to parents
- “Talking points” for teachers to call parents when students are behind in social-emotional development or present other behavioral challenges
- Response from teachers is extremely positive



Fact Sheets for Teachers and Parents

- Provide tips for teachers and parents to support these students in school
- Highlight specific mental health problems, e.g., depression, anxiety, bipolar disorder, conduct disorder, OCD, etc.
- Includes educational implications & proactive instructional strategies
- Drafts at www.csi-policy.org/buildingbridges/brochures-en-sp.html



Social-Emotional Standards

- Initially identified by Mesa SD & endorsed by Grant Leadership Team
- Ultimately included in CDE’s recently approved Health & PE standards
- Explicit standards for “Emotional and Social Wellness: and “Prevention and Risk Management”



**“Emotional & Social Wellness”
3rd Grade Expectations**

1. Utilize skills to treat self & others with care & respect
2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others
3. Demonstrate positive social behaviors during class

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**Collaboration with Community
MH Centers**

- 100% of Colorado’s 17 community mental health centers have school-based services
- Inconsistent & fragmented funding
- BB Grant: Promote school-based services and state policies for increased funding

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**Issue of Liability for Referring
Students**

- Not a problem in Mesa County
- Legal research supports school district’s communicating with families
- Need clarification in state policies or statutes

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Mental Health Integration Grants in Colorado

- Aurora Community Mental Health Center & Cherry Creek School District
- Adams County School Districts along with District Attorneys Office
- Pueblo School District



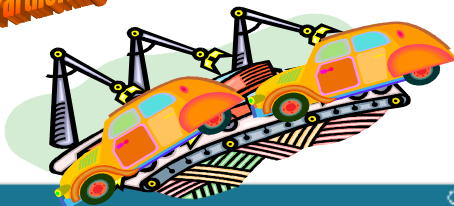
Steps to Build Bridges In your community:

- Raise awareness: use your PBS data
- Consider focus groups with families and youth for input
- Connect mental health center work with schools / PBS
- Train parents, school and community partners on mental health and substance abuse concerns and available resources
- Identify and link to community resources and providers
- Link PBS with family organizations



Crossing the Bridge Together

Partnering with Youth & Families



Building Bridges as a Change Agent

Better outcomes come from:

- **Fostering family/family organization collaborative partnerships**
- **Interagency collaboration**
- Individualized community-based care
- Evaluating Outcomes!

Seeing Families as Collaborators (Fostering family partnerships)

Collaboration involves:

- Shared responsibility
- Shared goals
- Working together

Through:

- Supportive relationships
- Realistic arrangements
- Responsible information exchange
- Flexible, shared approaches to gauging failure or success


Role of State and Local Family Organizations

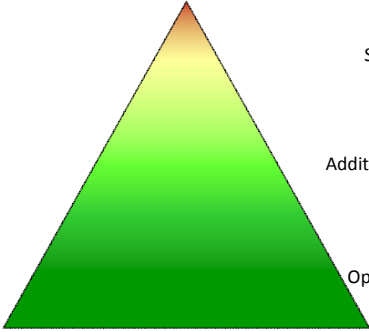
- Build and train an army of knowledgeable, competent and passionate family-leaders across the state and local communities.
- Train family advocates to support parents who are accessing mental health and other services for their children.
- Promote policy and system change efforts to ensure positive outcomes for special needs children and their families.

Different Perspectives (Interagency Collaboration)

- An educator sees a *student* in danger of dropping out.
- A health-care provider sees a *patient* at risk of becoming pregnant.
- A social service worker sees a *client* who may require public assistance.
- A juvenile justice worker sees a potential *runaway*.
- A family member sees a *sister, brother, daughter or son* who has many needs

'Promising Practices in Children's Mental Health System of Care-1998 Series, P. 17






Intensive – Tier 3
Special efforts for a few families

Targeted – Tier 2
Additional supports to boost some families

Universal – Tier 1
Opportunities afforded to all families



Universal Strategies for all Families: 1st Tier

- Create a welcoming environment
- Solicit family input
- Provide an orientation
- Establish ongoing communication
- Sponsor social activities



Moving to Solutions

<p>National</p> <p>What makes parents feel welcome?</p> <p>Parents feel welcome when they are treated with respect and they are viewed as partners in helping their children.</p>	<p>Building Bridges Agreeing that..</p> <ul style="list-style-type: none"> • PBS & RTI means that parents and caregivers should be treated as equal partners. • Both teachers and parents benefit when parents are knowledgeable. • Parents feel more comfortable working with teachers who help and respect them.
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Moving to Solutions

<p>National</p> <p>Making sure that parents are spoken to politely on the telephone when they call the school.</p> <p><i>“Even if a parent is at the school because their child’s been suspended, they should feel supported by the school and not feel blamed for that child’s bad behavior.”</i></p>	<p>Building Bridges</p> <ul style="list-style-type: none"> • Mesa creating a family resource guide for parents to navigate the systems. • Peaks model for person centered planning will be implemented to help families and their children during transitions. i.e. middle to high school
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Selective Strategies to Boost Some Families: 2nd Tier

- Connect families with each other.
- Support families where they are and with what they need
- Offer families education and training.
- Take advantage of meetings with the family and child.
- Recruit family members to serve on advisory groups.

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Moving To Family Driven Care

National Theme

Parents have experienced poor school customer service.

Mesa Theme

Schools will be better able to meet the needs of special needs children by treating their families respectfully, by providing them volunteer opportunities and information about community resources.

“ For parents of children with ED (Emotional Disturbance), it can be anxiety-provoking to be unable to speak with someone at the school who can update them on the status of their child, particularly if that child requires medication or has recently experienced escalating behavioral problems.”

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Moving to Solutions

Parents feel welcome when their school provides opportunities for them to connect with other parents.

One parent noted that it is clear the school is reaching out to parents “when it throws you that rope”.

Building Bridges

- Include parents in school in-services
- Educated parents feel supported and better connected.
- Educated parents better able to express the “Family Voice.”
- Promote opportunities for equal parent partnerships with schools.
- Mandate family collaboration in RTI and PBS.

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Moving to Solutions

National

- Use school in-service training days to increase mental health awareness and evidence-based practices.
- Have every school produce a brochure that gives families information about how to specifically access mental health services in their community

Building Bridges


- NAMI training-“Parents and Teachers As Allies” scheduled as an in-service for teachers and parents
 - Addresses stigma on mental health issues
 - For students
 - Parents dealing with these situations
 - Parents not blamed for having a “bad kid”
- Social/Emotional norms adapted to help in with early intervention and referral

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Intensive Strategies for Hard to Reach Families: 3rd Tier

- Tailor approaches to each family
- Repair relationships between youth, their family and the school.
- Hire Family Advocate/Liaison to work with families




Moving to Family Driven Care

NATION THEME
Parents feel overwhelmed and isolated by lack of information

MESA THEME
By implementing PBS across the district it is the belief that Mesa families and children will have a more positive school experience.

- Difficulty navigating multiple systems
- Understanding the “alphabet” soup
- Confusion about rights and how to enforce them
- Where to turn for help
- Wishing for social support




Moving to Family Driven Care

National Theme
Parents feel intimidated by unequal power.

Mesa Theme
Provide staff training to help meet the needs of children with behavioral health issues
Funding and staff turnover have an impact.

For example, *How to make the IEP experience less intimidating?*

“You feel like if you don’t sign right then and there, you don’t really want to help your child.”



***Be worthy of the faith others have
in you. -unknown***



Resources

- ***Family Driven Care Are we there yet?***
*The road map for system transformation for family members,
educators, and mental health professionals.* May 2007
Albert J. Duchnowski, Ph.D.; Krista Kutash, Ph.D.

Department of Child and Family Studies
Luis de la Parte Florida Mental Health Institute
University of South Florida
<http://cfs.fmhi.usf.edu>




Resources to Support Your Efforts

- Way To Go: School Success for Children with Mental Health Care Needs: www.Bazelon.org
- Colorado Department of Education: Positive Behavior Support homepage: www.cde.state.co.us/pbs
- Colorado Department of Education Response to Intervention Tools and Resources www.cde.state.co.us/RtiToolsResourcesRti.htm
- The Federation of Families for Children's Mental Health Colorado Chapter www.coloradofederation.org
- The Center for Systems Integration www.csi-policy.org




“The way a team plays as a whole determines its success.”
- Babe Ruth



Acknowledgements

- CO SW-PBS Initiative
 - CDE Leadership Team
 - Regional TAC’s
 - Coaches Network
- Colorado Department of Education
- Center for Systems Integration (CSI)
- OSEP TA Center for PBIS
 - IL PBIS network
 - FL PBIS project



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