Mental Health and PBIS: Regional Collaboration and Capacity Building

Susan Barrett & Kelcey Schmitz

Panel Members:
Katie Bubak-Azevedo
Kurt Hatch
Aaron Lyon
Justyn Poulos
Jessica Swain-Bradway

17th International Conference on Positive Behavior Support
Miami, Florida
March 11-14, 2020
Objectives:

- Describe the logic of utilizing the **PBIS framework** to screen, identify, and provide impactful mental health interventions in the school environment.

- Learn about examples of **regional leveraging of state and federal funding** to integrate mental health and PBIS implementation activities.

- Understand the **types of community, state, and federal groups** with whom the panelists have collaborated to build comprehensive resources.

- Identify **1-3 potential action steps** to overcoming challenges in integrating mental health into the PBIS Framework.
Alignment: Defined

• 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?

Co-Sponsored PD Events
Co-Branded resources
Policy
Funding

State

Regional or County

District Leadership Team

School

Classroom

PBIS and SEL

Teaching Rules, Routines alongside calming strategy

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

- Researchers, 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

• From initiative overload to framework overload
• Popularity breeds fragmentation
• New efforts working in the same system will yield modest impact at best.
• Exhausted Workforce
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 both school and community employed professionals
Worry

- From initiative overload to framework overload
- Exhausted Workforce
- “Frameworks” working in the same siloed 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
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.
ISF

• A structure and process that maximizes effectiveness and efficiency by blending the strengths of school and community mental health with the strengths of the multi-tiered framework of PBIS.

• The investment in integrating into one interconnected system of mental health and PBIS, including related S/E/B efforts, is organized and directed from the District/Community level with coaching support.
1. Single System of Delivery
2. Access is NOT enough
3. Mental Health is for ALL
4. MTSS essential to install SMH

Key Messages

Success defined by Outcomes

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

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

District Community Leadership Team
Implementation Team

- Academic MTSS Director
- School Improvement
- Professional Development/Teacher Mentoring
- Family Youth Community Leaders
- Juvenile Services Coordinator
- Social Services Afterschool Dept of Recreation Services
- Special Education Director, Law Enforcement
- Local MH provider/Core Service Age
- Board Member
- Youth Move
- Administrative and Teacher Representative (Union)
- Student Supports Director
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
Professional Development

- How much time, money and resources each year?
- What is the impact?
  - Staff behavior
  - Student outcomes
Professional Development: Training, Coaching, Evaluation

• If we train it, will they implement?
• If they implement, will they do it well?
• If they do it well, will students benefit?
• Will our most vulnerable youth benefit?
• Is our system of support strong enough to sustain for the next decade?

— Assuming that it is making a positive impact
Resources:

Mental Health Technology Transfer Center (MHTTC) Network

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

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/trainingsandeevents
Provide direct training and TA on the implementation of mental health services in schools

Build infrastructure and create learning communities

Support educational leaders to promote mental health for ALL

Foster Regional Alliances and Collaborative Efforts
Get in touch!

Email: kelcey1@uw.edu and mlucy@uw.edu
Phone: (206) 221-3054
Websites: https://tinyurl.com/nwsmh

Sign up for our Newsletter!
https://tinyurl.com/smh-news

Follow us on social media!
@NorthwestMHTTC  Northwest MHTTC
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
Northwest MHTTC School Mental Health Supplement Evaluation Summary – Year 1 (November 2018 – August 2019)

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

Figure 1. Participant satisfaction
- Overall quality
- Quality of instruction
- Quality of materials
- Quality of experience

Figure 2. Ratings of training impact
- Percent satisfied or very satisfied

Figure 3. Type of impact
- Percent reporting positive impact

- Understand stakeholder needs
- Address stakeholder needs
- Document work with stakeholders
- Collaborate with colleagues
Consider these questions...

• Who are your critical friends and partners? Who is missing?
  – PBIS Training & TA Center
  – Regional 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?
Questions for Panelists

How have you leveraged 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 advice do you have for others seeking more collaborative efforts?
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

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

**Executive Functions**
**LEADERSHIP**
**TEAMING**
Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

One district
SCTG AND ISF Demo
Northwest ISF Demo

- ISF Demo Site
- State Team
- ISF Demo Districts (3 Districts)
- ISF Learning Community (5-6 Districts)
- MTSS PLC Districts (60 districts)
Northwest PBIS Network’s mission is to build regional capacity for PBIS implementation at fidelity

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

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

Capacity building vs. Land grabbing

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

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

Jessica@pbisnetwork.org
www.pbisnetwork.org
Key Message

Shared Valued Outcome

Capacity building vs. Land grabbing

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

Jessica@pbisnetwork.org
www.pbisnetwork.org
AWSP’s Strategic Plan aligns with MTSS, the ISF and the goals of the SMART Center, NWPBIS and OSPI.

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

We, collectively, prioritize this work because:

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

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

http://www.awsp.org/
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...

MTSS Fest!

Expanding partnerships.

WSSDA       ASCD
WASA        WEA
In Idaho, we have leveraged:

- LEAs
- Idaho Positive Behavior Network
- SMART Center/Region 10 MHTTC
- National Experts
- Local Stakeholders (State Representatives, the Governor, Department of Health and Welfare, State Department of Education, Mental Health Providers, Optum, Blue Cross...)

To promote the following outcomes:

- Increased knowledge base and capacity of LEAs (specifically School/District Leadership Teams)
- Increase in awareness of current projects and initiatives throughout the state
- Increase in collaborative relationships (amongst diverse stakeholders)
- Better use of funding sources (combining efforts to intensify outcomes)
Idaho School Mental Health Initiative and State Leader Collaborative

Mental Health for All: PBIS and School Mental Health Integration

For PBIS Leadership Teams (by invitation only)

Part 1: October 17, 2019, 9:00 AM - 3:30 PM
Part 2: February 6, 2020, 9:00 AM - 3:30 PM

$200 Per Team

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 3-4, 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 Program, Research and Training Center leads the School Mental Health Supplement as part of the WA MHTTC. In partnership with the Idaho Positive Behavior Network, we are offering these 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 (TSC 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 3-4, 2019, 8:30 AM - 3:30 PM | $50 Registration Fee

CBITS and BB Registration Link

Bounce Back for Trauma in Schools

CBITS and BB Intervention designed to help school-based mental health clinicians support students with disorder, depression, and behavioral problems resulting from a traumatic event. CBITS includes 8 individual sessions, and two parent information sessions. The group leader should possess trauma processing and the ability to teach about trauma to any student who needs help.

CBITS is a trauma-focused intervention designed to teach elementary school children exposed to traumatic events and help them recover from their traumatic experiences. Administered by clinicians in schools, Bounce Back is a trauma-focused intervention that helps students develop skills, coping strategies, and healthy coping methods to manage their feelings and emotions. Bounce Back is designed to help students develop a positive self-concept, increase social skills, and improve academic performance.

Bounce Back and CBITS Registration Link

Support for Students Exposed to Trauma (SSET) — 40 Spots
December 3-4, 2019, 8:30 AM - 3:30 PM | $50 Registration Fee

SSET Registration Link

The SSET program is designed to help educators help students in the aftermath of traumatic events. SSET includes 12 sessions. The group leader should have the ability to effectively teach in a group, and the leader should have some type of crisis intervention in case students need extra help.

SSET Registration Link

Students Trauma

SAMHSA

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

Idaho School Mental Health Collaborative

Boise State University's Stueckle Sky Center
Skyline Room
Registration Link

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

For more information about the training or the Northwest MHTTC, contact Katie Bubak, Katiebubak@boisestate.edu, or Katie.bubak@boisestate.edu.
Idaho Positive Behavior Network
Annual Conference
Advice from Idaho:

**No** one person, project, or entity owns this work of School Mental Health!

Instead, we **ALL** do. Find others with a common mission and “WHY.” We are **stronger together**!
BUILDING REGIONAL CAPACITY FOR MTSS: PUTTING MENTAL HEALTH AT THE HEART OF OUR SCHOOLS

Aaron Lyon, PhD and Eric Bruns, PhD
UW SMART Center

Website: https://depts.washington.edu/uwsmart
Twitter: @SMARTCtr
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
Research

Policy

Training / TA
Schools play a major role in promoting the emotional wellness of our children & youth. Most youth who require mental health services do not receive them. Positive school climate can buffer youth from external risk factors. Social-emotional learning programs improve school achievement on average by 11% (Durlak et al., 2011). SMH accounts for >70% of all MH services – and can improve service access for underserved youth.
Practice models and implementation strategies for the "real world"
Develop & test practice models and strategies for the “real world”

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

> Brief Intervention for School Clinicians and Counselors (BRISC)
> Helping Educational Leaders Mobilize Evidence (HELM)
> Assessment of Suicide and Self-Injury to Enhance School Safety (ASSESS)
> Beliefs and Attitudes for Successful Implementation in Schools (BASIS)
> Seattle Minority Engagement and Discipline Reduction Research Collaborative (MENDR)
> Increasing the Usability and Cultural Responsiveness of a Suicide-Specific Treatment for High Schools (CAMS)
Develop & test practice models and strategies for the “real world”

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

Advocate for policies and funding that will support the workforce
What might a *Statewide School Mental Health* initiative for Washington consist of?

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

Bruns, 2019
A Statewide Action Plan

- Invest in school MH and suicide prevention
- Establish a statewide training, consultation, and technical assistance network
- Define and Commit to a clear, multi-tiered school MH strategy
  - A holistic framework that supports wellness at all levels: universal, targeted, intensive
SUMMING UP: COLLABORATION IS CRITICAL

• There is too much work to be done to be doing the work in “siloes”
• Collaborating and “pooling” funds takes our resources further – to reach more students
• Need to take advantage of critical “policy and workforce development” windows
• Aligned messages is crucial to keeping school staff, leaders, and partners on track with action plans that have a chance of working
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 RTI/MTSS Conference
- Idaho PBS Conference
- Oregon RTII Conference
- District MTSS Leader PLC (WA)
- AWSP MTSS Video Segments (WA)
- Northwest ISF Demo Sites (OR, WA)
- ISF Initiative and State Leader Collaborative (ID)
- Kaiser Permanente Thriving Schools MTSS Tier 2/3 Grants (WA)
- School Mental Health Legislation (WA)
Consider these questions...

• Who are your critical friends and partners? Who is missing?
  – *PBIS Training & TA Center*
  – *Regional 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?
Questions and Answers
Contact Information

Susan Barrett, Center for Social Behavior Supports, Old Dominion University (VA); sbarrett@odu.edu

Kelcey Schmitz & Aaron Lyon, SMART Center (WA); kelcey1@uw.edu lyona@uw.edu @SMARTCtr @aaron_lyon

Justyn Poulos, Office of Superintendent of Public Instruction (WA); Justyn.poulos@k12.wa.us @jcpoulos

Kurt Hatch, Association of Washington School Principals (WA) kurt@awsp.org @kurtawsp

Jessica Swain-Bradway, NW PBIS Network (OR); Jessica@pbisnetwork.org @NWPBISnetwork

Katie Bubak-Azevedo, Boise State University katiebubak@boisestate.edu