1G – Single System of Delivery: Using Tools, Resources, & Data to Build a Cascade of Support

Presenters:
Kelly Perales, Midwest PBIS Network
Jennifer Rollenhagen, West Shore Educational Service District
Katie Miller & Erin Oleniczak, District Health Department #10
Lynne Russell, United Way of Mason County

- **Topic**: Mental Health/Social-Emotional-Behavioral Well-Being
- **Keywords**: Interconnected Systems Framework, Systems Alignment
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

G1 – Single System of Delivery: Using Tools, Resources, & Data to Build a Cascade of Support
Presenters: Kelly Perales, Midwest PBIS Network; Jennifer Rollenhagen, West Shore Educational Service District; Katie Miller & Erin Oleniczak, District Health Department #10; Lynne Russell, United Way of Mason County

G2 – Using Multi-tiered Systems of Support Features to Improve Mental Health for All
Presenters: Kelcey Schmitz, University of Washington; Kurt Hatch, University of Washington Tacoma; Tory Christensen & BJ Sorensen, Richland School District; Andrea Peyton, Lutheran Community Services Northwest

G3 – Leaders Supporting Mental Health for All: A Panel Discussion
Presenters: Susan Barrett, Center for Social Behavior Supports; Kurt Hatch, University of Washington Tacoma; Justyn Poulos, North Thurston Public Schools; Joni Splett, University of Florida; Kacey Rodenbush, Monterey County Behavioral Health; Christopher Haines, Greater Greenville Mental Health Center
Learning Objectives

1. Participants will be able to describe an Interconnected Systems Framework.

1. Participants will be able to identify tools and resources to support district and community leaders in aligning their efforts to support student mental health needs.

1. Participants will be able to describe systems change features for district and community leaders.
Center ⇔ State ⇔ Region ⇔ District ⇔ School
Cascade of Implementation

State Dept. Team
- Stakeholder Engagement
- Resource Alignment, Funding
- Policy and Systems Support
- Workforce Capacity

Region Team
- Executive Functions
- LEADERSHIP TEAMING Implementation Functions
- Stakeholder Engagement
- Resource Alignment, Funding
- Policy and Systems Support
- Workforce Capacity
- Professional Development
- Coaching & Technical Assistance

District Team
- Executive Functions
- LEADERSHIP TEAMING Implementation Functions
- Stakeholder Engagement
- Resource Alignment, Funding
- Policy and Systems Support
- Workforce Capacity
- Professional Development
- Coaching & Technical Assistance

School Team
- Executive Functions
- LEADERSHIP TEAMING Implementation Functions
- Stakeholder Engagement
- Resource Alignment, Funding
- Policy and Systems Support
- Workforce Capacity
- Professional Development
- Coaching & Technical Assistance
- Evaluation

PBIS/MTSS Technical Assistance

National PBIS Leadership Forum
Invest in a Culture of Wellness Across the Implementation Cascade

State, District and School leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in classrooms that ultimately support student growth and benefit.

• Resource: Return to School Guide
Improved Student Outcomes
academic achievement
(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)
prosocial behavior
(Metzler et al., 2001; Nelson et al., 2002)
attendance
(Flannery et al., 2020*; Freeman et al., 2015*)
emotional regulation
(Bradshaw, Waasdorp, & Leaf, 2012)
reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)
decreased rates of drug/alcohol use
(Bastable et al., 2015*; Bradshaw et al., 2012)
social & academic outcomes for SWDs
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

Reduced Exclusionary Discipline
office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021*
Elrod et al., 2022*, Flannery et al., 2014*, Freeman et al., 2015*, Horner et al., 2006, Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)
suspensions
(Bradshaw, Mitchell, & Leaf, 2010*, Freeman et al., 2015*, Gage et al., 2016, Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)
restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)
racial inequities
(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2016; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payne-Simmons, 2021; Swain-Bradway et al., 2019)

Improved Teacher Outcomes
teacher efficacy & well-being
(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)
teacher-student relationships
(Condilffe et al., 2022)
student engagement & instructional time
(Algozzine & Algozzine, 2007; Condilffe et al., 2022; Flannery et al., 2020*)
school culture & organizational health
(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)
climate & safety
(Elrod et al., 2022*, Horner et al., 2009; McIntosh et al., 2021)

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity
Schools Play a Major Role in Promoting the Emotional Wellness of Our Children & Youth

- Only 20% of youth who require mental health services receive them
- Social-emotional learning programs improve achievement by 13% on average
- Youth are more likely to access MH services from schools than any other setting
- Positive school climate protects youth from external risk factors
Why Mental Health in Schools?

School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.

- Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)
- Mental health treatment has large effects on decreasing mental health symptoms (Sanchez et al., 2018)
- Mental health services are most effective when they are integrated into students’ academic instruction (Sanchez et al., 2018)

Read more... new brief on The Case for School Mental Health is located at this link: http://depts.washington.edu/uwsmart/wp-content/uploads/2020/12/The-Case-for-School-Mental-Health-FINAL-12.4.20.pdf
What if...?

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence based practices* that match specific needs.

This means moving away from *co-located model*... to a *fully integrated system*.
Interconnected Systems Framework 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.

https://www.pbis.org/mental-health-social-emotional-well-being
An Interconnected System Framework Applies MTSS Features to all A-SEB Interventions

1) **Effective teams** that include community mental health providers
2) **Data**-based decision making that include school data beyond ODRs and community data
3) Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
4) **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
5) Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
6) Ongoing **coaching** at both the systems & practices level for both school and community employed professionals
Interconnecting Mental Health and Behavioral Support Improves School Safety, Study Says

Research affirms that access to interconnected resources will further improve school climate, student equity.

March 21, 2022

When children experience violence at school, be it bullying or gun violence, the negative consequences of those interactions can follow them for years, often manifesting later as higher rates of absenteeism, lower high school graduation rates, and lower college graduation rates. Early intervention is a key resource in preventing aggressive behaviors from occurring in the first place, and effective early intervention serves to build a positive school climate for all students.

There is a growing desire to improve school climate by implementing guidelines that are based upon research and science, addressing the underlying causes of negative behavior, and replacing punishment with efforts to develop positive behavior and social skills.
1. Foster a sense of belonging through a positive, safe, welcoming, and inclusive school environment
2. Support the social, emotional, physical, and mental health needs of all students through evidence-based strategies
3. Adequately support high-quality teaching and learning by increasing educator capacity
4. Recruit and retain a diverse educator workforce
5. Ensure the fair administration of student discipline policies in ways that treat students with dignity and respect
Mason County’s Interconnected Systems Framework
This project was supported in part by the Michigan Health Endowment Fund. The Michigan Health Endowment Fund works to improve the health and wellness of Michigan residents and reduce the cost of healthcare, with a special focus on children and seniors. You can find more information about the Health Fund at mihealthfund.org.
Project Co-Leads

Katie Miller
Community Health Supervisor
District Health Department #10

Erin Oleniczak
Public Health Educator
District Health Department #10

Lynne Russell
Executive Director
United Way of Mason County

Jennifer Rollenhagen
MTSS Manager
West Shore ESD
Active Implementation Stages

Exploration
- “Identify”
  - Assess need
  - Examine fit and feasibility

Installation
- “Plan”
  - Assure resources
  - Develop supports

Initial Implementation
- “Get Started”
  - Initiate practice
  - Use data to improve supports

Full Implementation
- “Get Better”
  - Practice is consistent
  - Positive outcomes

SISEP
State Implementation and Scaling-up of Evidence-based Practices
ISF Executive Team Exploration

Spring 2019
Beginning of conversations between WSESD & United Way

Spring 2020 - Winter 2021
Initial Conversations between Education and Community Agencies; data collection

Fall 2021
Received Grant & Planned ISF next steps with Superintendents and Local Agency Administration

Fall 2019
Increase in Mental Health Supports in Mason County

April 2021
DHD #10, WSESD, & United Way MI Health Endowment Fund Grant Application

November 2021
ISF Leadership Team meeting; Developed Organizational Chart
ISF Installation Process & Timeline

Objective 1: Formalize the ISF Exploratory Executive Team to achieve efficiencies between partnering organizations.

- Established the ISF Leadership Team (Fall of 2021).


- Completed the District Fidelity Inventory with three school districts (Spring 2022- Spring 2023).
- Completed an ISF Initiative Inventory (Gap Analysis), inclusive of all school districts and community agencies providing mental health services in schools (Fall of 2022).
- Completed an assessment of School-Based Mental Health Providers at two school districts (Spring 2022).
ISF Installation Process & Timeline

Objective 3: Reach Team Consensus on a Mission Statement.
• *Mission statement developed and finalized by the ISF Leadership Team (February 2022).*

Objective 4: Establish District/Community Executive Team Procedures and Routines.
• *Created a Single Release of Information for use by all four school districts and community agencies (Spring 2023).*

Objective 5: Establish Action Planning to Support Demonstration Sites.
• *Receiving ongoing technical assistance support for installation and training needs.*
• *Memorandum of Understanding finalized and signed by all entities (January 2023).*
ISF Installation Process And Timeline

YEAR TWO OBJECTIVES

1. Establish a single set of teams.
   - *District Provider Teams established/supported by co-leads; meeting regularly by (Spring 2023).*
   - *ISF Leadership Team Norms designated (August 2022).*


3. Establish School Level Procedures and Routines of a MTSS.


5. Increase school-based mental health services in Mason County.
Mason County’s Regional Leadership Team

ISF LEADERSHIP TEAM

CO PROJET LEADS
- DHD # 10
- United Way
- West Shore ESD

EDUCATIONAL AGENCIES

School Districts
- Counselors, Student Success Specialist, Behavior Coach

West Shore ESD
- GE Mental Health Provider, SE Social Worker, Protect to Prevent Case Provider and Mentor

COMMUNITY AGENCIES

Corewell Health

DHD #10
- Mason County Family Link
- MI Depart. of Health & Human Services
- MSU Extension
- Northwest Michigan Health Services
- Staircase Youth Services
- West Michigan CMH

National PBIS Leadership Forum
Mason County’s Regional Leadership Team
Mission Statement

*Promote wellness, build resiliency, and provide resources to empower students, families, educators, and staff in Mason County through enhanced partnerships and a sustainable interconnected system of education and mental health.*
Mason County’s Regional Leadership Team Meeting Norms

- Assume Positive Intent
- Seek to Understand
- Clarity of Action Items (who is going to what by when)
- Using Data to Inform Decisions
- Come Prepared

- Active Listening through Equitable Participation and Respecting all Voices
- Clear Meeting Objectives
- Collaborate to Come to Solutions
- Constructive Comments
- Starting and Ending on Time
## Exploration Process: Assessing Existing Behavioral Health Services

<table>
<thead>
<tr>
<th>SCHOOL AND COMMUNITY PROVIDERS</th>
<th>2021 FTE</th>
<th>2023 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Health Department #10 Child &amp; Adolescent Center</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>District Health Department #10 (E3 Grant)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Corewell Health - Telehealth Behavioral Services</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mason County Family Link</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Northwest Michigan Health Services (E3 Grant)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor and Student Success Specialist</td>
<td>≈ 15</td>
<td>18</td>
</tr>
<tr>
<td>Staircase Youth Services</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>West Shore ESD (31N Social Worker)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>West Shore ESD - Special Ed. Social Workers</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>West Michigan CMH Behavioral Health Clinician</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>West Michigan CMH Mobile Crisis Unit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exploration Process: Assessing the Availability of Assessment & Training Tools

GATHERED INFORMATION

- Universal Screener
- Mental Health Assessment
- Suicide Assessment
- SEL Curriculum
- Mental Health Evidence Based Practices
- Mental Training Provided

COMPLETED ISF GAP ANALYSIS
ISF School Based Mental Health Services

RESOURCE MAP OUTLINE

- Name of Organization
- Title of Position
- Name of Provider(s)
- Name of Work Location

- Number of FTE at Each Work Location
- What are the Requirements to Access Services
- Is There a Referral Form
- Who Can Access Services on Behalf of the Student’s Family
State Systems Fidelity Inventory - Regional Leadership

![State Systems Fidelity Inventory - Regional Leadership Team](image)

- Leadership Team: 60 (2021), 60 (2023)
- Stakeholder Engagement: 50 (2021), 0 (2023)
- Funding & Alignment: 13 (2021), 25 (2023)
- Policy: 33 (2021), 17 (2023)
- Workforce Capacity: 0 (2021), 0 (2023)
- Training: 26 (2021), 57 (2023)
- Coaching: 40 (2021), 0 (2023)
- Evaluation: 6 (2021), 25 (2023)
- Local Implementation Demonstrations: 0 (2021), 17 (2023)
- Overall: 23 (2021), 38 (2023)
District Systems Fidelity Inventory - Mason County Central
ISF Highlights- *Mason County Central*

- Completed DSFI
- Completed Resource Map and restructured providers based on building level needs
- Scheduled 5 Mental Health Provider meetings
- Implemented SEL Curriculum
- Aligned ISF work with District MTSS structures
- Added ISF language to District Strategic Plan and School Improvement Plan
District Systems Fidelity Inventory - 
Mason County Eastern
District Systems Fidelity Inventory - Gateway to Success Academy
System-Level Change Features & Successes

- Established district provider meetings at four public school districts.
- Created and executed an MOU between the school districts and community providers.
- Developed District Action Plans (Results from DSFI) in two school districts.
- Designed and implements a Single Release of Information.
- Increased ISF understanding and buy-in among stakeholders through school and community agency board presentations.
- Enhanced collaboration and communication between schools and agencies. i.e., Youth Mental Health First Aid, Teen Mental Health First Aid, and Blue Envelope Suicide process.
- Included in the Prevent to Protect Hub pilot project through MSU Department of Psychiatry with Safe and Sound Schools.
- Created alignment between the Behavior Threat Assessment and Suicide Risk Assessment Initiatives.
Developed ISF Website

- Project updates
- School team pages
- Co-lead page
- Leadership Team
- Documents
- Training resources

sites.google.com/view/lakeshoreisf/home
ISF Outcomes

- Increased knowledge of school and community provider knowledge of ISF.
  - Held four ISF trainings with 83 school and community leaders and providers participating.

- Increased Stakeholder Awareness of ISF.
  - Made 10 presentations to school and community stakeholders.

- Assessed the availability of social, behavioral and emotional resources and services through the completion of a District Resource Map.
ISF Training Evaluation Feedback

“Students and teachers need a lot of help, so the more we learn, the more we can get done for the good of healthy emotional living.”

“There were many valuable aspects of this training. From clearly defining the 3 tiers of system supports, to thinking about our buildings teams and their functions, as well as how and why to collect data.”

“I came away with the knowledge about where to start looking to assess [mental health] needs of the student body, and where to begin meeting those needs. (THIS is as if I had to do it alone, but we learned we already have a lot of good things in place.)”
ISF Challenges

- Surplus of funding, added staffing.
- Leadership changes and agency turnover.
- Workforce capacity.
- Data collection and sharing.
- Integration of community providers within a school district - members on school-based teams.
- More intentionality about the explaining MTSS, PBIS, and ISF are not “one more thing to do” but are braided together to improve youth outcomes.
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 1G - Single System of Delivery: Using Tools, Resources, & Data to Build a Cascade of Support

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

Evaluations are anonymous! We send reminder emails to all participants.

After you submit each session evaluation, click the link to enter the gift card raffle!