



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

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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.*



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, 2015)



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., 2005; 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., 2018; 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., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-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

(Condliffe et al., 2022)

student engagement & instructional time

(Algozzine & Algozzine, 2007; Condliffe 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

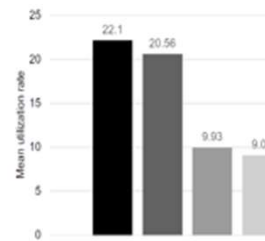
(Elrod et al., 2022*; Horner et al., 2009; McIntosh et al., 2021)

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

ip Forum

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?

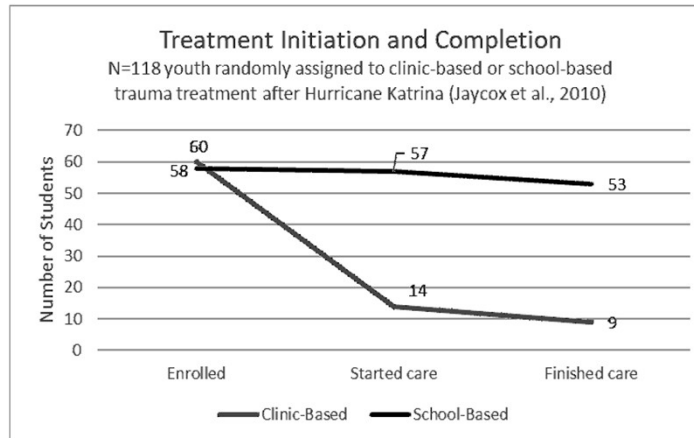
School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.

- 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)



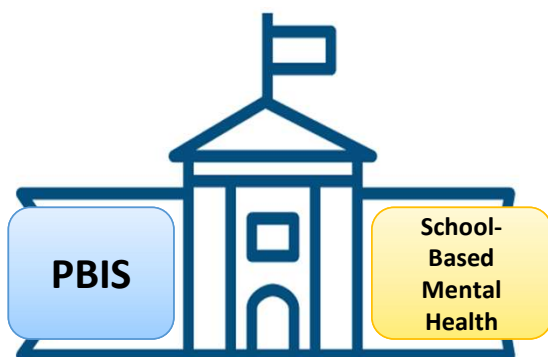
Read more...

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>

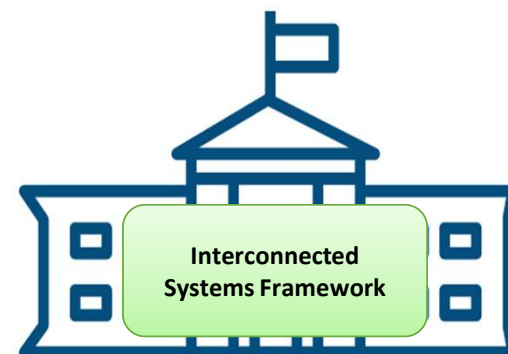


What if... ?

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***

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Interconnected Systems Framework Defined



[PBIS](#) [Topics](#) [Tools](#) [Publications](#) [Presentations & Videos](#) [Conference](#) [About](#)



The term 'mental health' refers to how we think, feel and behave; it is a critical part of our overall health. Current rates of mental illness, substance misuse and opioid abuse are alarming and require significant societal shifts. Mental health is now recognized as a critical part of education, but schools struggle with how to establish a comprehensive system of mental health support. The Interconnected Systems Framework (ISF) is an emerging approach for building a single system to address mental health and social-emotional well-being in schools. The Interconnected Systems Framework uses MTSS core features to ensure mental health is embedded in all aspects of the learning environment.

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

- 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.



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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

https://nij.ojp.gov/topics/articles/interconnecting-mental-health-and-behavioral-support-improves-school-safety?utm_source=govdelivery&utm_medium=email&utm_campaign=articles

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.

Article Listing

Corrections

Courts

Crime Prevention

Crimes

Drugs and Crime

Equipment and Technology

Forensic Sciences





Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates

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



U.S. Department of Education

March 2023



National PBIS Leadership Forum

National PBIS Leadership Forum

| October 26-27, 2023

| Hilton Chicago



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Mason County's Interconnected Systems Framework



The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



CENTER ON
PBIS Positive Behavioral
Interventions & Supports

National PBIS Leadership Forum

October 26-27, 2023

Hilton Chicago



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MICHIGAN HEALTH ENDOWMENT FUND

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.

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CENTER ON

PBIS

Positive Behavioral
Interventions & Supports

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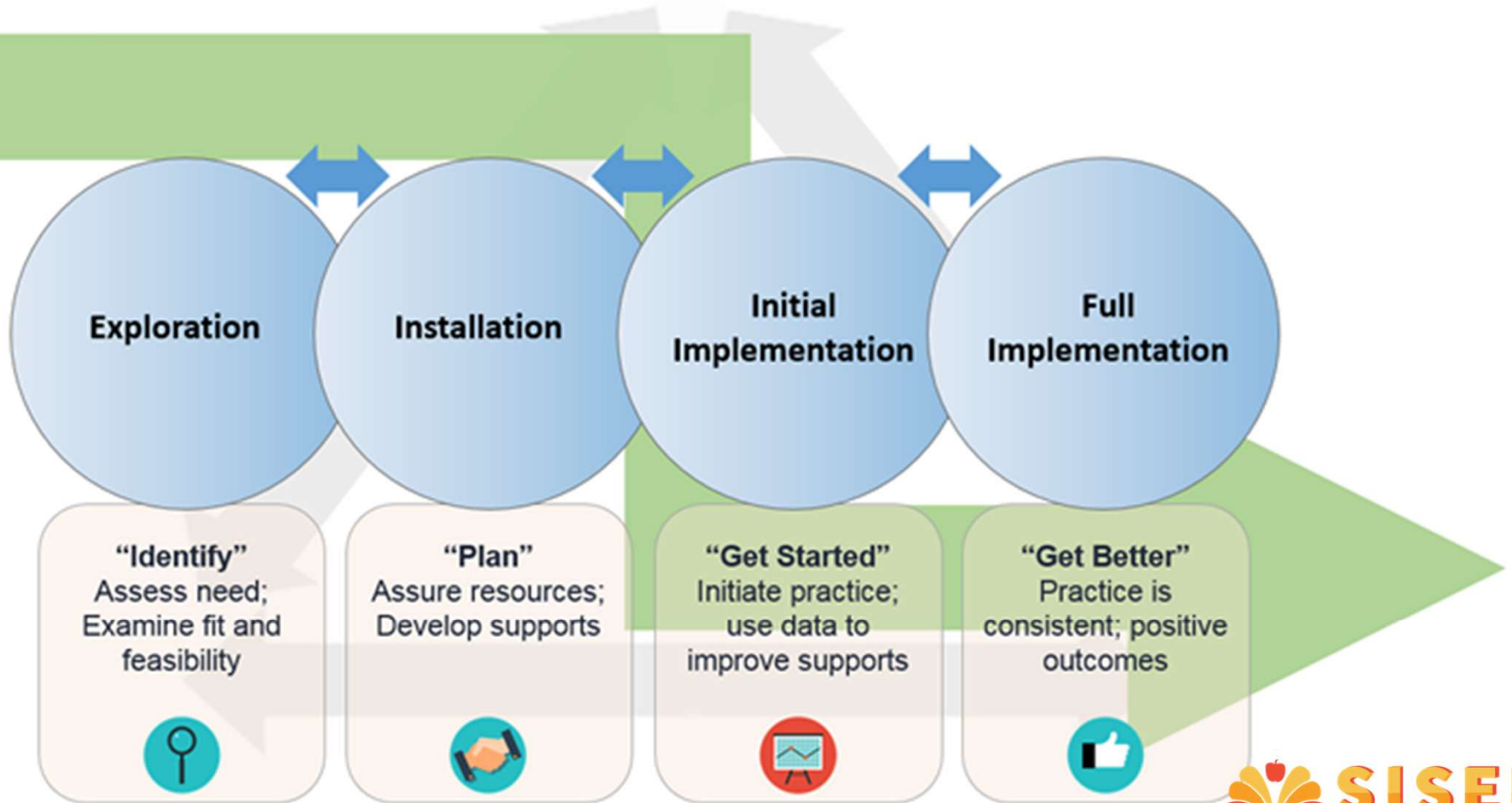


**Jennifer
Rollenhagen**
MTSS Manager
West Shore ESD



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Active Implementation Stages



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 Explorative Executive Team to achieve efficiencies between partnering organizations.

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

Objective 2: Assess Current Status of Mental Health and Positive Behavioral Interventions and Support (PBIS) Systems in the Mason County Schools.

- *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).*



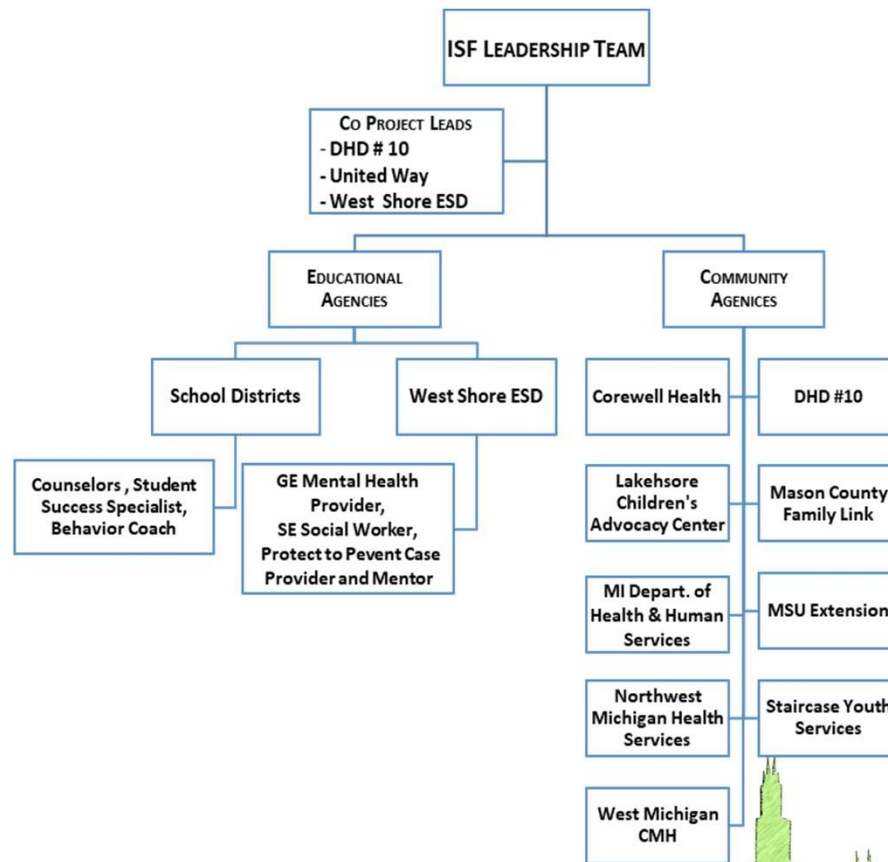
ISF Installation Process And Timeline

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).*
1. Assess Current Systems, Data, and Practices.
3. Establish School Level Procedures and Routines of a MTSS.
4. Develop an Integrated Action Plan.
5. Increase school-based mental health services in Mason County.



Mason County's Regional Leadership Team



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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.



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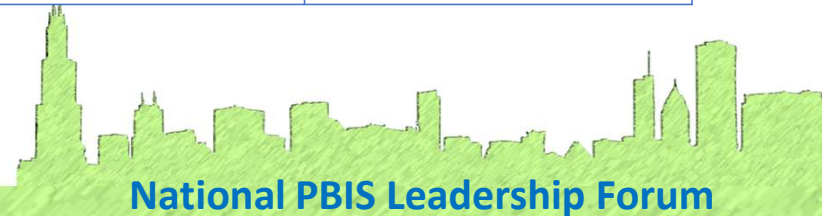
Mason County's Regional Leadership Team Meeting Norms

- 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

SCHOOL AND COMMUNITY PROVIDERS	2021 FTE	2023 FTE
District Health Department #10 Child & Adolescent Center	.5	.5
District Health Department #10 (E3 Grant)	0	1
Corewell Health - Telehealth Behavioral Services	0	1
Mason County Family Link	1	0
Northwest Michigan Health Services (E3 Grant)	1	1
School Counselor and Student Success Specialist	≈ 15	18
Staircase Youth Services	2	2
West Shore ESD (31N Social Worker)	2	4
West Shore ESD - Special Ed. Social Workers	5	5
West Michigan CMH Behavioral Health Clinician	0	1
West Michigan CMH Mobile Crisis Unit		



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



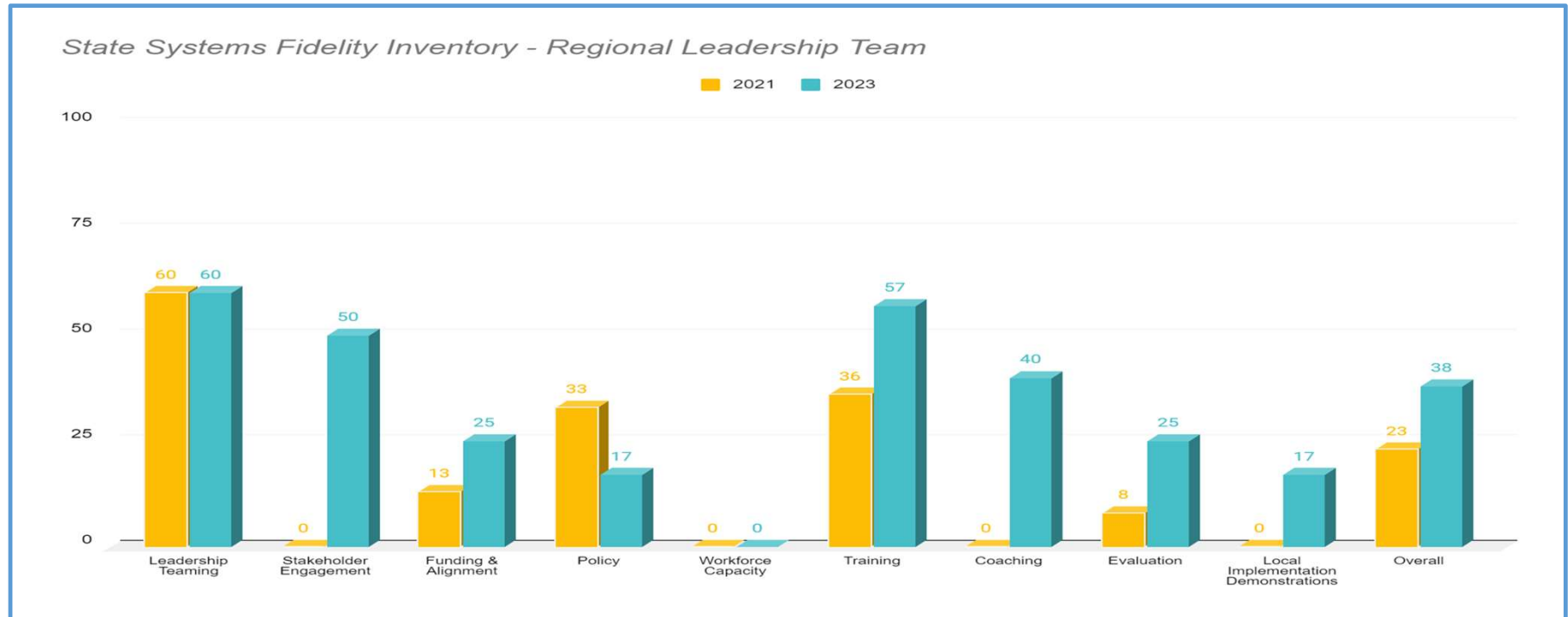
ISF School Based Mental Health Services

RESOURCE MAP OUTLINE

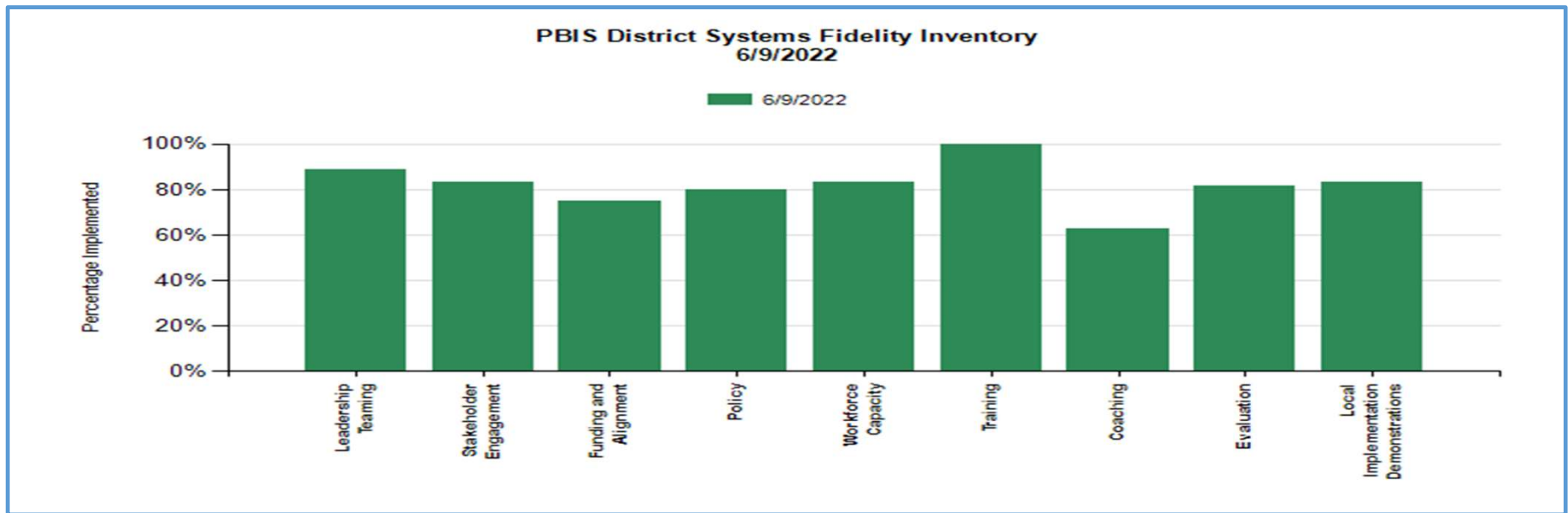
- Name of Organization
- Title of Position
- Name of Provider(s)
- Name of Work Location
- Number of FTE at Each Work Location
- What are the Requirements to Access Services
- Is There a Referral Form
- Who Can Access Services on Behalf of the Student's Family



State Systems Fidelity Inventory- *Regional Leadership*



District Systems Fidelity Inventory - *Mason County Central*



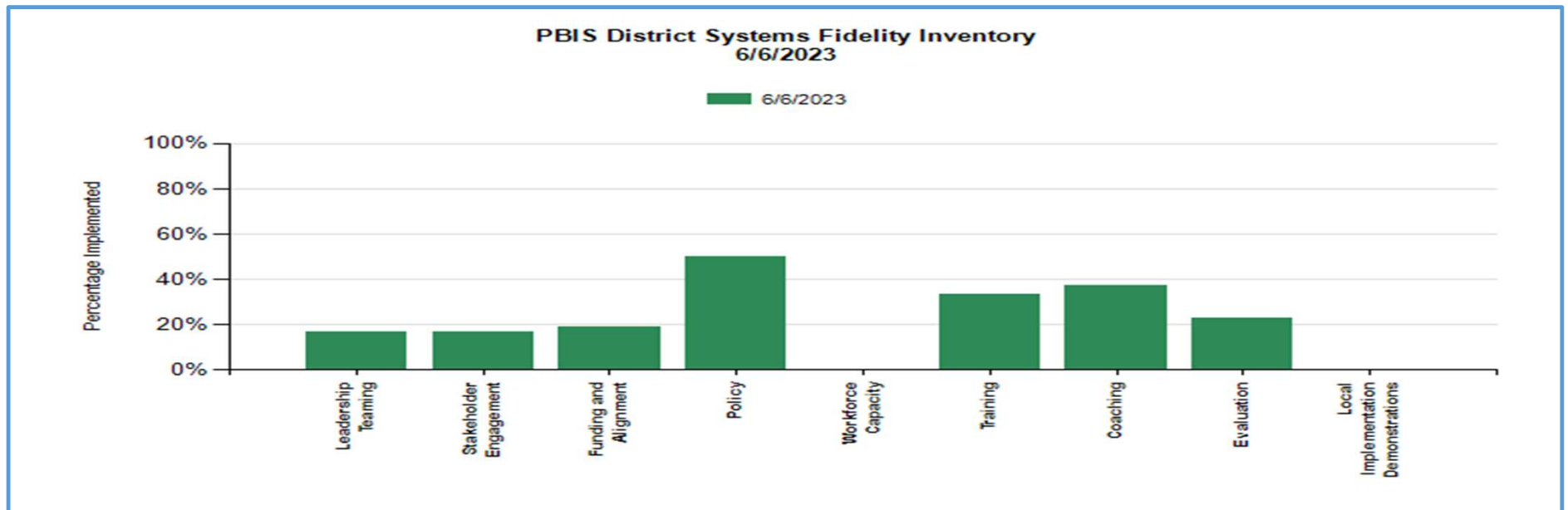
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ISF Highlights- *Mason County Central*

- 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

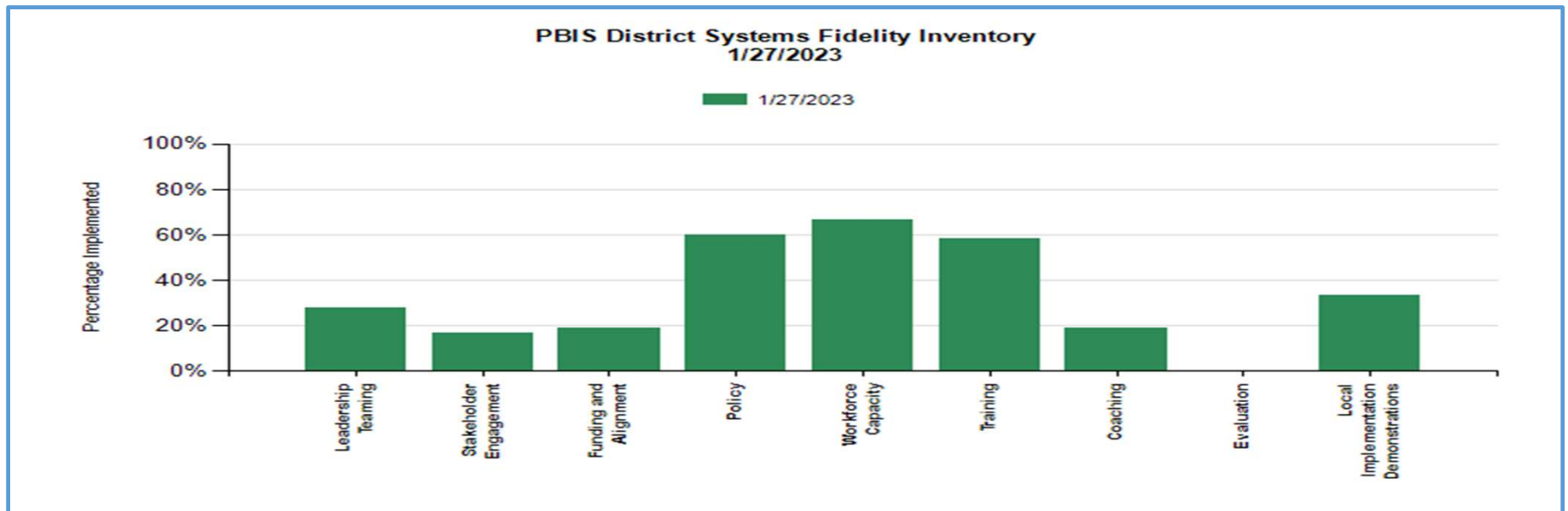


District Systems Fidelity Inventory - *Mason County Eastern*



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District Systems Fidelity Inventory - *Gateway to Success Academy*



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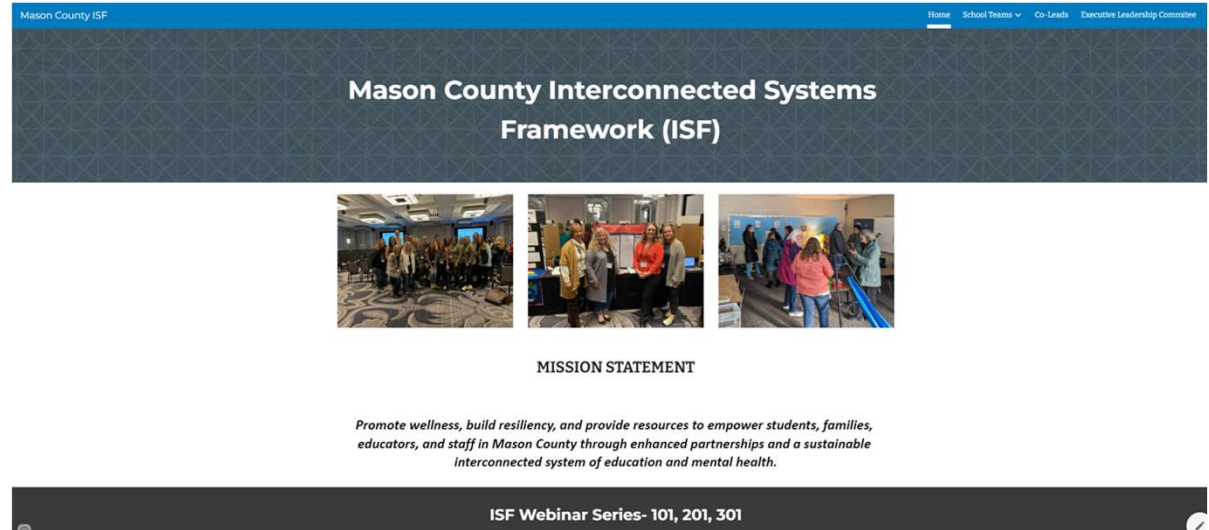
System-Level Change Features & Successes

- 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.



JOIN US
for the
Interconnected
Systems
Framework
Leadership Team
Training

April 8, 2022
8:00am - 10:00am
at West Shore ESD
Mason/Lake Room

This meeting will provide an overview of the Interconnected Systems Framework, a structure and process for our schools and community providers to more efficiently support the social-emotional-behavioral needs of our students.

Our goal is to develop a shared understanding and identify next steps in our work together. Resources, tools, and examples will be shared.

Training Co-Hosted By:

West Shore
Educational Service District

District Health
Department #10
Healthy People. Healthy Communities.

United Way
United Way of Mason County

This training is supported by the Michigan Health Endowment Fund

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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.)”*



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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

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