6G: Coaching Teams in Using Screening & Other Data for Decisions About Mental Health Interventions

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- Topic: Data-Based Decision Making
- Keywords: TIPS, Screening, Tier 2, Tier 3
Learning Objectives

1. Gain an understanding of the TIPS process at Tier 2

2. Learn strategies for incorporating universal screening data into the decision-making process

3. Describe how schools in one district are monitoring data for decision making and connecting students to appropriate mental health interventions
Sincere Appreciation to the students, teachers, families, administrators, and many other critical partners in this work!

Acknowledgements

PI Colleen Halliday, Medical University of South Carolina
Co-PI Mark Weist, University of South Carolina
Site PI, Co-I Joni Williams Splett, University of Florida

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PI: Joni Williams Splett, University of Florida
Co-PI Colleen Halliday, Medical University of South Carolina

National PBIS Leadership Forum
Who is here?

What is your role?
What is your familiarity with universal mental health screening?
What is your familiarity with TIPS, Team Initiated Problem Solving?
What is Screening?

Identifies risk early, systematically, for an entire population
What is NOT universal SEB screening?

- Nomination procedures
- Referral forms for school teams
- Referral forms for community providers
- Review of existing data only (discipline referrals, suspensions, attendance, academic data)
- Review of Early Warning System data only

Why not?

- Inequity in who makes and gets referrals/nominations
- Some more likely to get referred/nominated/disciplined
- Stigma of referral and services
- “Waiting to fail”
- Not good, robust indicators of SEB risk and well-being
Schools refer youth with externalizing more frequently than youth with internalizing.

(Bradshaw et al., 2008)
Squeaky Wheel
Administer Screener School-Wide

Data-Based Decision-Making Plan

Then a miracle occurs

Good work, but I think we need just a little more detail right here!
Universal Mental Health Screening Results

- 3,148 total students
  - 68% No Risk
  - 32% SEB Risk
    - 18% Elevated Risk
    - 14% Extremely Elevated Risk
Universal Mental Health Screening & Intervention Receipt Results

- 3,148 total students
  - 68% No Risk
  - 32% SEB Risk
    - 3% SEB Risk & Intervention
    - 29% Newly Identified SEB Risk

Splett et al., 2023
Universal Mental Health Screening & Intervention Receipt Results

- 3,148 total students
  - 68% No Risk
  - 32% SEB Risk
    - 3% SEB Risk & Intervention Before Screening
    - 29% Newly Identified SEB Risk
      - 2% Post-Screening Intervention
      - 27% Unaddressed SEB RISK

Splett et al., 2023
Administer Screener School-Wide  Data-Based Decision-Making Plan

Good work, but I think we need just a little more detail right here!
A framework is a structure that is intended to serve as a support or guide for the building of something that expands the structure into something useful (Barrett, 2020).
What is TIPS and Why Use It?

- Team Initiated Problem Solving
- A clear model with steps for problem solving routine
- Access to the right information at the right time in the right format
- A formal/predictable process that a group of people can use to build and implement solutions.
TIPS is an evidence-based approach to helping teams be more effective and efficient

Systematic Research Documents that if Teams use TIPS

- Team meetings are more efficient, and satisfying
- Teams identify problems earlier and with better precision
- Teams are more likely to build solutions and action plans
- Teams follow through with their solutions, and produce change in student behavior
Core Components

Meeting Foundations
• Purpose, Agenda, Logistics
• Roles, Responsibilities
• Authority

Data-Based Problem-Solving Process
TIPS Tiers II & III (advanced tiers)

Purpose

Team has a purpose and decision guidelines/evaluation plan.

• All teams need a clear purpose statement that is available for review during meetings
  • Good reminder to all
  • Efficient and respectful strategy for welcoming new team members and meeting guests
Purpose: Example

Tier 2/3 (Collaborative Problem Solving) Team:

• Coordinate, identify and select students in need of Tier 2/3 supports

• Monitor implementation fidelity of Tier 2/3 supports

• Monitor progress for students receiving Tier 2/3 supports

• Make data-based decisions and action plans
Roles and Responsibilities

TIPS - Tiers II & III (advanced tiers)

- Facilitator
- Data Analyst
- Team Member
- Minute Taker
- Administrator

Administrators primary role is Administrator
Can be back ups to facilitator, data analyst, minute takers
Ultimately, this will be the general flow of the meeting:

1. Call meeting to order
2. Review agenda for today
3. Update progress/Problem Solve on previously defined Problems
4. Problem Solve New Students of Concern
5. Discuss Organizational-Housekeeping items
6. Wrap up meeting
Data-Based Problem-Solving Process

Collect & Use Data!

Typical TIPS Monthly Discipline Data
# Data Sources to Consider for an Integrated PBIS/Mental Health System

## Traditional School Data
- Office Referral Rates (by location, time, grade, problem behavior, race/ethnicity, students with IEP)
- Minor incident reports and instructional time
- Attendance or truancy
- Academic performance scores (e.g., DIBELS, PMAs, state test)

## Expanded School Data
- Teacher ratings of student social emotional behavior/effort
- Students’ self-rating of social, emotional, and/or behavioral functioning
- Climate data
- Nursing /School Counselor logs

## Community Data
- Demographic data for the school/neighborhood, community and/or district
- Socio-economic status, free and reduced lunch rates
- Homelessness rates
- Incarceration rates
- Issues related to environmental changes and weather events
- Drug use/rate of drug overdoses
- Crisis center calls, suicide attempts
- Issues related to families' immigration status
- School and workplace violent incidents
- Military deployment schedules
Multiple Levels, Multiple Raters, Multiple Domains, Multiple Items, Multiple Views!
Coaching TIPS for teams to USE Universal Screening data for Mental Health Intervention

Minor Modifications Include

• Expanded Team Membership
• Resource Mapping and Data Decision Rules
• Referral and Intervention Tracking Logs
Duval’s Journey

- 204 Schools
- 126,815 Students
- 6th Largest School District in Florida
- 20th Largest in US
District History: Filling Gaps To Support Schools

- Partnerships through Grant work with Universities
Using the 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

**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

National PBIS Leadership Forum
Focus on Existing Teaming Collaborative Problem-Solving Team

Meeting Success:

- Scheduling, Team Roles
- Data Access and Use
- Established decision rules
- Tracking tools

Expanded Team - Getting the right people to the table
Dedicated Time for Meeting

- Confidential meeting space
- Twice a month
- Outlook calendar invites for the school year
- Screening Windows
- Trainings

FRIENDLY REMINDERS

National PBIS Leadership Forum
Formulating Tools for a New School Year

- TIPS Team Initiated Problem solving Format
- Request for Assistance
- Single System Access
- Resource Mapping

- Decision Rules
- Universal Screening Windows
- Professional Development
- Shared Confidential Workspace in Microsoft Teams
Roles on TIPS Teams

• Teams decide who will take each position and backups are determined from the beginning
• Descriptions of Roles and laminated copies are provided
• Ongoing support for Roles:
  • Facilitator
  • Minute Taker
  • Data Analyst
  • Intervention Coordinator
  • Team Members
TIPS Meeting Foundations

- Team Initiated Problem Solving
- A clear model with steps for problem solving routine
- Access to the right information at the right time in the right format
- A formal/predictable process that a group of people can use to build and implement solutions.
- Evidence based to increase efficiency and effective problem solving and decision making
# How we use TIPS

## TIPS Meeting Minutes Guide: SCHOOL LEVEL

<table>
<thead>
<tr>
<th>Today’s Meeting</th>
<th>Date</th>
<th>Time (begin and end)</th>
<th>Location</th>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
</tr>
</thead>
</table>

| Next Meeting    |      |                      |          |             |              |              |

### Team Members & Attendance (Place “X” to left of name if present)

|                       |      |                      |          |             |              |              |

### Today’s Agenda Items:

1. 
2. 
3. 
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<table>
<thead>
<tr>
<th>Agenda Items for Next Meeting</th>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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## Request for Assistance Progress Monitoring

<table>
<thead>
<tr>
<th>Request for Assistance Received</th>
<th>Summary of response to requests</th>
<th>Average time between RFA and support provided</th>
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</table>

## Tracking of Evidence Based Interventions Progress Monitoring

<table>
<thead>
<tr>
<th>Evidence Based Interventions</th>
<th>Number of Students being supported by Intervention</th>
<th>Number of Students Making Progress</th>
<th>% of students making progress</th>
<th>Need for Action Plan</th>
<th>Number of students continuing</th>
<th>Number of students fading</th>
<th>Number of students modifying</th>
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Resource Mapping

- Reviewed Annually
- Updated with New Interventions
- Referenced at each meeting
- Paired with Decision Rules to facilitate Data Based Decisions and intervention placement
Decision Rules

- Aligns with Resource Map
- Determines:

  How a Student gets **IN** to the intervention

  How a Student stays **ON** the intervention by measuring Fidelity and specific Data for Progress Monitoring

  How a student is **OUT** or exits the intervention

<table>
<thead>
<tr>
<th>Tier 2 Interventions</th>
<th>Decision Points Entrance</th>
<th>Fidelity Measure</th>
<th>Progress Monitoring</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In Check Out</td>
<td>Major Safety Issue</td>
<td>Fidelity Checklist</td>
<td>Percentage points</td>
<td>Mastery of targeted skills</td>
</tr>
<tr>
<td></td>
<td>Students who are acting out and need feedback to help with self-monitoring and correcting poor choices</td>
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<tr>
<td>I'm A Star</td>
<td>1-2 grade levels behind Academic mentoring Grades 3,4,5</td>
<td>Feelings rating scale</td>
<td>Discipline Referrals, Daily Progress Report, nurse visits, BIMAS-2</td>
<td>End of school year</td>
</tr>
<tr>
<td>Small Group</td>
<td>Social Skills</td>
<td></td>
<td></td>
<td>Completion of indicated modules</td>
</tr>
<tr>
<td>Social Emotional, Academic, Behavior Skills</td>
<td>Academic Success Emotional Regulation Depression Anxiety Trauma Conduct Grief</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Full-Service Counseling</td>
<td>Mental Health Concern Prior Counseling Services</td>
<td>Treatment Plan Feedback from students</td>
<td>Treatment Plan Parent Input Teacher input</td>
<td>Complete 75% of goals &lt; 6 months</td>
</tr>
<tr>
<td>FBA/BIP</td>
<td>Behavioral Concerns/ESE or 504 services</td>
<td>Observation according to plan/goals</td>
<td>Teacher/student input Data on observed behaviors</td>
<td>Plan follows student to next grade</td>
</tr>
</tbody>
</table>
Request for Assistance

- Single system for accessing support
- Team determines format
- Presented to faculty
- Hard Copy and/or Electronic Distribution
- Reviewed in advance of Team Meetings
- Shared at meetings
Data Based Decision Making with Teams

- Teams Review Multiple Sources of Data at Every Meeting
- Disaggregate Data
- Precision Problem Solving (Laminated Reminder Cards)
# Precision Problem Solving Action Planning

**Date of Initial Meeting:** 9.18.23

**Brief Problem Description** (e.g., student xxx has been hitting and spitting on students in the classroom and not doing classwork.)

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution Actions</th>
<th>Identify Fidelity and Outcome Data</th>
<th>Did it work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student- XXX has been physically aggressive by hitting and spitting on other students in the classroom when directed by the teacher to complete schoolwork 1-2 times per day for the past 4 weeks.</td>
<td>By October 30th the student will refrain from hitting and spitting on others during task demands in the classroom</td>
<td>The teacher will initiate Check In Check Out with coordinator for daily monitoring of target behaviors by 9.20.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What</strong>- hitting, spitting, out of area. <strong>When</strong>- Specifically in Classroom <strong>Where</strong>- All Settings <strong>Who</strong>- Undetermined. <strong>Why</strong>- Teacher Directed tasks. <strong>How Often</strong>- Consistent</td>
<td></td>
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<tr>
<td><strong>What outcome data will we collect?</strong> What? When? Who?</td>
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<tr>
<td>DPR Check in/out- weekly by teacher Tier2 Tier3</td>
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<tr>
<td>Process of FBA documentation- Tier3</td>
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</tbody>
</table>

**Fidelity Data:** 10.3.23-Fidelity Checklist
- Wk. 1 60% DPR
- Continue Tier 2 check in/out.

**Level of Implementation**
- Not started
- Partial implementation
- Implemented with fidelity
- Stopped

Notes: Continue Tier 2 check in/check out. Continue Tier 3 for FBA.

**Outcome Data (Current Levels):**
- Wk. 1 60% DPR

**Comparison to Goal**
- Worse
- No Change
- Improved but not to goal

Notes:
Universal Screening

- Preparing for Implementation
- Screening Windows Determined in Fall and Spring
- Training for Administrators and POC
- Working with District Technology Team
- Preparing Scripts for Schools
- Leaderboards to track progress

BIMAS-2 Teacher Report
EIS Student Self Report
Easily identify populations of students in need grouping by:

- Risk level, grade, class, other group

Direct links to student’s individual report
# Student Survey Building Report

Demo Middle School | October 2021 | All Grades

## Attention and Academic Issues

<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. I have trouble sitting still at school</td>
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<tr>
<td>32. I have trouble finishing my work</td>
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<tr>
<td>33. I have trouble paying attention</td>
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<tr>
<td>34. I DO NOT try hard to get good grades on my work</td>
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<tr>
<td>35. I DO NOT complete my school work on time</td>
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</tbody>
</table>

## Peer Relations

<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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</thead>
<tbody>
<tr>
<td>01. I DO NOT have friends to talk to at school</td>
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<tr>
<td>02. Other kids make fun of me at school</td>
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<td>03. I am NOT a good friend</td>
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<td>04. I DO NOT cooperate with others</td>
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<tr>
<td>05. I DO NOT work well with my classmates</td>
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</table>

## Externalizing Behavior

<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. I get in trouble at school</td>
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<tr>
<td>15. I am sent out of class for bad behavior</td>
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<tr>
<td>16. I disrupt class</td>
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</tbody>
</table>

## 30. There IS NOT An Adult I Can Talk To At School If I Need Help

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeby Lewtey</td>
<td></td>
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<tr>
<td>Dulce Crescotti</td>
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<tr>
<td>Jayme Prestidge</td>
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<tr>
<td>Stephanie Siggery</td>
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<tr>
<td>Larina St Angel</td>
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<tr>
<td>Craggy Ensten</td>
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Always - 10.00%
INDIVIDUAL STUDENT-LEVEL VIEW OF SCREENING DATA
Referral and Intervention

- Intervention Receipt Form
- Completed monthly
- Excel Spreadsheet
- Sorts by Intervention
- Projected and updated during meeting
- Housed in Microsoft TEAMS

<table>
<thead>
<tr>
<th>DATE COMPLETED:</th>
<th>9/21/2021</th>
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<tbody>
<tr>
<td>EXAMPLE</td>
<td>Sally Smith</td>
</tr>
<tr>
<td>District IE</td>
<td>Student Name</td>
</tr>
<tr>
<td>Intervention Name/Description</td>
<td>small (SEAL) group counseling</td>
</tr>
<tr>
<td>Intervention Dosage</td>
<td>31-45 mins</td>
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<tr>
<td>1x per week</td>
<td></td>
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<td>3</td>
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<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Check-in Check-Out</td>
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<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Behavior Contracts (self-regulation)</td>
</tr>
<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Behavior Contracts coupled with OOD 3 times weekly &amp; self-regulation</td>
</tr>
<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Senior (SEAL) Group Counseling</td>
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<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Check-in Check-Out coupled with Behavior Contract for inappropriate language</td>
</tr>
<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Check-in Check-Out</td>
</tr>
<tr>
<td>Program &amp; Evaluation Specialist Only</td>
<td>Check-in Check-Out</td>
</tr>
</tbody>
</table>

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Coaching Lessons Learned Developing Best Practices with School Teams

- Teams need strong support and **technical assistance** when developing a new system and practice
- Have **realistic expectations**. Schools already have systems in place, and we must work within them
- Identifying and **accessing resources** is an ongoing process. Don’t assume everyone knows what is available in the building and district
- We are always **problem solving** using the Precision Problem Solving Model keeps discussion streamlined and on track
Coaching Lessons Learned Developing Best Practices with School Teams

- **Data-Based Decision Making** requires increased facilitation, redirection, and practice over time which increases proficiency. Keeping in mind this is new work for the teams.

- **Universal Screening** takes a coordinated effort with many individuals to run smoothly ....be flexible with the screening window

- Data can be emotional. Prepare for the unexpected

- Always provide lots of **prompts and reminders** with heavy **positive reinforcement**

- Prepare for the **unexpected**. Florida is unique. Legislation with the Parents Bill of Rights led to changes in the work
Resources!

• Data-based Problem-Solving Resources: https://www.pbis.org/topics/data-based-decision-making
• TIPS Videos: https://www.pbis.org/video-examples/video#tips
• TIPS Tools: https://www.pbis.org/tools/all-tools#tips
• TIPS Practice Briefs
• Best Practices in Universal Screening for Social, Emotional, and Behavioral Outcomes: An Implementation Guide
  https://smhcollaborative.org/universalscreening/
• Coming Soon to www.PBIS.org! Teaming Guide
Questions?
Please Complete this Session’s Evaluation

10/27/2023
Session ID: 6G - Coaching Teams in Using Screening & Other Data for Decisions About Mental Health Interventions

Four options, pick one!

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   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
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