2G- 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 (WA); Andrea Peyton, Lutheran Community Services Northwest (WA)

• **Topic:** Mental Health/Social-Emotional-Behavioral-Well-Being
• **Keywords:** Interconnected Systems Framework, Community, Systems Alignment, Evaluation, Implementation, Behavior
Learning Objectives

1. Identify key systems, data and practices that support the shift to using community and school data to inform decisions.
2. Learn about alignment of the Interconnected Systems Framework with a district’s strategic plan and school improvement plans.
3. Describe steps to integrate community mental health partners.
Interconnected Systems Framework: Critical Role of School & District Leaders

Dr. Kurt Hatch, University of Washington Tacoma & University of Washington SMART Center
We must pay attention to the "system" FIRST, then move to small groups and individuals.

-Dave Tilly, Iowa Department of Education
Suspensions are TWICE as high for students classified with disabilities, compared to their peers without disabilities.

One out of every four (25%) students of color, classified with disabilities, are suspended.

"When another person makes you suffer, it is because he suffers deep within himself and his suffering is spilling over. He does not need punishment; he needs help."

- Thich Nhat Hanh (Tic Nat Han)
To **ELIMINATE RACISM AND EXCLUSIONARY PRACTICES** by *unapologetically* prioritizing the education and well-being of BIPOC students, staff, and community.
"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.

.... Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far."

Dr. Ron Edmonds, 1970
The CURB CUT Effect
The Curb-Cut Effect asserts that an investment in one group can cascade out and up and be a substantial investment in the broader well-being of a nation -- one whose policies and practices create an equitable economy, a healthy community of opportunity, and just society.

Angela Glover Blackwell,
Principalship
We must pay attention to the "system" FIRST, then move to small groups and individuals.

-Dave Tilly, Iowa Department of Education
Let’s Start Rowing in the Same Direction!
FACILITATING A SYSTEMS CHANGE FRAMEWORK

<table>
<thead>
<tr>
<th>VISION</th>
<th>INCENTIVES</th>
<th>SKILLS</th>
<th>RESOURCES</th>
<th>ACTION PLAN</th>
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<tbody>
<tr>
<td>CHANGE</td>
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- CONFUSION
- RESISTANCE
- ANXIETY
- FRUSTRATION
- FALSE STARTS

State-wide Investments in School Mental Health and MTSS Through the Interconnected Systems Framework

Kelcey Schmitz, University of Washington SMART Center
School Mental Health Assessment, Research, & Training Center

The overarching mission of the SMART Center is to promote high-quality, culturally-responsive programs, practices, and policies to meet the full range of social, emotional, and behavioral (SEB) needs of students in both general and special education contexts.

https://smartcenter.uw.edu/

uwsmart@uw.edu

@SMARTCtr

UW SMART Center

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

Research & Evaluation

Training & Technical Assistance

Community Partnering & Outreach
Performance Audit: K-12 Student Behavioral Health in Washington

“Washington’s decentralized approach has relied on school districts to develop behavioral health plans without oversight.”

➔ Most schools have not implemented the full continuum of supports
➔ Few schools systematically screen all students
➔ Lack of statewide oversight/guidance

Read the Washington K12 Student Behavioral Health Audit for more information
Social Emotional Learning (SEL), Mental Health (MH) and MTSS - among the most frequently reported universal supports districts were providing or planning to provide for reopening.

Districts also reported that they needed the most support with implementing SEL, MH, & MTSS.

The Center for the Improvement of Student Learning (CISL) at OSPI received OSPI ESSER funds to expand MTSS including installing mental health within the WA MTSS Framework through the Interconnected Systems Framework approach.
What are the ways we are enhancing PBIS? Interconnecting PBIS + MH (ISF) = PBIS 2.0

- **Effective teams** that include youth, family and community mental health providers (expand opportunity and access for members who historically have been excluded)
- **Data-based decision making** that include school data beyond ODRs and community data
- **Formal processes** for the selection & implementation of *evidence-based practices (EBP)* across tiers with team decision making and customized to fit culture/context/strengths/needs of community.
- **Early access** through use of comprehensive and equitable approach to screening, which includes uncovering strengths, story & internalizing and externalizing needs
- **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 (e.g., continuously examining the “health” of the system and the strengths and needs of the caregivers and helpers in the system)
Washington State ISF Demonstration Sites

SCHOOL MENTAL HEALTH & MTSS

Washington Demonstration Sites

Wahluke School District
ESD105 Region
Richland School District
Pasco School District

Medical Lake School District

National PBIS Leadership Forum
Cohort 1 Professional Learning Series
District Systems Fidelity Inventory (DSFI) Scores Cohort 1

- Leadership Teaming: Spring '22: 83%, Spring '23: 67%
- Stakeholder Engagement: Spring '22: 78%, Spring '23: 67%
- Funding and Alignment: Spring '22: 67%, Spring '23: 56%
- Policy: Spring '22: 63%, Spring '23: 56%
- Workforce Capacity: Spring '22: 50%, Spring '23: 40%
- Training: Spring '22: 33%, Spring '23: 17%
- Coaching: Spring '22: 8%, Spring '23: 17%
- Evaluation: Spring '22: 19%, Spring '23: 18%
- Local Implementation Demonstrations: Spring '22: 0%, Spring '23: 17%
Richland School District

- 14,144 Students Enrolled 2022-2023
- 55.6% Met ELA Standards (Spring 2022)
- 42% Met Math Standards (Spring 2022)
- 45.1% Met Science Standards (Spring 2022)
- 89% Graduated in 4 Years (2021 -22)
- 28.9% High Math Growth (2018-2019)
- 30.8% High ELA Growth (2018-2019)
- 14,993 Per-pupil Expenditure (2020-2021)
- 767 Classroom Teachers (2020-2021)
- 14.2 Average Years of Teaching Experience
We are “Richland Ready”

Richland School District
2022-2025
Strategic Plan

Read the Richland School District Strategic Plan
Well-Being

Students learn best when compassion, empathy and respect are central to relationships. Everyone faces barriers and struggles. What’s important is how students use adversity to find themselves, become well-rounded and support each other. Schools must nurture welcoming environments, provide opportunities for students to build relationships and offer resources that support student mental health.

Students learn best when surrounded by supportive and supported staff. Guiding youth through a transformative part of their life is rewarding and challenging role. Providing staff the tools and the support they need to be there for students is critical.

Focus Areas

- Mental Health Supports
  - Addition of mental health support staff at schools
  - Implementation of universal tele-therapy services for students
  - Continued offering of parent support opportunities

- Extracurricular Activities & Athletics
  - Expand opportunities for student participation in activities and athletics to promote belonging
  - Identify additional student activities that meet the needs of students

- Nurturing Resource Networks
  - Leveraging of student support partners

Progress Benchmarks

- Percentage of staff feeling supported and satisfied as an employee.
- Percentage of students that report a sense of belonging.
- Percentage of students avoiding chronic absenteeism.
- Percentage of students engaged in at least one extracurricular activity or sport.
- Coming Spring 2023: RSD’s Data Dashboard

Community Engagement

Students learn best when schools, families & communities are partners. This requires strong connections, a mutual commitment to service and clear communication built on trust. Seek opportunities to partner with parents as important stakeholders in their child’s education.

Focus Areas

- Communications
  - Ensure the whole community is informed of programs, initiatives, opportunities and progress.

- Community Connections
  - Cultivate partnerships with local businesses, organizations and professionals that enrich and support learning and create opportunities for students within and outside school.

- Parent Partnerships
  - Schools partner with parents by creating, providing and communicating opportunities for involvement.
  - Parents partner with schools by volunteering and positively engaging with staff to help meet the needs of the students.

Progress Benchmarks

- Annual Engagement Survey assessing parent involvement in schools.
- Measure of business and nonprofit partnerships fostering student opportunities and support.
- Annual Survey assessing district and school communication.
- Coming Spring 2023: RSD’s Data Dashboard
### History in the Making

<table>
<thead>
<tr>
<th>Team</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional &amp; Behavioral Distress Model/ Advocacy</td>
<td>Information gaps, advocacy, role development, research</td>
</tr>
<tr>
<td>Student Health &amp; Safety Committee</td>
<td>Teaming, like-minded colleagues, legislative needs</td>
</tr>
<tr>
<td>Road to Recovery COVID-19 Wellness Committee</td>
<td>State-level requirements, information gathering, resource gathering</td>
</tr>
<tr>
<td>Student Health &amp; Safety Team</td>
<td>SEB screener, partnerships</td>
</tr>
<tr>
<td>Mental Health Assistance Team</td>
<td>Advocacy, role development, coaching, district strategic plan</td>
</tr>
</tbody>
</table>
# Washington State Educational Service Associate (ESA) Tiered Roles Document

## Top Three Distinguishing Factors for ESA Behavioral Health Providers Specific to Social and Emotional Health and Wellness

<table>
<thead>
<tr>
<th>School Psychologists</th>
<th>School Counselors</th>
<th>School Social Workers</th>
<th>School Nurses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver comprehensive Tier 1, 2 and some Tier 3 prevention, intervention and support services to students in the academic, social/emotional and career &amp; college readiness domains aligned with mindset and behavior standards*</td>
<td>The integral link between home, school, and community in providing tier 1, tier 2, and tier 3 services to students, families, and school personnel which remove barriers and maximize academic and social success</td>
<td>Clinical assessment and analysis of common and complex student health needs. Writing, reviewing, and monitoring Individual Health Plans and Emergency Health Plans including students with mental health diagnosis</td>
<td>Early detection of emotional or mental health concerns- all students have access to school nurses via self-referral or referral by school staff which allows for nurses to evaluate students presenting with physical complaints for associated emotional/mental health concerns</td>
</tr>
<tr>
<td>Extensive knowledge of the brain, neurological development, and comprehensive child development and how these relate to emotional regulation, prosocial and pro-academic behavior, childhood disabilities, and other mental health needs, as well as evaluation methods grounded in research and special education law</td>
<td>Liaison and link between students, staff, parents and community partners to coordinate services and programs that support each student’s growth and development primarily with tier 1 and 2, and some tier 3 students*</td>
<td>Delivers evidence-based education, behavioral consultation, mental health support, and case management services comparable to wrap around services, to engage a student’s social emotional adjustment to school and society</td>
<td>Provides innovative leadership, interdisciplinary collaboration, systems coordination (both within the school district and outside of the school district) and professional consultation, with specific focus on mental health and behavioral needs</td>
</tr>
<tr>
<td>School psychologists’ training in data collection and interpretation for mental health ensures that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence, such as in Multi-Tiered Systems of Support (MTSS) and in collaborative consultation</td>
<td>Provide systemic leadership and delivery of comprehensive programming that is designed to provide all students with a safe and positive school culture and is aligned with the school’s mission, vision and strategic plan</td>
<td>Provides innovative leadership, interdisciplinary collaboration, systems coordination (both within the school district and outside of the school district) and professional consultation, with specific focus on mental health and behavioral needs</td>
<td>Nursing services to address health barriers to Free and Appropriate Public Education (FAPE): medication administration clean intermittent catheterization gastrostomy tube feedings other procedures as needed</td>
</tr>
</tbody>
</table>

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**Review the Washington State ESA Tiered Roles Document**
**Tier 3**

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>School Psychologist</th>
<th>School Mental Health Therapist</th>
<th>School Nurse</th>
<th>School Social Worker</th>
<th>Communities In Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Services:</strong></td>
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<td><strong>Direct Services:</strong></td>
</tr>
<tr>
<td>Individual counseling</td>
<td>Individual and small group counseling</td>
<td>Functional Behavior Assessment lead (conduct, observations, behavior tracking, facilitate)</td>
<td>Respond to crisis events during school</td>
<td>Student health plans (student specific intervention)</td>
<td>Connecting families with community and school resources</td>
</tr>
<tr>
<td>Provide 1:1 social skills instruction</td>
<td>Ongoing social skills groups</td>
<td>Individual student behavior planning</td>
<td>Create crisis plans with students and staff</td>
<td>Administer ordered medications</td>
<td>Medication management support</td>
</tr>
<tr>
<td>Crisis Response / Risk Assessments</td>
<td>Functional Behavior Assessment lead (conduct, observations, behavior tracking, facilitate)</td>
<td>Respond to and support immediate needs of students (de-escalation, crisis)</td>
<td>Assess for SI/VI, Connect students to Crisis supports as needed in the community</td>
<td>Threat assessments</td>
<td>Individual counseling</td>
</tr>
<tr>
<td>Coordinate student safety plans</td>
<td>Individual student behavior planning</td>
<td>Student support for ongoing needs (breaks, “soft start”, sensory breaks)</td>
<td>Involve parents in safety planning.</td>
<td>Collaboration for specific care (IEP/504)</td>
<td>IEP meetings</td>
</tr>
<tr>
<td>Home visits</td>
<td>Respond to and support immediate needs of students (de-escalation, crisis)</td>
<td>Suicide risk assessment</td>
<td></td>
<td>One on one health education</td>
<td>Parent meetings</td>
</tr>
<tr>
<td>Contribute to / collaborate on FBAs</td>
<td>Individual student behavior planning</td>
<td>Safety planning for students</td>
<td></td>
<td>Assist with students who want to pursue nursing as a career</td>
<td>Homevisits</td>
</tr>
<tr>
<td>Develop, implement and coordinate with staff on individualized behavior plans</td>
<td>Assist with and/or coordinate home visits</td>
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<td></td>
<td>Medicaid billing for nursing services</td>
<td>Crisis response</td>
</tr>
<tr>
<td>Connect families to community resources</td>
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<td></td>
<td>Provide referrals, interventions and medical follow up</td>
<td>Providing resources to students/family</td>
</tr>
</tbody>
</table>

**Direct Services:**
- Identify students struggling with consistent poor attendance and create plans to address the barriers utilizing family, community, school resources
- Assess student safety with collaboration of school staff
- Support de-escalation/crisis with Case-Managed students (i.e. school radio)
- Home Visits
- Support
- Referrals to Targeted Students/families (i.e. vision vouchers)
- Individual goal progress monitoring and assessment
- Respond to ongoing support needs such as breaks, standing meetings and interventions
- Individual Community resources and referrals to Targeted Students/families (i.e. vision vouchers)
- Home Visits
- Support
Family Engagement & Suicide Prevention

Tasha Bunnage, Parent

Ted Robbins, Parent
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

Read the ISF Implementation Guide
This is a Team Sport...

- Multi Disciplinary Teams
- Reduction in Teams
- Building Teams mirror District Teams
- Role Clarification
- Role of the District - Executive/Implementation Teams
“I’d say one of the biggest strengths that I see out of the ISF work is a common framework for new initiatives. I think we’ve talked about it a lot when new initiatives or new projects come into our district, our go-to has been to create different committees which naturally lends itself to the siloed work. So we had a lot of different committees going on, and often times, a lot of people going to several different meetings with different committees, talking about similar work. To me, it’s efficiency in how we work together. We are working smarter, not harder, truly.”

- District Community Leadership Team Member
Alignment and Integration: District Team Consolidation

District Community Leadership Team

MTSS

Inclusive Practices

School Mental Health/ISF
The District Leadership Team is a collection of personnel who serve two main functions, a) **executive functions** (e.g., creating policy, aligning resources) and b) **implementation functions** (e.g., supporting individual school teams).
## Executive vs. Implementation Functions

**Executive:**

- The superintendent, assistant superintendents, and directors make up the executive leadership of a local district.
- Create a vision for MTSS/ISF.
- Provide political support for MTSS/ISF.
- Establish MTSS/ISF as a priority.
- Make the MTSS/ISF initiative highly visible.
- Allocate resources for MTSS/ISF.
- Remove barriers, including ones identified by other teams.

**Implementation:**

- Responsible for creating a local system that can implement and sustain district-wide MTSS/ISF.
- Develop a three to five year action plan and revise based on capacity assessment, school fidelity assessment, and student assessment data.
- Align the plan with other district priorities and plans.
- Identify trainers, coaches, data coordinators, and content specialists to support constituent schools.
- Secure and allocate resources to support implementation with fidelity.
- Ensure communication to the school community and among various teams.
- Create and implement strategies to make MTSS/ISF easy to sustain in spite of any potential staff turnover.
Cabinet
Superintendent, Assistant Superintendents, Executive Directors

Executive Functions

District Community Leadership Team
Assistant Superintendents, Executive Directors, Community Partners (Agency, Parent, Student, First responders), Directors, Wellness Coordinators

Implementation Functions

Elementary
- Well-Being
  - Community Mental Health, Wellness Coordinator, Sped Coordinator, 4 Pillars
- Accountability
  - Fiscal, MOT, HR
- Academic Success
  - Sped Coordinator, TLC Coordinators, Fed Programs,
- Community Engagement
  - Communications, Students, Parents
- Safety
  - MOT, OT/PT, Sped Coordinator

Secondary
- Well-Being
  - Community Mental Health, Wellness Coordinator, Sped Coordinator, 4 Pillars
- Accountability
  - Fiscal, MOT, HR
- Academic Success
  - Sped Coordinator, TLC Coordinators, Fed Programs,
- Community Engagement
  - Communications, Students, Parents, Industry Partner
- Safety
  - MOT, OT/PT, Sped Coordinator
District Systems Fidelity Inventory (DSFI)

An efficient instrument that can be used to guide districts exploring or actively implementing a multi-tiered social, emotional, and behavioral system of support and practices.

Step 1 – Score

Step 2 – Action Plan

Step 3 – Progress Monitoring

Step 4 – Annual Assessment of improvement & Fidelity

Review the District Systems Fidelity Inventory
### Tiered Fidelity Inventory for Tier 1

<table>
<thead>
<tr>
<th>TFI Sub-Scale: Team</th>
<th>TFI Sub-Scale: Evaluation</th>
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</thead>
<tbody>
<tr>
<td>TFI 1.1 Team Composition</td>
<td>TFI 1.12 Discipline Data</td>
</tr>
<tr>
<td>TFI 1.2 Team Operating Procedures</td>
<td>TFI 1.13 Data-based Decision Making</td>
</tr>
<tr>
<td>TFI Sub-Scale: Implementation</td>
<td>TFI 1.14 Fidelity Data</td>
</tr>
<tr>
<td>TFI 1.3 Behavioral Expectations</td>
<td>TFI 1.15 Annual Evaluation</td>
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<tr>
<td>TFI 1.4 Teaching Expectations</td>
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<tr>
<td>TFI 1.5 Problem Behavior Definitions</td>
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<tr>
<td>TFI 1.6 Discipline Policies</td>
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<td>TFI 1.7 Professional Development</td>
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<td>TFI 1.8 Classroom Procedures</td>
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<tr>
<td>TFI 1.9 Feedback and Acknowledgement</td>
<td></td>
</tr>
<tr>
<td>TFI 1.10 Faculty Involvement</td>
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<tr>
<td>TFI 1.11 Student/Family/Community Involvement</td>
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</tbody>
</table>

#### Positive Classroom Behavioral Supports
- Define and Teach Rules and Routines aligned with School-wide Expectations (Classroom Matrix)
- Identify Continuum of Practices for Encouraging Behavior
- Identify Continuum of Practices for Responding to Behavior
- Arrange physical space to prompt appropriate behavior
- Employ Active Supervision
- Develop Class-Wide Group Contingency
- Provide Multiple Opportunities to Respond
SWIS - Data-Driven Decision Making

- School-Wide Information System (Discipline Data)
- Clearly identified gap
- School Readiness
  - Schools Asking
  - Readiness Checklist
  - PBIS Foundational Work
- Short Timeline for Implementation
- Benefit of Partnership in the Work
Andrea Peyton, MSW, CMHS
Program Director
Lutheran Community Services Northwest
Benefits of Integration

- Ensures community mental health providers feel valued and a part of the team
- Challenges traditional district system thinking and brings in new and innovative ideas
- Students receive comprehensive care through a single system of delivery
- Opportunities to decrease barriers and frustration for all involved
- Clarification of roles and responsibilities
Keep in mind…

- Collaboration is not always easy
- Be prepared to rumble respectfully
- Set and respect boundaries
- Ask for and model transparency
What do your community partners need to know?

- Acronyms
- School district staff: Their roles and responsibilities
- How the school system functions
- Non Negotiables
- That you value their expertise
Components of ISF MOU Checklist

Intention, goals & outcomes clearly stated
Organizations involved and time period of MOU defined
Logistics for shared space & supplies clearly defined
Teaming expectations defined
Communications expectations defined
Supervision, coaching, PD expectation
Roles & Responsibilities clearly defined
Routines and procedures for data collection and monitoring defined
Confidentiality policies and procedures defined
Crisis response policies & procedures defined
Request for Assistance procedures defined
Terms and responsibilities for funding defined
Disclaimers
Terms and responsibilities of risk sharing defined

Read the Interconnected Systems Framework Memorandum of Understanding Checklist
Lessons Learned

1. Stakeholder Buy-in
   a. District Personnel
   b. School Board
   c. Community

2. Working together and eliminating silos

3. Community Mental Health Partners
   a. Building a sustainable system
Questions?
# School Mental Health Resource from US Department of Education

**Washington State Examples Highlighted!**

### Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

#### Challenges

1. Rising Mental Health Needs and Disparities Among Children and Student Groups
2. Perceived Stigma is a Barrier to Access
3. Ineffective Implementation of Practices
4. Fragmented Delivery Systems
5. Policy and Funding Gaps
6. Gaps in Professional Development and Support
7. Lack of Access to Usable Data to Guide Implementation Decisions

#### Recommendations

1. Prioritize Wellness for Each and Every Child, Student, Educator, and Provider
2. Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access
3. Implement Continuum of Evidence-Based Prevention Practices
4. Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
5. Leverage Policy and Funding
6. Enhance Workforce Capacity
7. Use Data for Decision Making to Promote Equitable Implementation and Outcomes

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**Read the Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs**
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 2G - Using Multi-tiered Systems of Support Features to Improve Mental Health for All

Four options, pick one!

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](http://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.

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

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