

E9 – Integrating Mental Health & PBIS: Tools & Resources for State, Regional, & District Leaders

Leader Presenter: Kelly Perales
Exemplars: Kathy Maciel & Lisa Loague

Key Words: Mental Health, Systems Alignment, Training



Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: **Steps**

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:



☒ Excellent
☐ Very good
☐ Good
☐ Average
☐ Poor

- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

Objectives

- Learn an overview of ISF
- Describe the training curriculum and workbook
- Understand how exemplars used this content to support implementation sites

Disclaimers

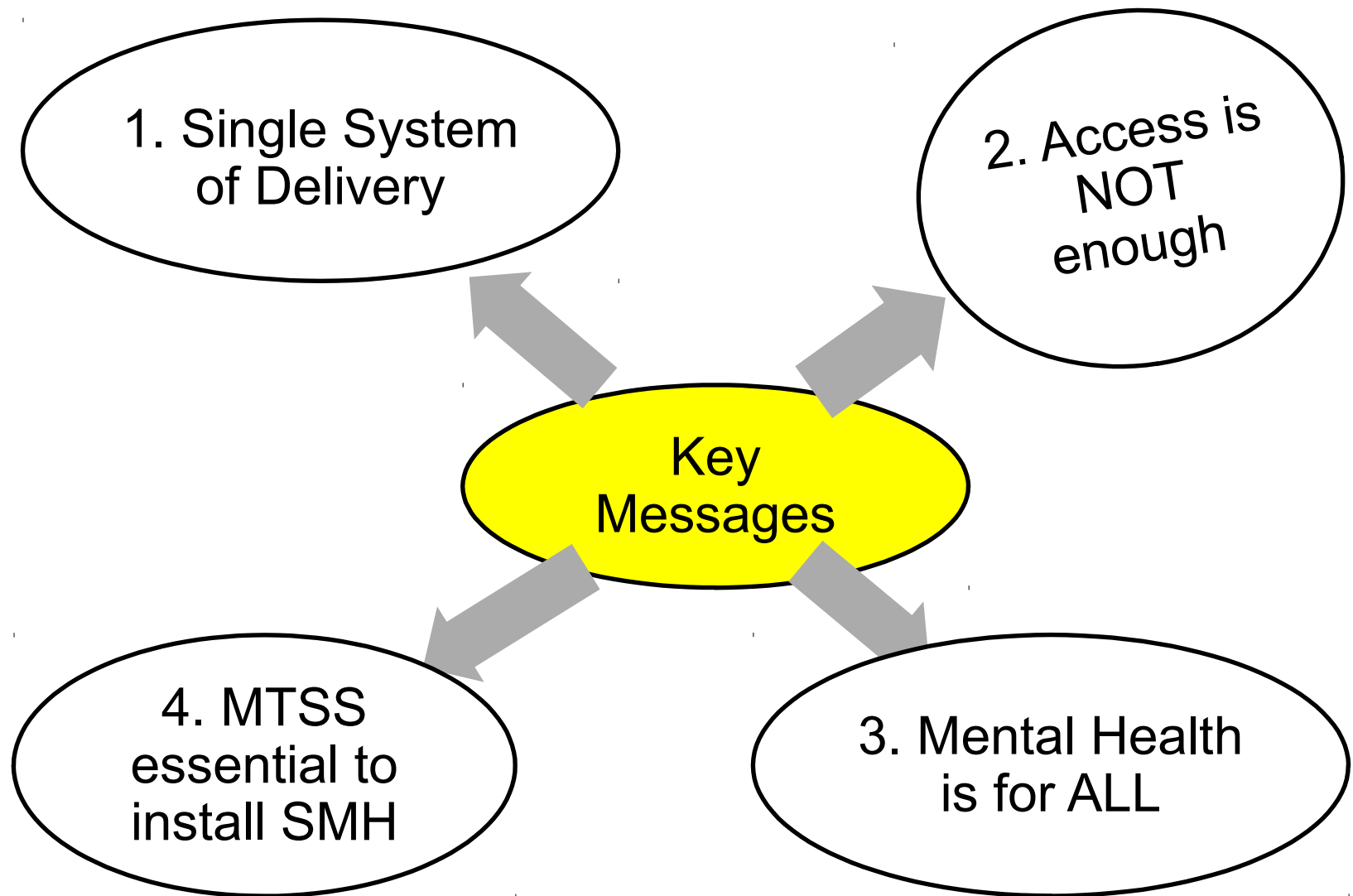
- Language is important *and* you need to decide what works best in your context
- Acronyms – there are many, so let's make sure we are clear about what we mean
- Questions and discussion – please interject, it will be more helpful for everyone
- DOTS – “Depends on the Situation” – context is important, so we will work together
- Process is iterative and we are learning too. Some of the content in this session is based on materials we used for the 2017-18 school year. New versions of all materials will be posted soon and available in the second volume of the monograph “coming soon”.

ISF 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.

ISF Enhances MTSS Core Features

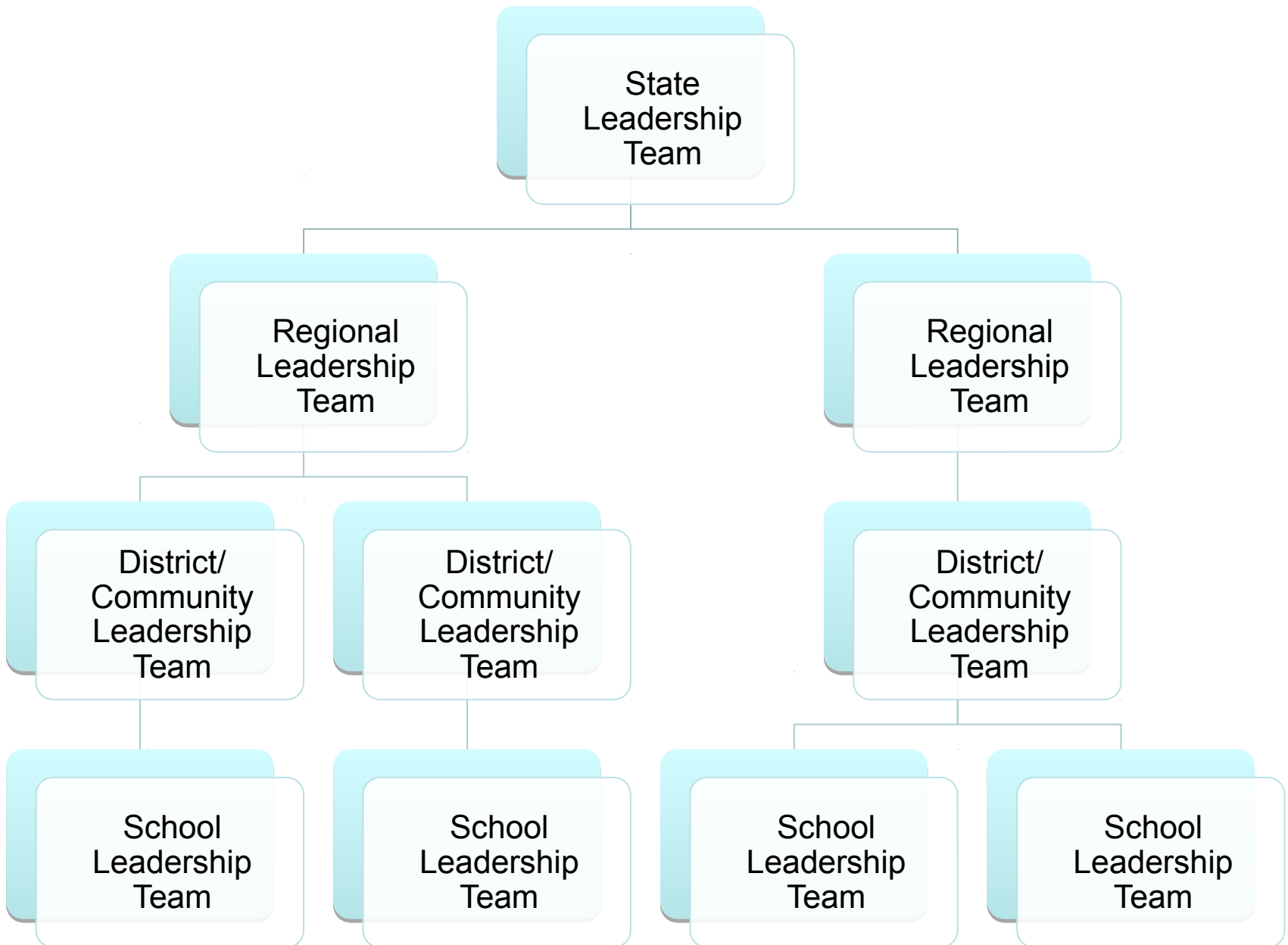
- **Effective teams** that include community mental health providers
- **Data-based** decision making that include school data beyond ODRs and community data
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
- **Early access** through use of comprehensive screening, which includes 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



How to Get Started and Keep Moving Forward

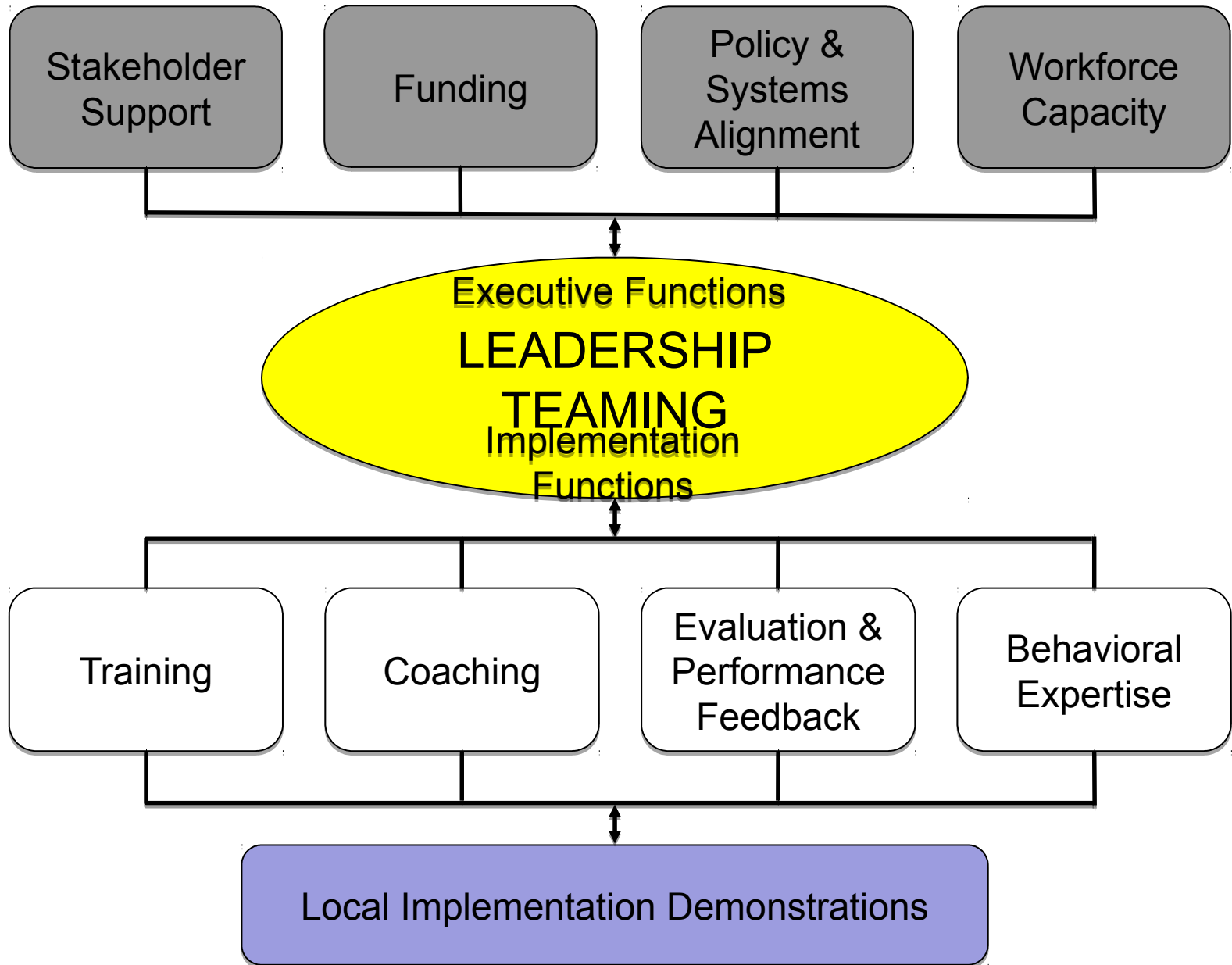
- Applying Implementation Science
- Engaging partners
- Engaging families and youth
- Selecting EBP
- Using data to monitor fidelity and outcomes
- Increasing staff competence and confidence
- Communication with district level staff

Symmetry of Process



Example of Work Flow Checklist

1. Select District/Schools
2. Form or Expand District Team (Workgroup of existing team?)
 - Membership
3. Establish Operating Procedures
4. Conduct Resource Mapping of current programs/initiatives/teams
 - Identify gaps/needs
 - Assess staff utilization
 - Examine organizational barriers
 - Establish priority- measureable outcomes
5. Develop Evaluation Plan
 - District and School Level
 - Tools Identified
 - Economic Benefits
6. Develop Integrated Action plan
 - Identification of Formal Process for Selecting EBP's
 - System for Screening
 - Communication and Dissemination Plan
7. Write MOU- Determine who will implement the plan



State/Regional/District Structure for Supporting ISF

(potential action items)

- State/Regional/District Leadership Teaming Structure
 - Stakeholder Support, Funding, Policy/Systems Alignment; Workforce Capacity
- Mission/Vision/Goals (aligned?)
- Current Status: Progress & Alignment of (related) State Initiatives
- Procedures for moving forward with installation in Demo Sites*
 - Initiate the development of 3-5 year plan (include desired projections for 10 years?)
 - Selection and Readiness of Demo Sites

Getting Started:
Steps for Leadership Teams*

1. Establish (or enhance) Leadership Team
2. Assess Current Status
3. Establish Mission
4. Establish Routines and Procedures for Working within a MTSS
5. Establish Ongoing Action Planning Process

*state, regional and district/community levels

Step 1: Establish a Leadership Team

a) Representative Stakeholders Identified

- Executive leadership from both school and agency systems

b) Establish Team Operating Procedures

- Time to meet (at least quarterly)

1. Establish Leadership Team

- Is there an existing State/Regional Leadership Team to guide/support implementation?
- Who is/needs to be on the team?
- Is anyone missing from the team?

Establish/strengthen a State Education/Community Leadership Team

- with stakeholders who have the authority to reallocate people, funding, resources
- Include an integrated professional development plan for all involved
- Focus on cross-system teams that hold themselves accountable with data-based decisions

Step 2: Assess Current Status of Mental Health & PBIS Systems

a) Conduct assessment of current system structures

- Stakeholder Support, Funding, Policy & Systems Alignment,
& Workforce Capacity

b) Conduct review of current initiatives & practices

c) Conduct staff utilization review

d) Review current school & community data

Establish a Structure for Integrated Work

- Establish a “way of work”. Move away from “more is better”.
- Utilize a formal process for selection and implementation (data/practices/systems)
- New emphasis on “sustainability” and “efficiency” have heightened attention on the need for effective systems of alignment.

- (Greenwald, Poulos, & Horner, 2015)

NIRN Initiative Inventory

Initiative Inventory



This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

Date of Inventory:

Name of Initiative	Leadership of Initiative (Team and/or Coordinator: Name and Department)	Expected Outcome	Scale of Intended Use (National, regional, targeted population)	Start and End Date	Financial Commitment and Source of Funding (federal, state, grant, or other)	Relation to Organization Priorities & Strategic Plan	Measures of Outcomes	Evidence of Outcomes What has happened thus far?



Step 3: Reach Team Consensus on a Mission Statement

a) Establish a common mission

- Valued by all stakeholder groups
- Establishes priorities to share with stakeholder groups (e.g.: teachers, students, families)

Step 4: Establish DCLT Procedures & Routines

a) Selecting and installing a universal screener

- Addressing both internalizing & externalizing behavior needs
- Conducted 2x per year

b) Selection process for evidence-based practices

c) Process to monitor fidelity of interventions

d) Process to monitor outcomes of interventions

4. Establishing Routines and Procedures for Working within a MTSS

- Current teaming routines at the state level?
 - Communication
 - Collaboration
 - Data sharing
 - Shared decision making
 - Shared funding
 - Other?

Technical Guide for Alignment of Initiatives,
Programs and Practices in School Districts (OSEP
Technical Assistance Center on PBIS, 2017)

<http://www.pbis.org/blueprintbriefstools>

Roundtable Dialogue: *Aligning and Integrating
Mental Health and PBIS to Build Priority for
Wellness*

<http://www.pbis.org/presentations/chicago-forum-17>

**MULTI-TIERED
SYSTEM
OF SUPPORTS FOR
BEHAVIOR**

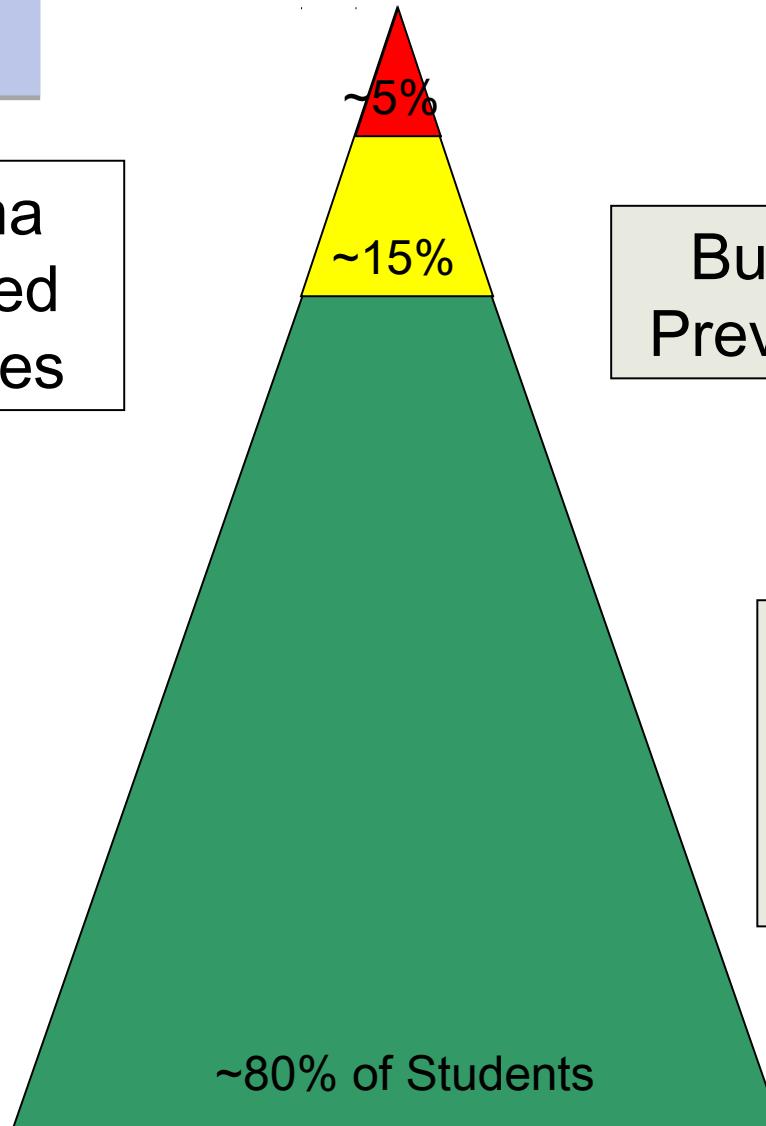
Trauma
Informed
Practices

Bullying
Prevention

Restorative
Practices

Community
Mental
Health
Agency

Second
Step



5. Establish Ongoing Action Planning Process

- Identify the priority goals and objectives based on agreed upon desired outcomes
- Identify the strategies, i.e., initiatives that will be utilized
- Identify an evaluation plan
- Identify roles and responsibilities (teaming)

Integrated Action Plan Example

Action Item	Who?	When?
<p>Change organizational chart to reflect MTSS/PBIS as capacity building implementation framework that guides installation of other initiatives.</p> <p>Workgroups for Equity, Wellness, Restorative Practices will report to MTSS Committee</p>	<p>MTSS Committee Co-Chairs</p>	<p>Within 2 weeks</p>
<p>Align way of work to include: Adopting similar agenda process adopted for all committees and workgroups that includes integrated data system and communication/feedback loop for ongoing decision making.</p>	<p>MTSS Committee and Workgroup Chairs</p>	
<p>Executive Team will define and use formal process to select new initiatives.</p>	<p>Superintendent</p>	<p>Data to determine decisions Ongoing process</p>
<p>Executive Team will develop a communication/dissemination plan and adapt information based on stakeholders group.</p>	<p>MTSS Committee Chairs</p>	<p>Within a month</p>

Example Aligned Professional Development Plan

Activities	Evaluation Component	Month/ Visit	Trainer, Duration, Format, Audience
Readiness Site Visits for 6 schools in District	<ul style="list-style-type: none"> • TFI Walk through • Data Reviews • Admin Interviews 	April/May 2016	<ul style="list-style-type: none"> • 6 schools • 3 days 2 schools/day • Trainer Names •
Readiness Calls for Systems Coaches <ul style="list-style-type: none"> • Introduction • Overview of Capacity building plan • Team expectations • Coach expectations 	<ul style="list-style-type: none"> • Evaluation Survey 	May/June 2016	<ul style="list-style-type: none"> • Adobe Connect format • Trainer Names •
Prep Days for Systems Coaches prior to Team Training for Tier 1 Booster and Classroom <ul style="list-style-type: none"> • Overview core Components • Data Collection • Data based Decision Making 	<ul style="list-style-type: none"> • Evaluation Survey 	June 2016	<ul style="list-style-type: none"> • 1 day on site • Trainer Names
Tier 1 and Classroom Components <ul style="list-style-type: none"> • Review Tier I Core Features • Train on 8 Classroom Components Action Planning	<ul style="list-style-type: none"> • TFI, Classroom Self Assessment, Implementation Snapshots, SWIS data 	June 2016	3 days on site 1 day team planning ES and MS Teams (6-8) with admin and coach <ul style="list-style-type: none"> • Trainers Names
Follow Up Days for Systems Coaches after Tier 1 Booster and Classroom training	<ul style="list-style-type: none"> • Evaluation Survey 	June 2016	<ul style="list-style-type: none"> • 1 Day on site after Team Training • Trainer Names
Follow Up Days for District and School Leadership	<ul style="list-style-type: none"> • Evaluation Survey 	August 2016- June 2017	<ul style="list-style-type: none"> • Monthly • Leadership Topics and Scope and Sequence developed based on needs assessment and ongoing site visits • Trainer Names:
Prep Days for Systems Coaches prior to Advanced Tiers <ul style="list-style-type: none"> • Overview Core Components • Fidelity Measures • Evaluation and Data Decision Making 	<ul style="list-style-type: none"> • Evaluation Survey 	June 2016	<ul style="list-style-type: none"> • 1 Day on site • Trainer Names
Tier 2 Team Training Targeted Team Training: 2 Days Agenda <ul style="list-style-type: none"> • Targeted Team Overview • CICO Training • CICO as Targeted Support in the Classroom • Action Planning to develop system for: <ul style="list-style-type: none"> ○ Student selection criteria ○ Request for assistance process ○ Teacher support ○ Logistics for check in, check out ○ Staff, student, family orientation 	Evaluation Survey Tiered Fidelity Inventory Tier 2 Check In Check Out Fidelity Tool	June 2016	<ul style="list-style-type: none"> • 2 days on site • Trainer Names
Follow Up Day for Systems Coaches after Advanced Tier Training Data Analysis, facilitation, performance data collection and action planning	<ul style="list-style-type: none"> • Evaluation Survey 	June 2016	<ul style="list-style-type: none"> • 1 day on site • Trainer Names
Fall School Site Visit	<ul style="list-style-type: none"> • SET, CICO Fidelity Tool 	September 2016- December 2016	<ul style="list-style-type: none"> • 6 school, 3 days 2 schools/day

Coaching Plan Example:

Function	School District ISF Coach	Community Mental Health ISF Coach	Potential Tools And Resources
Guidance for start-up; Training and Technical Assistance	<ul style="list-style-type: none"> Baseline data collection Assess any PBIS training needs Develop integrated action plan Actively participate in team meetings 	<ul style="list-style-type: none"> Baseline data collection Assess any MH training needs Develop integrated action plan Actively participate in team meetings 	<ul style="list-style-type: none"> ISF Implementation Inventory PBIS tools as needed Mental Health Agency Implementation Checklist
Communications; prompting and reminding; positive reinforcement	<ul style="list-style-type: none"> Provide frequent communication to all stakeholders – district administration, building level staff and administration, families, school board, etc. Coordinate meetings, facilitate action plan, attend to deadlines for data collection, etc. 	<ul style="list-style-type: none"> Provide frequent communication to all stakeholders – agency administration and staff, regional and state level policy makers, etc. Assist in the coordination of meetings, facilitation of action plan, attend to deadlines for data collection 	<ul style="list-style-type: none"> ISF Implementation Inventory District and Community Implementation Guide
Resource Access and Problem Solving	<ul style="list-style-type: none"> Outreach to regional and state level systems 	<ul style="list-style-type: none"> Outreach to local child serving systems 	<ul style="list-style-type: none"> TIPS TIPS-FC
Data-based decision making; selection of EBPs; evaluation	<ul style="list-style-type: none"> Provide screening, outcome, and fidelity data for team meetings Provide guidance on selection of EBPs according to need Assist in evaluation 	<ul style="list-style-type: none"> Provide screening, assessment, outcome, and fidelity data for team meetings Provide guidance on selection of EBPs according to need Assist in evaluation 	<ul style="list-style-type: none"> Selected screener Consumer guide for selecting EBPs TFI

Evaluation Plan Example:

Focus	Schedule			
	Aug- Sept	Oct- Jan	Feb- Mar	April- June
Context/Input <ul style="list-style-type: none"> School Profile for schools entering training Training Consultants Master training schedule for teams, coaches and trainers, and District Leadership Team List of team members Participant evaluation of training events 	X X X X X	X	X	
Process/Fidelity (will be based on area of need) <ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) Reading Tiered Fidelity Inventory ISF Implementation Inventory 		TFI R-TFI	TFI R-TFI	TFI R-TFI
<ul style="list-style-type: none"> School-wide Evaluation Tool: SET(for 20% of schools) ISSET (for 20% of all schools) Enhancement Guides (Equity, MH) Practice fidelity checks (RP, CnC, CICO) 				SET (20%)
Screening <ul style="list-style-type: none"> Office Referrals (SWIS), grades, attendance, visits to nurse, counselor, teacher reports, direct observation Systematic Behavior Screener (e.g. BASC, BESS, SRSS, SSBD) CBM (e.g.DIBELS, AIMSweb, Easy CBM) Family Screeners Ages and Stages Screener 	x	x	x	x
Diagnostic Assessment <ul style="list-style-type: none"> Functional Behavior Assessment Functional Academic Assessment 				
Product/Impact <ul style="list-style-type: none"> SWIS Office Discipline Referrals Referrals to Special Education Grade-Level Oral Reading Fluency (Universal/ Progress) Standardized Test Scores 	SWIS X	SWIS X	SWIS X	SWIS X X X
Replication/Sustainability/Improvement <ul style="list-style-type: none"> Number of district coaches trained Number of district trainers District Capacity Assessment 	 X	X X		X X X
Evaluation Reports <ul style="list-style-type: none"> Evaluation report to State/District Leadership Team Evaluation report to State/District School Board 		X		X X

Memorandum of Understanding

- Funding
- Confidentiality
- Roles and Responsibilities
- Other agreements

Memoranda of Understanding Between Community Mental Health Centers and School Districts within the SS/HS Framework

- Designed to create collaborative relationships between community-based clinicians and school staff
- Features of the MOUs:
 - Clinicians are supported by the district to participate on Tier 1, Tier 2, and Tertiary Implementation Teams* (community mental health reimbursement is client-specific)
 - Clinicians are supported by the district to help plan and provide school-wide and small group (Tier 2) evidence-based interventions such as....
 - Education for faculty of trauma-informed care.
 - Co-lead Coping Cat groups with school staff.
 - Develop functional behavioral support plans for non-mental health eligible students.
 - Design a facilitated referral process and promote student screening and assessments.

Concord School District MOU with Riverbend Community Mental Health Center

Key components of the concord school district safe schools/healthy students contract with Riverbend community mental health center

Riverbend Community Mental Health will:

- Provide clinical and administrative supervision to Riverbend staff who provide services in the Concord School District
- Bill for services on a monthly basis

Clinician activities will include:

- **Participation in school-based teams**
- Facilitation school-based psycho-educational groups to promote social, emotional and mental health.
- Provision of consultation, mental health education and prevention information to school personnel.

GRREC & Kentucky ISF Implementation

Interconnected Systems Framework
PBIS and Mental Health



Partners...
LifeSkills
RIAC
Rivendell
WKU Psychology
GRREC
Aetna

Regional Interagency Council RIAC Required RIAC Membership

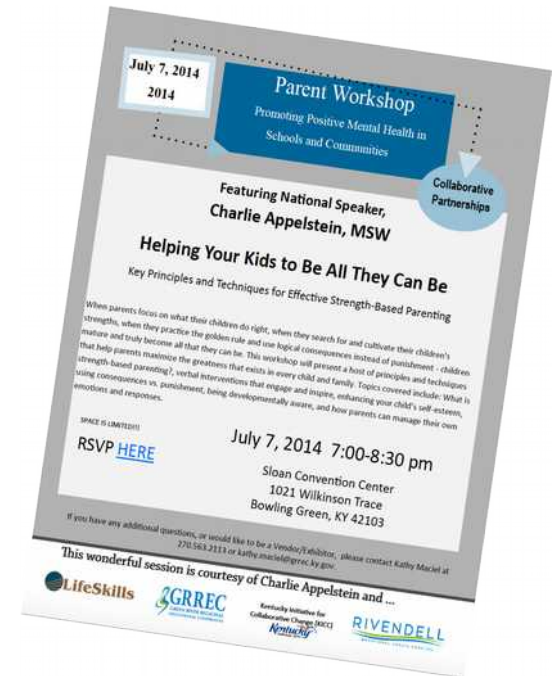
(KRS 200.509)

- ▣ Department for Community Based Services (Chairperson)
- ▣ Community Mental Health Center Children's Services Director
- ▣ Education
- ▣ Court Designated Worker
- ▣ Parent Representative/Parent Alternate
- ▣ Local Health Department
- ▣ Department for Juvenile Justice
- ▣ Other local public or private agency that provides services to children



PPMHSC Goals to Support Learning Outcomes

- Develop structured, interconnected and multi-tiered systems that support and reinforces positive behavior and social-emotional learning, reduces misbehavior and disruptions, and provides an appropriate and timely response to intensive needs in a safe learning environment and beyond.
- Provide tools and professional development to guide the implementation of an Interconnected Systems Framework (ISF) to effectively expand school-wide systems of Positive Behavior Interventions and Supports (PBIS) and



Tuesday June 23, 2015
Agenda

8:00-8:30 Registration/Coffee
Welcome and Introductions

8:30-9:00 Senate Bill 200 State of Affairs; Senator Whitney Weiserfield
In 2014 The General Assembly enacted legislation that drew national attention regarding how Kentucky deals with juveniles involved in low level criminal behavior and status offenses. SB 200's purpose was to ensure juveniles involved with status offenses and low level public offenses were offered opportunities for diversion from incarceration and more effective and less expensive community based treatment options.

9:00-10:00 Juvenile Services and Prevalent Issues: Fair Team Update; Rachel Bingham, KY Office of the Attorney General
SB 200 mandated the establishment of Family Accountability, Intervention, and Response (FAIR) Teams in every judicial district in Kentucky. FAIR Teams offer a multidisciplinary approach from the perspectives of legal, education, behavioral and mental health, and other professionals to identify additional supports and services that may benefit the child and family.

10:15-11:45 Lucille Elser-Director, Midwest PBS Network
Integrating Mental Health into Schools: A Context for Improved Access and Outcomes
Increasing access and effectiveness of mental health supports through schools is a national priority supported by all federal and local youth serving agencies and departments. In 2009, leaders in education and School Mental Health initiated the development of an interconnected systems framework for embedding evidence-based school-wide positive behavior support (SWPBS) framework being implemented through multiple USDOE initiatives. The Interconnected Systems Framework provides a structure and process for expanding the continuum of effective interventions provided for this blended framework and provide local examples of community and school leaders and practitioners designing, delivering and monitoring an expanded continuum of evidence-based practices.

11:45-12:30 Lunch

12:30-3:45 Lucille Elser: Building Interventions for Students with Chronic and Intensive Behavior Problems

This session will provide descriptions of individualized interventions for students with chronic and intensive behavior problems and how these interventions are and should be implemented within a school-wide system of Positive Behavior Supports. Layering up from Tier 1 and 2 to build comprehensive interventions for students with the highest level of needs will be illustrated with one example to include function-based behavior plans, person-centered wraparound plans and RENEW which is a specialized form of wraparound for older youth. System features and tools needed to ensure effective interventions are implemented accurately and effectively will be shared.

3:45-4:00 Closing Remarks/Evaluations



Welcome Friends!

To our 2nd Annual

Promoting Positive Mental Health
in our Schools and Communities Conference

OUR GOAL

Develop regional, shared comprehensive resources for services and supports for children with behavioral/mental health needs in 2015.

Learning Objectives

1. Promote awareness of common language, prevalent issues, services and supports to families, schools and community providers in our region through cross-system partnerships.
2. Share current, evidence-based practices for working with children with severe behavioral health needs across practices.

LifeSkills

GRREC

Kentucky Initiative for
Child Welfare Change (KICWC)
Nashville

RIVENDALL

Agenda for Monday
June 22, 2015

8:00-8:30 Registration/Coffee
8:30 Welcome and Introductions

8:30-11:45 Bruce Christopher-Psychologist and Humorist

THE PSYCHOLOGY OF SUCCESS: SECRETS THE SUPERSTARS KNOW

What do the super-stars of success know that the rest of us do not? In this fast paced seminar, your group will learn the six essential key ingredients to the science behind success. Why do some people just seem to rise to the top in their field? Why is it that some people have all the luck? You will learn how your I.Q. is more important than your I.Q. and how your attitude is more important than your attitude.

11:45-12:30 Lunch

12:30-2:30 Trauma-Informed Care-Sherry Hunton, LPCC

We need to raise awareness about the often unrecognized prevalence of trauma history. Also, it is hoped to stimulate thinking around how to take trauma exposure history into account so that; we don't re-traumatize but rather establish response styles and physical surroundings that promote healing all in an effort to support a strength based approach.

2:30-3:45 Programs, Services and Initiatives in Our Region Q & A

Description: Each agency will give a brief description (8-10 min.) of available services and how to access them. Participants will have the opportunity to ask general questions.

DCBS: Scope of Services- Liz Wade, Protection Specialist
Community Mental Health Center - Steve Shannon, Executive Director KARP

Barren River District Health Department- Lisa Houchins, MSPH
Behavioral Health Hospital- Janice Richardson, LCSW/CEO

Schools-Based Behavioral Health Screening Initiative- Diane M. Green-Kidd, LCSW
GBREC- Green River Region Educational Cooperative- Lisa Loague, Deb Myers

Kentucky State Advisory Panel for Exceptional Children (SAPEC) - Ronnie Nolan

3:45-4:00 Closing Remarks/Evaluations (see last page)

A Special Thank You
to our Partners, Presenters
and Attendees who make
this annual event possible!



Welcome to PPMHSC 2016!

The overall goal of the conference
is to promote partnerships and
develop regional, shared
comprehensive resources and
service delivery for children with
behavioral/mental health needs.

Learning Objectives:

- Identify indicators, prevalent issues, and services for students in need of mental/behavioral health interventions.
- Identify relevant evidence-based interventions to address needs of students.
- Develop awareness of common language, services, and supports to students, families, schools and community providers in our region through cross-system partnerships.
- Learn how to engage families through value acceptance and understanding.

Promoting Positive Mental Health in our Schools & Communities

#PPMHSC

June 27-28, 2016

Monday June 27, 2016

8:30 Registration/Breakfast

9:45 Welcome

10:00 **AWARE**- Kathryn Tillet

11:00 Use of Psychotropic Medications with Youth in Kentucky

Presenters: Dr. William David Lohr, Dr. Gilbert Chien Liu

10:15-11:45 GRREC Protocol: Coordinating Care for Students

Presenters: Michelle Antle, Lisa Loague, Kathy Maciel & Deb Myers

11:45-12:45 Lunch & Open Panel

Have Burning ?'s...Step up to the Mic and Ask the Audience

12:45-3:45 Engaging Families

Presenter: Barbara Greene

3:45-4:00 Closing Remarks/ Evaluations

Note: CEUs and EILA Certificates will only be given at conference.

Tuesday June 28, 2016

8:00-8:30 Registration/Breakfast

8:30-9:00 Welcome

FAIR Team Implementation- Rachel Bingham

A day with Dr. Clayton Cook...

9:00-3:45 Personalizing Evidence-based Interventions to Youth with Identified Social, Emotional, and Behavioral Needs

Clay Cook, Ph.D., LP Associate Professor Department of Educational Psychology College of Education & Human Development University of Minnesota

Dr. Cook's research focuses on school-based mental health according to a multi-tiered system of support (MTSS). He develops and evaluates both assessment and intervention practices that target promoting children's social, emotional, and behavioral well-being. He has an interest in implementation science and developing practical and feasible yet effective practices that actually get used in everyday school settings.

Special Thanks to Our Presenters...

Rachel Bingham-Executive Officer of Administrative Office of the Courts & SIAC Chair

Kathryn Tillet, Project Director
AWARE, KDE

W. David Lohr, M.D. -Assistant Professor, Department of Pediatrics, Child and Adolescent Psychiatry and Psychology University of Louisville

Gilbert Chien Liu, M.D. -Associate Professor, Department of Pediatrics University of Louisville; Director, Division of General Pediatrics; Associate Director, Child & Adolescent Health Research and Design Support.

Barbara Greene-Project Coordinator (Kentucky Family & Youth Movement), KY Partnerships for Families and Youth, Inc..

Michelle Antle-Field Training Coordinator Kentucky Autism Training Center

Lisa Loague- PBIS Specialist, GRREC

Kathy Maciel-Behavior Specialist, GRREC

Deb Myers- School Psychologist, GRREC

Regional Protocol

GRREC
GREEN RIVER REGIONAL
EDUCATIONAL COOPERATIVE

Protocol: Coordinating Care for Students

Student's Full Name:		Date of Birth:
District/School:		Grade:
Teacher/School Contact:		
Problem-Solving Team Member	Agency/School	Role

____ Treatment Plan from Medical Health Provider
If yes, attach. Completed by: _____ Date: _____
____ Functional Behavior Assessment (FBA)
If yes, attach. Completed by: _____ Date: _____
____ Behavior Intervention Plan (BIP)
If yes, attach. Completed by: _____ Date: _____

Directions: This protocol can be used to collect and triangulate data through collaborative partnerships for student and family intervention support planning.

I. Problem Identification

A. Identify and prioritize the behaviors/issues of concern from each stakeholder: (safety issues, immediate concerns, easiest to address)

Student: _____
Education: _____
Family: _____
Community Service Provider: _____
B. Identify Strengths of the Student: _____

II. Problem Analysis (Relevant Information Data)

A. Specify historical factors related to concerns:

Medical/Biological: _____
Family/Environmental: _____
Educational (Progress/grades): _____
Additional Information (e.g. Daily routines, structure, previous interventions): _____
B. Describe current status of communication, pragmatics, and social skills:

Communications/Pragmatics: _____
Social/Emotional Skills: _____

III. Intervention Development

Targeted behaviors (No more than 3):

1. _____
2. _____
3. _____

Page 1 | 2

V. Comprehensive Instructional Action Plan for

Annual Goals:

Goal #1: Sustain and scale Tier One

Action Item

Schools implementing Tier One will assessments

Scranton High and Prescott Elementary implementation of Tier One

Schools will apply for recognition from the state

C = Complete, IP = In Progress, N = Not Started

Goal #2: Sustain and scale Advanced

Action Item

Schools implementing advanced strategies and develop action plan

Identify additional schools to be in the CSBBH staff will continue to participate

C = Complete, IP = In Progress, N = Not Started

Goal #3: Explore integration with

Action Item

Identify areas of need through needs assessment and social workers

School social workers and CSBBH facilitate SAIGs for targeted students

C = Complete, IP = In Progress, N = Not Started

What do we want the students to know and do?

What evidence-based strategies, interventions and services do we use?

MTSS

For All Students

How do we know when students know or don't know it?

What do we do with those who don't know it?
What do we do with those who do know it?

Behavior Interventions and Services, programs, practices, and strategies from www.pbis.org

PPMHSC RESOURCE GUIDE

Kentucky Provider Directory

<http://dshd.ky.gov/ProviderDirectory/ProviderDirectory.aspx>



Apply for Advanced Premium Tax Credit and Qualified Health Care Plan

<https://www.healthcare.gov/>

Apply for Medicaid & KCHIP

<http://www.benefind.ky.gov/>

Kentucky Autism Training Center

<http://louisville.edu/education/kyautismtraining>

Rivendell Behavioral Health

www.rivendellbehavioral.com

Administrative Office of the Courts: Court Designated Worker Program

Community Resource Directory

WARREN COUNTY/8th JUDICIAL DISTRICT

The Community Resource Directory provided by the Administrative Office of the Courts Court Designated Worker Program for the 8th Judicial District is designed to help the Family, Accountability, Intervention, and Response (FAIR) Team, and local public schools within the District locate programs and service providers for youth and families.

This directory was developed as part of KRS Chapter 605.030 (1)(3)(g). "A court designated worker may...report annually to his or her local public school districts and to the Administrative Office of the Courts an inventory of all programs and service providers within the judicial district they serve..." It will be provided by the Court Designated Worker Program to the schools annually by August 1.

Created: July 31, 2013

Revised:

REFERRAL RESOURCE GUIDE

LifeSkills- Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, Warren

IN AN EMERGENCY OR CRISIS

For assistance in an emergency situation
Dial 911

www.lifeskills.com

CRISIS #800-223-8913

National Suicide Prevention Lifeline

1-800-273-TALK (8255) (press 1 for veterans, 2 for Spanish)

270-901-5000, 1-800-223-8913

DOMESTIC VIOLENCE, ABUSE, AND SEXUAL ASSAULT RESOURCES

National Child Abuse Hotline

1-800-4-A-CHILD (1-800-422-4453)

National Domestic Violence Hotline

1-800-799-SAFE (7233)

1-800-787-3224 (hearing impaired line)

KY (877) 597-2331 or (877) KYSAFE1

National Sexual Assault Hotline

1-800-656-HOPE (4673)

RAINN (Rape, Abuse & Incest National Network)

1-800-656-HOPE (4673)

www.rainn.org

KY Centralized Intake (ABUSE HOTLINE)

270-651-0287

www.kacac.org KY Association of Children's Advocacy Centers

GRREC PBIS Network Commits to:

- 1 Prepare District/School Leadership **Teams for PBIS implementation**
- 2 Provide the sequence of Tier 1, Tier 2, Tier 3, and coaches' trainings, including intervention and evaluation of **RtI practices at all 3 tiers**
- 3 Train on **School-Wide Information System (SWIS)**, an on-line data management system for decision-making and reporting
- 4 Provide **training and technical assistance** to School-based and District PBIS coaches
- 5 Collect baseline and annual data from the PBIS **Self-Assessment Survey**
- 6 Assist districts with collecting, interpreting, and **action planning** around data
- 7 Assist, interpret, and facilitate **strategic planning** using data reports (Team Implementation Checklists, Benchmarks of Quality, PBIS Self-Assessment Survey, academic data, etc.)
- 8 Provide information to facilitate understanding of **Local Area Networks (LANs)** and community resources for students needing Tier 3/Tertiary level interventions



KY MTSS: PBIS and Mental Health (ISF)

(What will this look like in the GRREC Region?)

Individualized Student Supports

- Cognitive Behavioral Strategies
- Diagnostic/Functional Assessments
- Behavior/Crisis Intervention Plans
- School Mental Health one on one
- Person-centered planning/wraparound, e.g. RENEW
- Explicit Instruction of Academic and/or Social Emotional Skills
- Skilled/Trained Interventionists/Family Members

Early Intervention and Targeted Care

- Supplemental Skill Building for individuals or small groups with skilled/trained interventionists
- Restorative Practice
- Community Mental Health Small Group Therapy
- Diagnostic/functional assessments
- Comprehensive plan for referral, decision rules and progress monitoring for Evidence-based Interventions

Universal Care

- Decision making framework that guides implementation/ assessment of a Continuum of LINKED evidence-based practices based on local/student data (i.e. Academics/Core Curriculum, Behavior, SEL, Attendance Support)
- Social Emotional Learning Curriculum for all, Mindful Practice
- Mental Health/ Positive Behavior Supports Skill Development for staff, families, community (e.g. YMHA Training, Trauma-Informed Training, Positive Behavior Supports)
- Integrated Effective, Adequately Prepared Team (s) (School-based, Mental Health, Juvenile Justice, Community, Family)
- Safe, Caring Environment that promotes cultural diversity (Peer and Adult Connections)
- Essential Core Curriculum/EBPs with highly skilled educators/implementers



GRREC/KM 03.18

GRREC MTSS: ISF (PBIS and Mental Health) rev. 04/12/18)

Planning Tool for the GRREC Region

Individualized Student Supports

- Evidence-based Interventions/CBT Strategies- Coping Cat, SSET (online training), Cook-T3 (IM4), PBIS T3, RENEW, Wraparound 2018-2019, Kentucky Behavior RTI website
- Diagnostic/Functional Assessments Comprehensive FBA/BIP Training
- Behavior/Crisis Intervention Plans: YMHA, PBIS/ISF, (SAT, Team Problem-Solving, (ISF, PPMHSC Sessions), Overview of Trauma Safety Plan in TICE, FBA/BIP Trainings
- School Mental Health (one on one) CBITS, Match-ADTC, ISF, PPMHSC & Partners
- Explicit Instruction of Social Emotional Skills -SEL Training
- Skilled/Trained Interventionists/Family-Reconnecting Youth, Positive Family Support, Youth Moves, PPMHSC- C. Appelstein (No Such Thing as a Bad Kid)

Early Intervention and Targeted Care

- Supplemental Skill Building for individuals or small groups with skilled/trained interventionists-CICO, SAIG, Mentoring, Restorative Practice, PEER Mentors, PBIS T2/3 Training/Coaching, SEL, Social Skills
- Community Mental Health Small Group Therapy- CBITS, ISF training (PPMHSC/ KY AWARE)
- Diagnostic/functional assessments- Universal Screener Practical FBA/BIP
- Comprehensive plan for referral, decision rules and progress monitoring for Evidence-based Interventions- PBIS, ISF, C. Cook T2/3 Matching Interventions (IM4)

Universal Care

- Decision making framework that guides implementation/ assessment of a Continuum of LINKED evidence-based practices based on local/student data (e.g. Academics/Core Curriculum, Behavior, SEL, Attendance Support, i.e. how do we address truancy?) PBIS-ISF Training/Coaching
- Social Emotional Learning Curriculum for all, Mindful Practice- Second Steps, MindUp?, PPMHSC-Resiliency/Growth Mindset
- Mental Health/ Positive Behavior Supports Skill Development for staff, families, community -YMHA Training, Trauma-Informed Care for Educators, Positive Behavior Supports, PBIS, ISF, PPMHSC, Parents as Teachers, Sources of Strength
- Integrated Effective, Adequately Prepared Team (s) (School-based, Mental Health, Juvenile Justice, Community, Family) PPMHSC with Community Partners, ISF Training, Family Engagement
- Safe, Caring Environment that promotes cultural diversity (Peer and Adult Connections) ISF- PBIS, Mental Health, Trauma Informed Care for Educators
- Essential Core Curriculum/EBPs with highly skilled educators/Implementers School-wide PBIS/RTI, Classroom Management, Core Content

Red: Offered in the past or current pd/supports provided Yellow: In the works or potential initiatives/additions



Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4737)



Kentucky AWARE State Management Team Meeting

Linking State & Local Partnerships
Building Family, School,
and Mental Health Supports



NITT-TA
NOW IS THE TIME
TECHNICAL ASSISTANCE CENTER



Deep diving into four KY AWARE learning themes

Interconnected
Systems
Framework

Trauma
Informed Care

Youth
Engagement

YMHFA
Referral
Pathways

Who's on Board?

Barren County- Ann Epperson

- Austin Tracy Elementary School

Bullitt County-Leah Riggs

- Schools or District?

Fayette County-Raine Minichan

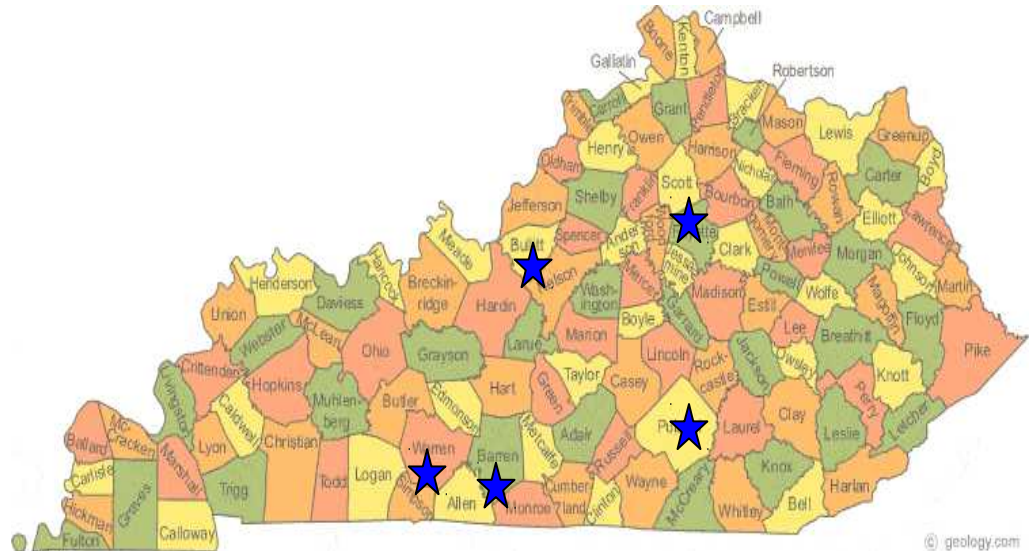
- Schools or District?

Pulaski County- Dusty Phelps

- District-Community Leadership Team
- Pulaski Elementary
- Northern Middle School
- Pulaski County High School

Warren County-Christy Bryce

- Warren East High School
- South Warren Middle School
- Bristow Elementary

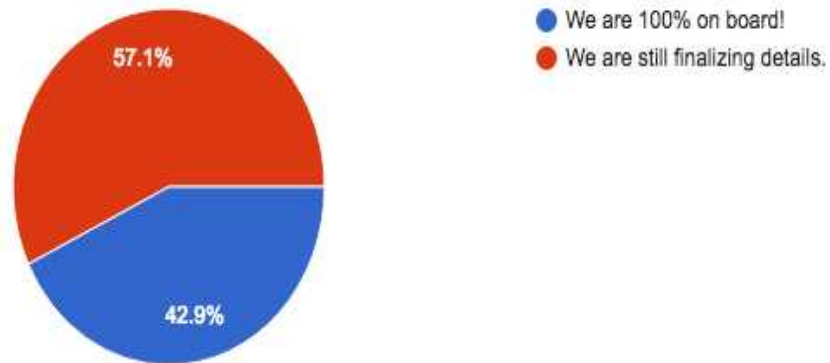


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We're almost there!

Our team has discussed and shared the ISF District Commitments with all key stakeholders, and...

7 responses



Scope of Work to Implementation

Work Scope Kentucky ISF Train the Trainer

YEAR 1 (SY2017-18): State Level Enhancing the current PBIS structure to include MH integration				
Timing	Phase	State Goal	Activities	Notes
Fall 2017	Readiness/Planning	Form a state level cohort of facilitators to directly provide training and technical assistance to MH of district teams. Year 1 will focus on Western Region. Select X# of districts to participate as demonstration sites, including community mental health partners.	<ul style="list-style-type: none"> Identify X# of facilitators to form a cohort of facilitators in a train the trainer (TOT) model. Provide initial training to TOT cohort on ISF training modules. State teams/TOTs will meet (monthly?) with National Trainer via technology to support readiness and adoption of ISF within local sites. TOTs meet with district/community leadership team to support readiness activities. 	2 days of training for TOT cohort on Nov. 30 and Dec. 1 - Perales set monthly schedule for connecting - Perales DCLT readiness activities checklist
		Evaluate impact of ISF	<ul style="list-style-type: none"> Develop an evaluation plan that includes feedback from students, families, and school/community partners 	
District/Community Level Alignment and Integration				
Timing	Phase	District Goal	Activities	Notes
Fall 2017 (12/2 - end of first semester?)	Readiness/Planning	Identify strengths, needs, and gaps in current system and practices Develop an Integrated Action Plan Develop a Memorandum of Understanding (MOU) Address policy, funding, political support and other implementation drivers	<ul style="list-style-type: none"> Identify current teaming structures across all district level departments to inform District Executive Leadership Team and District Implementation Team/Community membership. Identify District Strategic Goals aligned with PBIS/MH and data points district and community wants to move through implementation. Secure school board commitment and community partner agency(ies) to aligned goals and mission. Document process for examining and using data to inform decisions around social emotional and behavior (SEB) needs. Establish integrated professional development calendar and operating procedures (roles and functions, problem solving process established) Identify integrated evaluation plan to include fidelity measures, student outcome data, instructional time gained, teacher attendance, school climate. Share plan with Board of Education. 	TOTs facilitate on site TA provided by Perales via technology

DRAFT

v1

Page 1 of 1

Leadership Installation Guide V.1
5.18.18

Leadership Installation Guide

Purpose: For use by trainers and/or coaches to support District Community Leadership Teams (DCLT) on installing infrastructure for an interconnected system framework (ISF). The trainer and/or coach can utilize the Guiding Questions and Possible Action Steps to support in planning and facilitating their work with the DCLT. This guide could also be completed as a facilitated process by the trainer/coach. (Please use a different font color when entering information.)

Establishment of Team				
	Not Started	Getting Started	Partially in Place	Fully In Place
Leadership Team (With priority of wellness and social, emotional, behavioral, physical and mental health of all students.)	No leadership team is established.	Dialogue on establishing a leadership team and who will be part of leadership team has been started. Or leadership team exists, but does not meet consistently.	Leadership team is established and meets consistently, but some key stakeholder voice is missing.	A leadership team with representative stakeholders and authority to make decisions on funding, policy, alignment and workforce capacity meets on regular basis (at least quarterly).
Community Agency Representation on Leadership Team	No community agency representation on leadership team.	Review of potential community stakeholders has begun, consideration for organizations with common vested interest in coalescing around identified priorities.	Community stakeholders have been identified and invited, but have not participated in a team meeting.	Representatives with authority to make decisions on funding, policy, alignment and workforce capacity from identified stakeholders actively participate on leadership team (at each meeting). This includes family partners.
Guiding Questions:				

GRREC Pilot Team





Please Complete the Session Evaluation

to Tell Us What You Thought of This

