Welcome!

Tired of Working in Silos?

Interconnect systems (school mental health & PBIS) within an MTSS framework.

“Introductory Reset”
Description of our Centers

Center on PBIS
https://www.pbis.org/about/about

SMART Center
https://smartcenter.uw.edu/
Purpose

Bring people together to explore how a Multi-Tiered System of Support (MTSS) can strengthen current efforts to support increasing social emotional behavioral/mental health needs.

• Students
• Staff
• Families/Communities
Potential Benefits

- Connect with job alike professionals
- Learn about what is working well in school systems (research and practice)
- Deepen understanding of MTSS
- Deepen understanding of how an interconnected approach can increase coordination of care and expedite outcomes
- Identify resources that script the “how”
- Identify how to improve training and support for staff
As a result of this time together...

1. What do you want to learn for yourself?

2. What changes would you like to see in your organization?
• Introduce yourself in your breakout room.
• What are you noticing this year?
• Anything keeping you up night?
Tired of Working in Silos? - Break Out Room

• How do you define silos?
• What would our organizations be doing and saying if we were not siloed?
Big Idea- Changing role of staff requires focus on systems
Dr. Clynita Grafenreed
How do Systems Change?
What are some High Leverage Opportunities?

Chat Challenge

What are you seeing that is making an impact?

Example: partnering with professional organizations
WE will NOT be able to hire or buy our way out of this...

MTSS offers the roadmap for integration and equity. Interconnected Systems Framework (ISF) offers the directions to embed mental health, include family and youth AND involve other community child serving agencies. Content experts in academic, social emotional support, behavior, suicide and drug prevention, art, music, physical education working within a single system informed by implementation science and public health can meet the demand.

Staff Shortages in Education and Mental Health
Magnitude of Need
*Mental Health Crisis pre-pandemic
*200,000 children lost a parent/caregiver during pandemic
Requires a different approach at the Organizational Level
MTSS and PBIS are widely used. How can we enhance to fit mental health needs?

“MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and WITH kids and their families.” - Dr. George Sugai, Professor Emeritus, University of Connecticut

MTSS/PBIS is iterative, and we are expanding utilization through an interconnected systems approach.

PBIS + Larger Community Services=ISF
Equity refers to actions that elevate historically marginalized voices; honor individual, family, and community identities; and reflect equitable learning opportunities through meaningful participation of each student, family, and educator in the systems we promote. (Center on PBIS, https://www.pbis.org/about/about)

Belonging is defined as “experiencing appreciation, validation, acceptance, and fair treatment within an environment. When people feel that they belong, they aren’t distracted and worried about being treated as a stereotype or a singular part of their multidimensional personhood (Cobb & Krownapple, 2019).”
Addressing Limitations of MTSS and Inequitable Learning Conditions

- Not enough staff and resources, especially students of color who are more likely to attend a school with an SRO, but not a school counselor, than white students (U.S. Department of Education, 2016).
- Schools struggle to implement effective interventions at Tiers 2 and 3 with a “wait to fail” model.
- Many systems have challenges aligning multiple social, emotional, and behavioral initiatives.
- Youth, family voice are put on hold, muted or tokenized.
- Youth with “internalizing” issues may go undetected/ “externalizing” issues are punished.
To what extent do we have an experienced, diverse & stable teaching workforce?

- Schools serving mostly students of color are more likely to be taught by out-of-field and novice teachers (Bromberg, 2016; U.S. Department of Education, 2016).
- Students of color are more likely to attend schools where more than 50% of teachers were absent for more than 10 days (U.S. Department of Education, 2016).
ISF is PBIS 2.0

What are the ways we are expanding PBIS?

- **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 helpers)

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How is this different?

- Expanding the utilization of PBIS to include other child serving systems and bringing youth/family/community to co-lead, co-design and adapt to fit culture/context/values.

- From Caseload/1:1 Service Delivery Model TO Clinicians serving on teams who provide expertise, leadership to build capacity for ALL

-Clinicians working with teams to develop/enhance healthy school and classroom environments

**Poll Question**

On a scale of 1-5, how different is this than how your organization is functioning?

1- very different
2- somewhat different
3- we are making some attempts
4- somewhat similar
5- exactly the way we operate
“Do the best you can until you know better. Then when you know better, do better.”

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

**Improved Student Outcomes**

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

**Reduced Exclusionary Discipline**

- office discipline referrals
  - (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021*; Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Horner et al., 2005; Horner et al., 2009; Metzler et al., 2003; Nelson et al., 2002; Solomon et al., 2012)
- suspensions
  - (Bradshaw, Mitchell, & Leaf, 2010*; Freeman et al., 2015*; Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)
- restraint and seclusion
  - (Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)
- racial inequities
  - (Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swan-Broadway et al., 2019)

**Improved Teacher Outcomes**

- teacher efficacy & well-being
  - (Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)
- teacher-student relationships
  - (Condliffe et al., 2022)
- student engagement & instructional time
  - (Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020*)
- school culture & organizational health
  - (Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)
- climate & safety
  - (Elrod et al., 2021*; Horner et al., 2009; McIntosh et al., 2021)
How can we maximize our investment?

How do the outcomes match your organization’s strategic plan, mission?

Can we identify high leverage moves that result in achieving most of our goals?
Organizing Efforts

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

Executive Functions

LEADERSHIP TEAMING
Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations
Workforce Capacity

Changing Role of Staff

• Increased magnitude of need requires adaptation to how we train and support staff
  – Pre-service teachers
  – Leadership
  – Clinical Roles
  – Para-professionals

• Changes at the Organizational Level
  – Higher education
  – PK-12
  – Early education
  – Community Providers

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Prioritizing our Time Together - Break Out

*What topics should we cover?*
District and School Level Examples (teaming structures, data based decision routines)
Evaluating Wellness Efforts
Revising the MOU/confidentiality
Leveraging funding
Starting with sustainability
Crisis Response and Recovery
Workforce Capacity/Changing Roles of Staff

*Feedback on structure of today?*
New learning, time in small group, highlight resources
A randomized controlled trial on the interconnected systems framework for school mental health and PBIS: Focus on proximal variables and school discipline

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ABSTRACT

The study assessed findings for the first randomized controlled trial (RCT) of an interconnected systems framework for school mental health (ISF) and Positive Behavioral Interventions and Supports (PBIS) since its development in the last 20 years. The ISF has been tested in three randomized controlled trials for PBIS, and, guided by a broad coalition of stakeholders, the first ISF study was conducted in South Carolina (SC). This experimental evaluation of the ISF involved 12 schools, 8 experimental and 4 control schools. The study used a randomized controlled trial (RCT) design, with the 12 schools randomly assigned to either an intervention or a control condition. The study was conducted in the SC, USA. The study evaluated the ISF through four domains: (1) school climate, (2) teacher effectiveness, (3) student engagement, and (4) student outcomes. Results showed that the ISF had a positive impact on school climate, teacher effectiveness, and student engagement. However, no significant differences were found in student outcomes. The study concluded that the ISF is a promising framework for improving school mental health and PBIS in SC.

https://authors.elsevier.com/c/1fbYO56ZNLwaG


Overview of Resources to Support Students Social, Emotional, and Behavioral Wellbeing & Mental Health
Check out our Practice Brief on **Building a Culture of Staff Wellness Through a Multi-Tiered System of Support**

Check out our Practice Brief on
Supporting PBIS Implementation through Phases of Crisis Recovery


Supporting PBIS Implementation Through Phases of Crisis Recovery

As schools and districts consider options for effectively supporting students, educators, and families during and after a crisis, it can be difficult to identify critical impactful actions. Mindsets range from not knowing where to start to thinking we must do all, which can result in not doing anything. The PBIS framework can serve as a road map to meeting this challenge. It is best to think in terms of implementing as small incremental steps that result in progress toward effectively meeting student, educator, and family needs.

This document provides strategies to guide implementation efforts through the various phases of crisis recovery. As Figure 1 illustrates, schools and districts choose their path based on their implementation level: getting started (green) or strengthening (blue). Then, they consider key actions based on their crisis response phase.

Figure 1. Key actions by implementation level and crisis response phase.

More comprehensive information can be found in the Supporting Schools During and After Crisis section of the Center on PBIS website.

Top Ten Tier 1 Practices to Support ALL Students’ Social, Emotional, and Behavioral Wellbeing

1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to acknowledge
8. Use **error correction** & other strategies to respond
9. Use more positives than correctives (**5:1 ratio**)
10. Collect & use **data**

ISF Fact Sheets

ISF 101: An Introduction

ISF 201: When School Mental Health is Integrated Within A Multi-tiered System of Support: What’s Different

ISF 301: Installing An Integrated Approach
Dates to Remember

Community of Practice- 1-2:30 EST
February 21
March 21
April 20
May 18

https://www.pbis.org/announcements/community-of-practice-school-mental-health-series