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?

Adapted from Fixsen & Blase, 2005

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 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:

- 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](http://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
Key Messages

1. Single System of Delivery

2. Access is NOT enough

3. Mental Health is for ALL

4. MTSS essential to install SMH
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
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- measurable 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

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.

<table>
<thead>
<tr>
<th>Date of Inventory:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Initiative</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
</tbody>
</table>

Adapted from MiBLSi (4/15/10), ISSA (10/19/09), C.Sugai (1/26/01)
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?

http://www.pbis.org/blueprintbriefstoools

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

~80% of Students

Trauma Informed Practices

~15%

Bullying Prevention

Restorative Practices

~5%

Second Step

Community Mental Health Agency
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

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change organizational chart to reflect MTSS/PBIS as capacity building implementation framework that guides installation of other initiatives. Workgroups for Equity, Wellness, Restorative Practices will report to MTSS Committee</td>
<td>MTSS Committee Co-Chairs</td>
<td>Within 2 weeks</td>
</tr>
<tr>
<td>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.</td>
<td>MTSS Committee and Workgroup Chairs</td>
<td></td>
</tr>
<tr>
<td>Executive Team will define and use formal process to select new initiatives.</td>
<td>Superintendent</td>
<td>Data to determine decisions Ongoing process</td>
</tr>
<tr>
<td>Executive Team will develop a communication/dissemination plan and adapt information based on stakeholders group.</td>
<td>MTSS Committee Chairs</td>
<td>Within a month</td>
</tr>
</tbody>
</table>
## Example Aligned Professional Development Plan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Evaluation Component</th>
<th>Month/Visit</th>
<th>Trainer, Duration, Format, Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness Site Visits for 6 schools in District</td>
<td>• TFI Walk through</td>
<td>April/May 2016</td>
<td>• 6 schools</td>
</tr>
<tr>
<td></td>
<td>• Data Reviews</td>
<td></td>
<td>• 3 days 2 schools/day</td>
</tr>
<tr>
<td></td>
<td>• Admin Interviews</td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>Readiness Calls for Systems Coaches</td>
<td>• Evaluation Survey</td>
<td>May/June 2016</td>
<td>• Adobe Connect format</td>
</tr>
<tr>
<td>• Introduction</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>• Overview of Capacity building plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Team expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coach expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep Days for Systems Coaches prior to Team Training for Tier 1</td>
<td>• Evaluation Survey</td>
<td>June 2016</td>
<td>• 1 day on site</td>
</tr>
<tr>
<td>• Booster and Classroom</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>• Overview core Components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data based Decision Making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 1 and Classroom Components</td>
<td>• TFI Classroom Self Assessment, Implementation Snapshots, SWIS data</td>
<td>June 2016</td>
<td>3 days on site 1 day team planning ES and MS Teams (6-8) with admin and coach</td>
</tr>
<tr>
<td>• Review Tier 1 Core Features</td>
<td></td>
<td></td>
<td>• Trainers Names</td>
</tr>
<tr>
<td>• Train on 8 Classroom Components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Up Days for Systems Coaches after Tier 1 Booster and</td>
<td>• Evaluation Survey</td>
<td>June 2016</td>
<td>• 1 Day on site</td>
</tr>
<tr>
<td>Classroom training</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>Follow Up Days for District and School Leadership</td>
<td>• Evaluation Survey</td>
<td>August 2016-June 2017</td>
<td>• Monthly</td>
</tr>
<tr>
<td>Follow Up Days for Systems Coaches prior to Advanced Tiers</td>
<td>• Evaluation Survey</td>
<td>June 2016</td>
<td>• Leadership Topics and Scope and Sequence</td>
</tr>
<tr>
<td>• Overview Core Components</td>
<td></td>
<td></td>
<td>developed based on needs assessment and ongoing</td>
</tr>
<tr>
<td>• Fidelity Measures</td>
<td></td>
<td></td>
<td>site visits</td>
</tr>
<tr>
<td>• Evaluation and Data Decision Making</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>Tier 2 Team Training</td>
<td>Evaluation Survey Tiered Fidelity Inventory Tier 2 Check In Check Out Fidelity Tool</td>
<td>June 2016</td>
<td>2 days on site</td>
</tr>
<tr>
<td>Targeted Team Training: 2 Days</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>Agenda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Targeted Team Overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CICO Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CICO as Targeted Support in the Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Action Planning to develop system for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student selection criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Request for assistance process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logistics for check in, check out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff student, family orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep Days for Systems Coaches prior to Advanced Tier Training</td>
<td>• Evaluation Survey</td>
<td>June 2016</td>
<td>• 1 day on site</td>
</tr>
<tr>
<td>Data Analysis, facilitation, performance data collection and</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>action planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Up Day for Systems Coaches after Advanced Tier Training</td>
<td>• Evaluation Survey</td>
<td>June 2016</td>
<td>• 1 day on site</td>
</tr>
<tr>
<td>Data Analysis, facilitation, performance data collection and</td>
<td></td>
<td></td>
<td>• Trainer Names</td>
</tr>
<tr>
<td>action planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall School Site Visit</td>
<td>• SET, CICO Fidelity Tool</td>
<td>September 2016-December 2016</td>
<td>6 school, 3 days 2 schools/day</td>
</tr>
</tbody>
</table>
## Coaching Plan Example:

<table>
<thead>
<tr>
<th>Function</th>
<th>School District ISF Coach</th>
<th>Community Mental Health ISF Coach</th>
<th>Potential Tools And Resources</th>
</tr>
</thead>
</table>
| **Guidance for start-up; Training and Technical Assistance** | • Baseline data collection  
• Assess any PBIS training needs  
• Develop integrated action plan  
• Actively participate in team meetings | • Baseline data collection  
• Assess any MH training needs  
• Develop integrated action plan  
• Actively participate in team meetings | • ISF Implementation Inventory  
• PBIS tools as needed  
• Mental Health Agency Implementation Checklist |
| **Communications; prompting and reminding; positive reinforcement** | • 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. | • 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 | • ISF Implementation Inventory  
• District and Community Implementation Guide |
| **Resource Access and Problem Solving** | • Outreach to regional and state level systems | • Outreach to local child serving systems | • TIPS  
• TIPS-FC |
| **Data-based decision making; selection of EBPs; evaluation** | • Provide screening, outcome, and fidelity data for team meetings  
• Provide guidance on selection of EBPs according to need  
• Assist in evaluation | • Provide screening, assessment, outcome, and fidelity data for team meetings  
• Provide guidance on selection of EBPs according to need  
• Assist in evaluation | • Selected screener  
• Consumer guide for selecting EBPs  
• TFI |
## Evaluation Plan Example:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context/Input</strong></td>
<td></td>
</tr>
<tr>
<td>• School Profile for schools entering training</td>
<td>X</td>
</tr>
<tr>
<td>• Training Consultants</td>
<td>X</td>
</tr>
<tr>
<td>• Master training schedule for teams, coaches and trainers, and District Leadership Team</td>
<td>X</td>
</tr>
<tr>
<td>• List of team members</td>
<td>X</td>
</tr>
<tr>
<td>• Participant evaluation of training events</td>
<td>X</td>
</tr>
<tr>
<td><strong>Process/Fidelity (will be based on area of need)</strong></td>
<td></td>
</tr>
<tr>
<td>• Tiered Fidelity Inventory (TFI)</td>
<td>TFI</td>
</tr>
<tr>
<td>• Reading Tiered Fidelity Inventory</td>
<td>R-TFI</td>
</tr>
<tr>
<td>• ISF Implementation Inventory</td>
<td>R-TFI</td>
</tr>
<tr>
<td>• School-wide Evaluation Tool: SET (for 20% of schools)</td>
<td>SET (20%)</td>
</tr>
<tr>
<td>• ISSET (for 20% of all schools)</td>
<td></td>
</tr>
<tr>
<td>• Enhancement Guides (Equity, MH)</td>
<td></td>
</tr>
<tr>
<td>• Practice fidelity checks (RP, CnC, CICO)</td>
<td></td>
</tr>
<tr>
<td><strong>Screening</strong></td>
<td></td>
</tr>
<tr>
<td>• Office Referrals (SWIS), grades, attendance, visits to nurse, counselor, teacher reports, direct observation</td>
<td>X</td>
</tr>
<tr>
<td>• Systematic Behavior Screener (e.g. BASC, BESS, SRSS, SSBD)</td>
<td>X</td>
</tr>
<tr>
<td>• CBM (e.g. DIBELS, AIMSweb, Easy CBM)</td>
<td></td>
</tr>
<tr>
<td>• Family Screeners</td>
<td></td>
</tr>
<tr>
<td>• Ages and Stages Screener</td>
<td></td>
</tr>
<tr>
<td><strong>Diagnostic Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>• Functional Behavior Assessment</td>
<td></td>
</tr>
<tr>
<td>• Functional Academic Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Product/Impact</strong></td>
<td></td>
</tr>
<tr>
<td>• SWIS Office Discipline Referrals</td>
<td>SWIS</td>
</tr>
<tr>
<td>• Referrals to Special Education</td>
<td>SWIS</td>
</tr>
<tr>
<td>• Grade-Level Oral Reading Fluency (Universal/Progress)</td>
<td>SWIS</td>
</tr>
<tr>
<td>• Standardized Test Scores</td>
<td>X</td>
</tr>
<tr>
<td><strong>Replication/Sustainability/Improvement</strong></td>
<td></td>
</tr>
<tr>
<td>• Number of district coaches trained</td>
<td>X</td>
</tr>
<tr>
<td>• Number of district trainers</td>
<td>X</td>
</tr>
<tr>
<td>• District Capacity Assessment</td>
<td>X</td>
</tr>
<tr>
<td><strong>Evaluation Reports</strong></td>
<td></td>
</tr>
<tr>
<td>• Evaluation report to State/District Leadership Team</td>
<td>X</td>
</tr>
<tr>
<td>• Evaluation report to State/District School Board</td>
<td>X</td>
</tr>
</tbody>
</table>
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 209.509)

- 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
Welcome Friends!

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/mental health needs across practices.

Tuesday June 23, 2015

Agenda

8:30-9:00 Registration/Welcome
9:00-9:15介绍和简介

9:15-10:00 Keynote: Behavioral Health in the Classroom

10:00-10:15 Break

10:15-11:15 Panel: Early Intervention and Behavioral Health in the Early Childhood System

11:15-12:00 Lunch

12:00-1:00 Building supportive families for students with serious behavioral health needs in 2015

1:00-1:15 Break

1:15-2:15 Finding evidence-based practices and data for students with serious behavioral health needs in 2015

2:15-2:30 Break

2:30-3:30 The role of schools in promoting positive mental health

3:30-4:30 Update on initiatives in our region

4:30-5:00 Wrap-up and next steps

Saturday June 21, 2015

Agenda for Monday

8:30-9:00 Registration/Welcome
9:00-9:30 Keynote: Mental Health and Education

9:30-10:30 Panel: Understanding and Supporting Students with Mental Health Challenges

10:30-10:45 Break

10:45-11:45 Panel: Mental Health in the Classroom

11:45-12:30 Lunch

12:30-1:30 Panel: Mental Health and the School Aged Population

1:30-2:00 Break

2:00-3:00 Panel: Mental Health and the Early Childhood Population

3:00-3:30 Wrap-up and next steps
A Special Thank You to our Partners, Presenters, and Attendees who make this event possible.

Welcome to PPMHSC! 2016!

The overall goal of the conference is to provide partnerships and resources for students, families, schools, and communities to develop comprehensive mental health services for children, youth, and adults.

Learning Objectives:
- Identify symptoms, prevention tools, and solutions for students in need of mental/behavioral health services.
- Identify evidence-based treatment options to address needs of students.
- Develop awareness of current research, best practices, and supports to students, families, schools and community providers in our region through cross-system partnerships.
- Learn how to engage families, develop new strategies, and build partnerships.

Monday, June 27, 2016
June 27-28, 2016
8:30 Registration/Breakfast
9:15 Opening Remarks
Welcome
Kathryn Tillet
9:30 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 Anshe, Lisa Loague, Kathy Maciel & Deb Myers
11:45-12:45 Lunch & Open Panel
Have Questions? 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

Tuesday, June 28, 2016
8:00-8:30 Registration/Breakfast
8:30-9:00 Welcome
FAIR Team Implementation - Rachel Bingham
A day with Dr. Clayto Cook...
9:00-10:35 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 evidence-based assessment and intervention practices that integrate 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
FAIR, 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 Center
Barbara Greene - Project Coordinator (Kentucky Family & Youth Movement), KY Partnerships for Families and Youth, Inc.
Michelle Anshe - Field Training Coordinator Kentucky Autism Training Center
Lisa Loague - PBIS Specialist, GRREC
Kathy Maciel - Behavior Specialist, GRREC
Deb Myers - School Psychologist, GRREC
Regional Protocol
V. Comprehensive Action Plan for Implementation


MTSS
For All Students

What do we want the students to know and do?

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

What do we want the students to know and do?

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

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?
Regional Guides

PPMHSC RESOURCE GUIDE

Kentucky Provider Directory
http://dph.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/

Rivendell Behavioral Health
www.rivendellbehavioral.com

Community Resource Directory
WARREN COUNTY 8th JUDICIAL DISTRICT

The Community Resource Directory provided by the Administrative Office of the Courts Court Designated Vendor Program for the 8th Judicial District is designed to help the family, accountability, intervention, and response (FAIR) teams and local public schools identify the best health and social services for youth and families.

This directory was developed as part of KBS (August 2009). It is a court-designated vendor may be sold or distributed to the County or other public schools located in the judicial district. The name of the contactor and the contact information will be provided by the Court Designated Vendor Program to the schools annually. August.

Updated: July 30, 2019

REFERRAL RESOURCE GUIDE


IN AN EMERGENCY OR CRISIS

For assistance in an emergency situation
Dial 911

National Suicide Prevention Lifeline
1-800-273-TALK (8255)
www.suicidepreventionlifeline.org
270-641-3500, 1-800-273-8913

CRISIS #800-223-8913

DOMESTIC VIOLENCE, ABUSE, AND SEXUAL ASSAULT RESOURCES

National Child Abuse Hotline
1-800-4-A-CHILD (1-800-423-6483)

National Domestic Violence Hotline
1-800-799-SAFE (7233)
1-800-787-3224 (hearing impaired line)

National Sexual Assault Hotline
1-800-825-9115

RAIHN (Rape, Abuse & Incest National Network)
1-800-656-HOPE (4673)
www.rainn.org

KY (877) 597-2331 or (877) KYSAFE1
270-651-9271

KY Centralized Intake (AMBER WOHLIN)
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 On-Campus
- 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, 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

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GRREC MTSS: ISF (PBIS and Mental Health) rev. 04/12/18
Planning Tool for the GRREC Region

**Individualized Student Supports**
- Evidence-based Interventions/CRT Strategies: Coping Cat, SSET (online training), Cook-T3 (DM), PBIS T3, RENEW, Wraparound 2018-2019, Kentucky Behavior EIS website
- Diagnostic/Functional Assessments Comprehensive FBA/BIP Training
- Behavior/Crisis Intervention Plans: YMHA, PBIS, ISR, 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 Movin, 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, SAIS, Mentoring
- Restorative Practice: PEER Mentors, PBIS T2/3 Training/Coaching, SEL, Social Skills
- Community Mental Health Small Group Therapy - CBITS, ISR 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, ISR, C. Cook T2/3 Matching Interventions (MO)

**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, etc., how do we address truancy?) PBIS-ISR Training/Coaching
- Social Emotional Learning Curriculum for all, Mindful Practice - Second Steps, Mindset, PPMHSC - Resiliency/Growth Mindset
- Mental Health/Positive Behavior Supports Skill Development for staff, families, community - YMHA, Trauma-Informed Care for Educators, Positive Behavior Supports, PBIS, ISR, 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, ISR 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 Curriculums/EBPs with highly skilled educators/Implementers - School-wide PBIS/EIS, Classroom Management, Core Content**
- Offered in the past or current pc/supports provided Yellow: In the works or potential initiatives/additions
Kentucky AWARE
State Management Team Meeting

Linking State & Local Partnerships
Building Family, School, and Mental Health Supports
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
We’re almost there!

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

7 responses

- 57.1% We are 100% on board!
- 42.9% We are still finalizing details.
Scope of Work to Implementation

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.)

<table>
<thead>
<tr>
<th>Establishment of Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Started</td>
</tr>
<tr>
<td>Leadership Team (With priority of wellness and social, emotional, behavioral, physical and mental health of all students)</td>
</tr>
<tr>
<td>Community Agency Representation on Leadership Team</td>
</tr>
</tbody>
</table>

Guiding Questions:
GRREC Pilot Team
Please Complete the Session Evaluation to Tell Us What You Thought of This

(National PBIS Leadership Forum | October 4-5, 2018, Chicago, IL)