**PURPOSE**

Describe our efforts to enhance effectiveness, efficiency, & relevance of supports for students w/ school mental health needs:

“Interconnected Systems Framework” (ISF)
Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Maximizing academic achievement

Improving support for students w/ EBD

PBIS is about...

PBIS is about…

Social skill deficits

Cognitive disorders

Learning difficulties

Mental illness

Behavior disorders

Trauma

ISF Targets

Somatic/physical illnesses

Family/social

Abuse, loss, accidents, violence, medical, etc.

“Mad, Bad, Sad, Can’t Add” Kutash & Duchnowski, 2013

PBIS is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Interconnected Systems Framework (ISF)

Integrated PBIS & SMH implementation

Improvement of educational outcomes

All students

Especially, w/ or risk of MH challenges

Shapers, Doers, & Mentors

Systems of Care

• Bob Friedman & Beth Stoul, Al Duchnowski & Krista Kutash, et al.

Family & Youth Mfg.

• Kimberly Hoageyold, Jane Kitzler, Barbara Friesen, Nancy Lever, et al

Wraparound

• John Bushard, Karl Dennis, Ira Lorie, John VanDenBerg, et al.

PBIS & SMH

• Lucille Eber, Sharon Stephan, Mark West, Susan Barrett, Joanne Malloy, et al.
Positive behavioral interventions & supports

ISF Systems

School mental health

Special education

Systems of care & wraparound

Traditional MH v. ISF

Traditional

Counselor "sees" student at appt.
Only do "mental health"
Case management notes
Delivery of services

ISF

MH person on teams all tiers
Contribute to integrated plan
Contribute to fidelity & progress monitoring
Access to interventions
Data-based screening

Traditional

Emotional & social

Mental Health

Medical

Behavioral

Academic

Family & community

ISF

Emotional & social

Mental Health

Medical

Behavioral

Academic

Family & community

ISF Domains by Practice Areas

<table>
<thead>
<tr>
<th>ISF Domains</th>
<th>Academic</th>
<th>Mental</th>
<th>Behavior</th>
<th>Social, emotional, cognitive</th>
<th>Medical</th>
<th>Family &amp; community</th>
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<tbody>
<tr>
<td>Behavioral</td>
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ISF Core Features

TEAM
- MH providers
- School staff
- Student, family, peers, community

DATA BASED DECISION MAKING

EVIDENCE-BASED PRACTICES
- Selection
- Implementation

EARLY COMPREHENSIVE SCREENING

PROGRESS MONITORING
- Fidelity
- Effectiveness

COACHING & COORDINATION
- Systems
- Practices

ISF Domains by Practice Areas

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<td>Cognitive behavior therapy</td>
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<td>Medical &amp; pharmacological</td>
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<tr>
<td>System of care &amp; wraparound</td>
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</table>
Practice Examples

- Targeted & direct social skills instruction
- Explicit academic instruction
- Function-based behavior intervention planning
- Behavior self-management & emotional regulation
- Cognitive behavioral counseling & therapies
- Psycho-pharmacological

Resource Mapping across Tiers

- People
- Agencies
- Services & practices
- Local data
- Discipline trips, counseling referrals, etc.
- Requesting & sharing
- What, when, who
- Youth & family involvement
- How & consent
- What & how long
- Communications

Assessment of Student Needs

- Functional assessments & testing
- Referrals
- School-Community planning

Delineation of MH Interventions

- What, when, how much
- EBPs
- Youth & family involvement
- Intervention Access

- How & consent
- What & how long
- Communications

Treatment Decision Making

- Scheduling, meetings, appointments, space
- Confidentiality & privacy

Intervention Management

- Scheduling, meetings, appointments, space
- Confidentiality & privacy

School-Community Plan

- Evidence-based services
- Policies & procedures
- Professional development
- Outcome measurement

ISF Getting Started

ISF & PBIS

PBIS & SMH Logic

Administrator Support

Staff Support

Student Participation

Family & Community Support & Participation

Learning

PBIS & SMH Professional Development

Communication

Youth MH Prevalence

Youth Risk Behavior Survey Fact Sheets

Kids Count Data

ISF Survey

ISF Resources

Positive Behavioral Interventions & Supports & Interconnected Systems Framework

Arranging environment to be conducive to teaching & learning (Pl. Spring, 2012)
PBIS aka MTSS, SWPBS, MTSS-B, MTBF, Rti-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

PBIS Functions

- Implement w/ Fidelity
- Develop Continuum of Evidence-based Practices & Systems
- Decide with Data
- Develop Local Expertise & Implementation Fluency
- Screen Universally
- Use Team to Coordinate Implementation
- Monitor Progress Continuously

MTSS = PBIS, Rti, SRBI

Continuum of Support for ALL

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%

Universal

Targeted

Intensive

Few

Some

All

Continuum of Support for ALL:

"Theora"

Universal

Intensive

Targeted

Math

Science

Spanish

Writing

Comprehension

Decoding

Soc skills

Technology

Soc Studies

Basketball

Spanish

Decoding

Writing

Math

Science

Comprehension

Decoding

Soc skills

Technology

Soc Studies

Problem solving

Technology

Independent

Adult relationships

Self-regulation

Attendance

Peer interactions

Homework

Experiential play

Label behavior...not people

Label behavior.....not kids
Universal
Targeted
Intensive

Continuum of Support for ALL: “George”

Universal
Targeted
Intensive

Continuum of Support for ALL: “________”

Continuum Logic

TERTIARY PREVENTION (Tier 3)
- Most individualized
- Most differentiated
- Most specialized

SECONDARY PREVENTION (Tier 2)
- Group implemented
- More differentiated
- More specialized

PRIMARY PREVENTION (Tier 1)
- All students
- All staff
- All settings

Core Classroom & Behavior Management Practices

School Mental Health!!

ISF Implementation Fidelity

Precision
Engagement
Feedback
Practice
Teamwork

School Mental Health!!

ISF Implementation Fidelity

Adequate
Inadequate

Student Progress/Benefit

Implementation Fidelity

Adequate
Inadequate

- Adjust for fidelity use of implementation resources and supports
- Adjust for unavailable implementation staff and schedules
- Adjust for difficulty of implementing effective practice changes
- Adjust for implementation fidelity over a period of time

- Consider whether practice has support for implementation
- Consider whether practice has support for implementation fidelity

- If yes, provide support for implementation fidelity
- If no, provide support for implementation fidelity

- Consider whether practice has support for implementation
- Consider whether practice has support for implementation fidelity
"When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations."

[Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change.]

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes.

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out competing explanations for effects achieved (e.g., population & contextual differences).

Samples of Definitions for "Evidence-based"
An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions.

Process in which the practitioner combines well-research interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services.

Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams.

1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Developmental
   - Educational
   - Cultural

IMPLEMENTATION CAPACITY

Ability of individuals, institutions & societies to perform functions, solve problems, & set & achieve objectives in a sustainable manner.

Process through which individuals, organizations & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time.

IMPLEMENTATION

<table>
<thead>
<tr>
<th>Tiered Fidelity Inventory (TFI)</th>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
<td></td>
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<tr>
<td>Not Effective</td>
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Fuseni & Blase, 2009

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**ISF Implementation Drivers**

1. **Professional Development**
   - **Selection, Alignment, & Integration Process**
   - **Leadership**
   - **Practice Examples**

2. **Coaching**

3. **Evaluation**

4. **ISF Implementation Self-Assessment**

5. **Data Collection & Outcomes Monitoring**

6. **Concluding Comments**

**Key Elements**

- Supporting Important Culturally Equitable Academic & Social Behavior Competence
- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Relevant Evidence-based Interventions

**Interconnected Systems Framework (ISF)**

- Integrated PBIS & SMH implementation
- Improvement of educational outcomes
- All students
- Especially, w/ or risk of MH challenges
Traditional MH v. ISF

Traditional
- Counselor "sees" student at appt.
- Only do "mental health"
- Case management roles
- Delivery of services
- Referral management

ISF
- ISF person on teams all tiers
- Contribute to integrated plan
- Contribute to fidelity & progress monitoring
- Access to interventions
- Data-based screening

ISF Core Features

TEAM
- MH providers
- School staff
- Student, family, peers, community

DATA BASED DECISION MAKING
- Evidence-based practices
- Selection
- Implementation

EVIDENCE-BASED PRACTICES
- Early comprehensive screening
- Progress monitoring
  - Fidelity
  - Effectiveness

COACHING & COORDINATION
- Systems
- Practices

Universal
Targeted
Intensive
Continuum of support for ALL:
"Molcom"

Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play
Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality Leadership
Effective' Organizations'

Classroom
School
District
State

RobH@uoregon.edu
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