School Mental Health Within a Multi-tiered System of Behavioral Supports in Schools

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Interconnected Systems Framework

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

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An Interconnected Systems Framework

– A 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.
50 million public school students

NPR: http://apps.npr.org/mental-health/

As many as 1 in 5 shows signs of a mental health disorder.
Most of the nearly 5 million affected students — nearly 80 percent — won’t receive counseling. Or therapy. Or medication. They won’t get any treatment at all.
**Impact**

50%  
50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.\(^1\)

10 yrs  
The average delay between onset of symptoms and intervention is 8-10 years.\(^1\)

37%  
37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.\(^1\)

70%  
70% of youth in state and local juvenile justice systems have a mental illness.\(^1\)
Consequences Of Lack Of Treatment

- Serious mental illness costs America $193.2 billion in lost earnings per year.\(^{15}\)
- Mood disorders, including major depression, dysthymic disorder and bipolar disorder, are the third most common cause of hospitalization in the U.S. for both youth and adults aged 18–44.\(^{16}\)
- Individuals living with serious mental illness face an increased risk of having chronic medical conditions.\(^{17}\) Adults in the U.S. living with serious mental illness die on average 25 years earlier than others, largely due to treatable medical conditions.\(^{18}\)
- Over one-third (37%) of students with a mental health condition age 14–21 and older who are served by special education drop out—the highest dropout rate of any disability group.\(^{19}\)
- Suicide is the 10\(^{th}\) leading cause of death in the U.S.,\(^{20}\) the 3\(^{rd}\) leading cause of death for people aged 10–14\(^{21}\) and the 2\(^{nd}\) leading cause of death for people aged 15–24.\(^{22}\)
- More than 90% of children who die by suicide have a mental health condition.\(^{23}\)
- Each day an estimated 18-22 veterans die by suicide.\(^{24}\)
Teachers see students every day and could spot sudden changes. But teachers have almost no mental health training. And they have lots of other roles and demands.

Counselors can help. But there just aren’t enough of them. On average, every counselor has nearly 500 students.

School nurses are medical professionals. But often one nurse is responsible for hundreds of students. Many schools don’t even have a full-time nurse. Or they have to share one.

School psychologists can be the best people to step in. They have the specialized training — if a school is lucky enough to have one to itself.
MENTAL HEALTH is EVERYONE’s JOB
From parents to principals to teachers to the lunch staff: Everyone helps create a safe, caring environment. A place where mental health problems aren’t stigmatized. Everyone watches for warning signs in a child — such as changes in mood, headaches, slipping grades and missing class.

Social Emotional Curriculum is embedded in ALL aspects of the curriculum and use of those skills is monitored by ALL STAFF.
LEVEL 2
When those warning signs pop up, specialist staff — counselors, nurses or school psychologists, and community employed specialists—lead teams through the process of determining EBP and identify staff to facilitate approaches to increase supports through CICO, social skills instructional groups
LEVEL 3
Working with community partners with MOU
Some schools have a visiting psychiatrist or an in-school clinic who work with team to determine EBP with ways to monitor progress and impact and Connected and layer to lower tiers.
Big Ideas- Change the World

• How do we create platform for ALL stakeholders to demand priority for schools to be places that are:
  • Nurturing environments
  • Focus on acquiring pro-social skills
  • Know how to generalize across settings
Wellbeing

• How does the larger culture impact outcomes for youth?
• How does the context play a role in the prevalence rate and incident rate for depression, drug use, suicide?
• How can prevention science influence the approach to educating our youth?
What we know

• Culture/environment/context matter
• Increased prevalence rates (proportion), increased incidence rates (new cases)
• Priority and budgets primarily dedicated to academic supports
• Separate systems
• Discipline often is confused with punishing, shaming, blaming and excluding youth.
• Not enough staff trained in evidence best practices and implementation science
• Too many initiatives
• 2 most important environments for building a pro-social society are family and schools
• We are social beings and our ability to work as a group is what allowed our species to survive
Flipping the Script

• From organizing around academics to organizing around wellness
• From planning/organizing around individual needs to organizing overall environments to be nurturing
• From justice to increased supports within our discipline system
• From specific interventions to organizing whole child reform effort using public health framework
• From isolated departments and youth serving agencies to single system of delivery using public health framework
• From reviewing data from a single/isolated view to 360 view
• From reactive to preventative, proactive
Public Health Implementation Framework
Social Emotional and Behavioral Health

• **We organize our resources**
  – Multi-Tier Mapping, Gap Analysis

• **So kids get help early**
  – Actions based on outcomes (data!), not procedures

• **We do stuff that’s likely to work**
  – Evidence-Based interventions

• **We provide supports to staff to do it right**
  – Fidelity: Benchmarks of Quality

• **And make sure they’re successful**
  – Coaching and Support
  – Progress monitoring and performance feedback
  – Problem-Solving process
  – Increasing levels of intensity
Experimental Research on SWPBIS

SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved Social Emotional competence


Nurturing Environments?

Universal

Targeted

Intensive

ISF includes MH

Academic RtI + PBIS + Mental Wellness Framework
Quick Reflection:

What is “Current Status” of MH in your Schools?

1. Mainly a referral/handoff system?
2. MH clinicians delivering interventions in schools but through separate systems?
3. Some level of integrated system for delivery of interventions?
4. Data used regularly by teams?
5. ???
***What if?

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and *together as an integrated team* select *evidence based practices* that match specific needs.
School Data ➔ Community Data Student and System level

• **Academic** (Benchmark, GPA, Credit accrual etc)
• Discipline
• Attendance
• Climate/Perception
• Visits to Nurse, Social Worker, Counselor, etc
• Screening from one view

• **Community Demographics**
• Food Pantry Visits
• Protective and Risk Factors
• Calls to crisis centers, hospital visits
• Screening at multiple views
### Other Datasets Using Census (income, family structure, population)

**Positive Assets**
- Parks & Playgrounds
- Hospitals
- Community Centers
- Recreation Centers
- Libraries
- Religious Buildings

**Potential Risk Factors**
- Alcohol Outlets
- Crime
- Vacant Housing
- Fast food outlets
- Lottery/Gambling Outlets
***What if?

We....

focused on are specific ways that everyone teaches social emotional skills across ALL settings and content areas... everyday!!

...and we use our data to prioritize the skills we teach...
# What does our curriculum look like?

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Library/Computer</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Ourselves</strong></td>
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</tr>
<tr>
<td></td>
<td>Respect prepared.</td>
<td>Walk.</td>
<td>Have a plan.</td>
<td>Eat all your food. Select healthy foods.</td>
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</tr>
</tbody>
</table>

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1. **Expectations**

2. **NATURAL CONTEXT (Locations)**

3. **Rules or Specific Behaviors**
## Specific Behaviors + Social-Emotional Skills

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Specific Behavior AND Social Emotional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>I tell an adult when I am worried about a friend.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Use the signal to ask a public or private question.</td>
</tr>
<tr>
<td></td>
<td>Make sure everyone gets a turn.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Turn in all work on time</td>
</tr>
<tr>
<td></td>
<td>Check in with my feelings during the day</td>
</tr>
</tbody>
</table>
Specific Behaviors + Pro-Social Skills

Specific Behaviors

• Throw paper in the waste can
• Use the right side of the stairway
• Bring all materials to class
• Keep hands, feet, and other objects to yourself

Pro-Social Skills

• Choose kindness over being right; pick up trash even if it isn’t yours
• Encourage others; tell peer they did a good job
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE Coping Strategies for Managing Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>All Settings</td>
</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 1. Expectations

- **Respect**
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk. Have a plan.

- **Achieving & Organized**
  - Be kind.
  - Hands/feet to self.
  - Help/share with others.
  - Use normal voice volume.
  - Walk to right.
  - Share equipment.
  - Include others.

- **Responsible**
  - Recycling:
    - Use equipment appropriately.
    - Use normal voice volume.
    - Treat books carefully.
    - Push in chairs.
    - Treat chairs carefully.
    - Pick up.
    - Listen to my signals.
    - Use my breathing technique.

### 2. Natural Context (Location)

- **Lunch**
  - Invite those sitting alone to join in.
  - Invite friends to join me.
  - Have a lunch plan and choose quiet or social lunch area.

- **Library/Computer Lab**
  - Whisper.
  - Return books.
  - Listen/watch.
  - Use appropriate applause.

- **Assembly**
  - Push in chairs.
  - Treat books carefully.

- **Bus**
  - Watch for your stop.
  - Stay in your seat.
  - Wipe your feet.

### 3. Rules or Specific Behaviors

- **Lunch**
  - Invite those sitting alone to join in.
  - Invite friends to join me.
  - Have a lunch plan and choose quiet or social lunch area.

- **Library/Computer Lab**
  - Whisper.
  - Return books.
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  - Use appropriate applause.

- **Assembly**
  - Push in chairs.
  - Treat books carefully.

- **Bus**
  - Watch for your stop.
  - Stay in your seat.
  - Wipe your feet.
## C. Alton Lindsay Middle School

### School-Wide Behavior Expectations

<table>
<thead>
<tr>
<th>Safety First</th>
<th>Work Together Respectfully</th>
<th>Accept Responsibility</th>
<th>Guide Me</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival &amp; Dismissal</strong></td>
<td><strong>Hallway</strong></td>
<td><strong>Classroom</strong></td>
<td><strong>Cafeteria</strong></td>
</tr>
<tr>
<td>• Walk directly to my designated area</td>
<td>• Walk quietly in a single, straight, and silent line so that others can continue learning and working</td>
<td>• Enter and exit with a pass or my teacher</td>
<td>• Listen</td>
</tr>
<tr>
<td>• Stay in my area</td>
<td>• Walk to the right side of the hallway</td>
<td>• Throw away my trash and tray</td>
<td>• Follow directions the first time given</td>
</tr>
<tr>
<td>• Talk softly</td>
<td>• Conserve supplies:</td>
<td>• Clean up after myself</td>
<td>• Ask appropriately for help</td>
</tr>
<tr>
<td>• Keep hands, feet, and belongings to myself</td>
<td>- 2 squirts of soap</td>
<td>• Sacrifice</td>
<td>• Clean up after myself</td>
</tr>
<tr>
<td></td>
<td>- 2 pushes/turns on the paper towel dispenser</td>
<td>• Move away from conflict or distractions</td>
<td>• Follow lab rules and procedures</td>
</tr>
<tr>
<td></td>
<td>- Dispose of trash in the trash can</td>
<td>• Ask for help when needed</td>
<td>• Accept feedback and discipline from staff by listening, asking questions, and following directions the first time.</td>
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<tr>
<td></td>
<td></td>
<td>• Be patient</td>
<td>• Be ready to learn</td>
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<td></td>
<td>• Stay in line</td>
<td>• Be present and focused</td>
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<td></td>
<td>• Encourage others</td>
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<tr>
<td><strong>Teachers</strong></td>
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<td></td>
<td><strong>Teachers will supervise groups of students</strong> at all times</td>
</tr>
<tr>
<td>• Teachers will <strong>supervise groups of students</strong> at all times</td>
<td>• Teachers will <strong>enforce safety</strong></td>
<td>• Teachers will <strong>arrive on time and pick up students on time</strong></td>
<td>• Teachers will <strong>supervise groups of students</strong> at all times</td>
</tr>
<tr>
<td>• Teachers will ensure that they <strong>know the location of all students</strong></td>
<td>• Teachers will <strong>monitor students by being at their doors and in the hallways</strong></td>
<td>• Teachers will walk students directly into the cafeteria</td>
<td>• Teachers will <strong>be prepared for class</strong></td>
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<td>- Lesson plans posted</td>
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<td>- Engaged and present</td>
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<td></td>
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<td>- Observable outcomes</td>
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</tbody>
</table>
### Teaching Matrix

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>INCORPORATE BULLY PREVENTION / INTERVENTION</th>
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<tbody>
<tr>
<td><strong>Respect</strong></td>
<td><img src="#" alt="Respect expectations" /></td>
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<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td><img src="#" alt="Achieving &amp; Organized expectations" /></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td><img src="#" alt="Responsible expectations" /></td>
</tr>
</tbody>
</table>

#### 1. Expectations
- **Respect**
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk.
  - Have a plan.

- **Achieving & Organized**
  - Be organized. Hands/feet to self. Help/share with others.
  - Use normal voice volume. Walk to right.
  - Share equipment. Include others.

- **Responsible**
  - Recycle. Clean up after self.
  - Pick up litter.
  - Maintain physical space.
  - Use equipment properly.
  - Wipe your feet.

#### 2. Context (Locations)
- **All Settings**
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk.
  - Have a plan.

- **Halls**
  - Use normal voice volume. Walk to right.
  - Share equipment. Include others.

- **Playgrounds**
  - Invite people who are being disrespected to join you and move away.
  - Invite those who are alone to join in.

- **Library/Computer Lab**
  - Whisper. Return books.
  - Listen/watch. Use appropriate applause.
  - Whisper. Return books.

- **Assembly**
  - Whisper. Return books.
  - Listen/watch. Use appropriate applause.

- **Bus**
  - Watch for your stop.
  - Push in chairs. Treat books carefully.
  - Pick up. Treat chairs carefully.

- **Expectations**
  - Stop: Interrupt & model respect, rather than watch or join in.
  - Walk: Invite people who are being disrespected to join you and move away.
  - Talk: REPORT to an adult.
  - Stop: Interrupt, Say “that’s not ok.”
  - Walk: Walk away
  - Don’t be an audience

#### 3. Rules or Specific Behaviors
- **Respect**
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk.
  - Have a plan.

- **Achieving & Organized**
  - Be organized. Hands/feet to self. Help/share with others.
  - Use normal voice volume. Walk to right.
  - Share equipment. Include others.

- **Responsible**
  - Recycle. Clean up after self.
  - Pick up litter.
  - Maintain physical space.
  - Use equipment properly.
  - Wipe your feet.
***Now, imagine if we...

• Use that same logic at home and in our communities...
PBIS Matrix for Home

I am respectful
- Listen to my parents
- Be truthful to my parents
- Play cooperatively
- Speak nicely to others

I am responsible
- Put away my toys, bike, and equipment
- Help with jobs at home
- Follow my parents’ directions
- Share Thursday folder with parents

I am safe
- Play safely with others
- Stay in designated areas
- Stay away from strangers
- Wear bike helmet and equipment

I am prepared
- Finish homework and share with parent
- Pack backpack at night for school the next day
- Go to bed on time
- Get up and get ready for school when called
<table>
<thead>
<tr>
<th>Getting up in the morning</th>
<th>Getting to school</th>
<th>Clean-up time</th>
<th>Time to relax</th>
<th>Homework time</th>
<th>Mealtime</th>
<th>Getting ready for bed</th>
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<td>OWN YOUR BEHAVIOR</td>
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<td>EVERYDAY</td>
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<tr>
<td>Expectation</td>
<td>At SCHOOL it looks like…</td>
<td>At HOME it looks like…</td>
<td>For MYSELF, this looks like…</td>
<td>In my NEIGHBORHOOD it looks like…</td>
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<td>• Tell an adult if there is a problem</td>
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<td><strong>Be Respectful</strong></td>
<td>• Treat others how you want to be treated</td>
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<td>• Include others</td>
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<td></td>
<td>• Listen to adults</td>
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<tr>
<td><strong>Be Responsible</strong></td>
<td>• Do my own work</td>
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<td>• Personal best</td>
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<td>• Follow directions</td>
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<td>• Clean up messes</td>
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</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>• Keep hands and feet to self&lt;br&gt;• Tell an adult if there is a problem</td>
<td>• Protect your friends and family&lt;br&gt;• Don’t talk back</td>
<td>• Stick up for your friends&lt;br&gt;• Don’t back down&lt;br&gt;• Look the other way</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>• Treat others how you want to be treated&lt;br&gt;• Include others&lt;br&gt;• Listen to adults</td>
<td>• Do exactly what adults tell you to do&lt;br&gt;• Don’t stand out&lt;br&gt;• Don’t bring shame</td>
<td>• Text back within 30 seconds&lt;br&gt;• Be nice to friends’ parents&lt;br&gt;• Share food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>• Do my own work&lt;br&gt;• Personal best&lt;br&gt;• Follow directions&lt;br&gt;• Clean up messes</td>
<td>• Help your family out first&lt;br&gt;• Own your mistakes&lt;br&gt;• Share credit for successes</td>
<td>• Have each other’s backs&lt;br&gt;• Own your mistakes&lt;br&gt;• Check in about what to do</td>
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</tbody>
</table>
Forest Park Youth will...

- Be Respectful
- Be Responsible
- Be Safe
Sustaining PBIS Implementation Community-wide

- External Coach from the community setting
- Monthly Community-wide Leadership Team mtgs.
- Monthly Community-wide Coaches meetings
- Annual assessment of implementation
- Family/Community Forum/s
- On-going training (new summer staff at pool/park etc.)
- Picnic and other community events
Forest Park Youth will...

- Be Respectful
- Be Responsible
- Be Safe
*** What if....

- We looked at attendance, tardiness, behavior referrals, suspensions, grades, visits to nurses office and loitering in hallway as an indication that our students and youth more social emotional supports?

...and exclusionary responses will make it worse?
Broaden Use of Data: Focus on Internalizing Issues
# Time Out of Class Form

**Name:**

**Location**
- Playground
- Cafeteria
- Bathroom
- Other [ ]

**Date:**

**Time:**

**Teacher:**

**Grade:**
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

**Referring Staff:**

**Others involved in incident:**
- None
- Peers
- Staff
- Teacher
- Substitute

### Minor Problem Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Physical contact</td>
</tr>
<tr>
<td>Defiance</td>
</tr>
<tr>
<td>Disruption</td>
</tr>
<tr>
<td>Dress Code</td>
</tr>
<tr>
<td>Property misuse</td>
</tr>
<tr>
<td>Tardy</td>
</tr>
<tr>
<td>Electronic Violation</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### Major Problem Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive language</td>
</tr>
<tr>
<td>Fighting/ Physical aggression</td>
</tr>
<tr>
<td>Defiance/Disrespect</td>
</tr>
<tr>
<td>Harassment/Bullying</td>
</tr>
<tr>
<td>Dress Code</td>
</tr>
<tr>
<td>Inappropriate Display</td>
</tr>
<tr>
<td>Electronic Violation</td>
</tr>
<tr>
<td>Lying/ Cheating</td>
</tr>
<tr>
<td>Skipping class</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### Possible Motivation

<table>
<thead>
<tr>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain peer attention</td>
</tr>
<tr>
<td>Obtain adult attention</td>
</tr>
<tr>
<td>Obtain items/activities</td>
</tr>
<tr>
<td>Avoid Peer(s)</td>
</tr>
<tr>
<td>Avoid Adult</td>
</tr>
<tr>
<td>Avoid task or activity</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Nurse</td>
</tr>
<tr>
<td>School Counselor</td>
</tr>
</tbody>
</table>

### Administrative Decision/Time Out of Class

<table>
<thead>
<tr>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of privilege</td>
</tr>
<tr>
<td>Time in office</td>
</tr>
<tr>
<td>Conference with student</td>
</tr>
<tr>
<td>Parent Contact</td>
</tr>
<tr>
<td>Individualized instruction</td>
</tr>
<tr>
<td>In-school suspension (____ hours/ days)</td>
</tr>
<tr>
<td>Out of school suspension (____ days)</td>
</tr>
<tr>
<td>Other ____</td>
</tr>
</tbody>
</table>

What activity was the student engaged in when the event or complaint took place?

<table>
<thead>
<tr>
<th>Whole group instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction</td>
</tr>
<tr>
<td>Individual work</td>
</tr>
<tr>
<td>Working with peers</td>
</tr>
<tr>
<td>Alone</td>
</tr>
<tr>
<td>1-on-1 instruction</td>
</tr>
<tr>
<td>Interacting with peers</td>
</tr>
<tr>
<td>Other: Please identify below</td>
</tr>
</tbody>
</table>
What if...

- We screened every student just like we provide vision and hearing screenings?
UCLA to offer free mental health screening, treatment to all incoming students

- 10,000 incoming freshmen and transfer students will receive the first invitations to join the effort in the next few weeks. The voluntary screening will then be opened up to the campus community, including the health system, with the goal of incorporating 100,000 people in the research study, making it the largest and most comprehensive depression study ever undertaken.

- The results will help inform research on depression and mental health and those who are found to be at risk for depression or who have depression will be offered a free, eight-week cognitive behavioral treatment program with the option of receiving additional support based on the severity of their symptoms.
Ask the Families!
Parent Screener for **ALL** students transitioning to Middle school

**School Readiness Check-In**
*Welcome to the new school year!*
*We’re checking in with you to learn about your student’s strengths and needs for support at school.*
*By answering these questions, you can help us start the year off right!*

<table>
<thead>
<tr>
<th>Please rate your student in the following areas:</th>
<th>Doing Great (✓)</th>
<th>Some Concern (✓)</th>
<th>Serious Concern (✓)</th>
<th>Need Support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating with adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaving well at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting grades that are appropriate for his/her skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having good relationships with other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following classroom rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing and staying on task in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing homework and assignments on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showing up on time to school or other activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoiding tasks that seem difficult or challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spending time with students who break school rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting depressed, anxious, or irritable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting easily distracted by other kids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needing structure and supervision to stay on task and behave well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liking attending school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Missoula, MT
Adapted from Dishion et al
https://reachinstitute.asu.edu/
What if...

• We decreased the time between identifying a student need and providing additional supports?

Label, diagnosis, insurance plan should never be a factor when someone needs help!
Using CICO as the “Organizer”

• Intervention
• Screening Tool
• Data Collection
  progress monitoring fidelity
• RFA easy and 72 hour turnaround time=Teacher Support
• Formal Documentation
**Daily Progress Report (DPR) Sample**

NAME:______________________  DATE:__________________

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
<th>5th block</th>
<th>6th block</th>
<th>7th block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Label feeling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use deep breathing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Use calm words with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>Let teacher know feeling temperature if above yellow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Total Points**

**Teacher Initials**
Research Study on Early Intervention

Cumulative Mean ODRs Per Month for 325+ Elementary Schools 08-09

Potential trajectories with early identification

The “October Catch”

Possible Decision Rules: Behavior

If it’s predictable, it’s preventable...

- Student has ? consecutive minor classroom reports
- Student has 2-5 ODR’s
- Student has 1 Suspension
- Student experiences more than ? minutes out of instruction
- Student misses more than ? days unexcused absences
- Student- incomplete classwork/homework
- Tardies
- Other indicators:
What if

- Our teachers had more time to foster care and connections with ALL of their students and felt more competent and confident to handle the complex needs of our young people?
Vermont Joint House/Senate Resolution  
(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students’ academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

Resolved by the Senate and House of Representatives:
That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools’ practices.
Mental Health Skills are just like other skills and we use Instructional Process for skill acquisition.

And...if we ask employers
“What are the skills you are looking for in a potential employee?”

So what are the skills required to succeed in college, career and life?
How? ...An Instructional Process for Academics

DEFINE (TELL) Simplify

MODEL (SHOW)

PRACTICE In setting

MONITOR

ADJUST (RETEACH) For efficiency

BE CONSISTENT
How?... The Same Process for Social Emotional Behavior

- **DEFINE** (TELL)
- **MODEL** (SHOW)
- **PRACTICE** In setting
- **MONITOR**
- **ADJUST** (RETEACH) For efficiency
- **Simplify**

**BE CONSISTENT**
• Support staff considering the cafeteria as a place to embed services in the natural context
  – Teaching how to socialize in the cafeteria
  – Teaching healthy eating habits
• Team approach that involves admin, teachers, café supervisors, food service personnel, students and families

RETHINKING SCHOOL LUNCH
“To create an inviting dining ambience that encourages healthy interaction and healthy eating—a place that students enjoy, that makes the lunch period a time they look forward to, and that helps them feel safe and valued at mealtime.”
(Center for Ecoliteracy, 2010)
How will we teach SEB skills?
When will we teach SEB skills?

Kick-off events
• Teaching staff, students and families the expectations and rules

On-going Direct Instruction
• Data-driven and scheduled designed lessons
• Pre-correction
• Re-teaching immediately after behavioral errors

Embedding into curriculum

Booster trainings
• Scheduled and data-driven

Continued visibility
• Visual Displays – posters, agenda covers
• Daily announcements
• Newsletters
Support for Adults

• Adolescent Brain
• Implicit Bias
• Fostering Care and Connection
• Impact of Social Media
• Classroom Meetings
• Feedback loops

• District Leadership sets up training, coaching and performance feedback to ensure support for ALL staff to be social emotional leaders!
Funding
Stakeholder Support
Policy
Systems Alignment
Workforce Development

EXECUTIVE/CABINET TEAMING

LEADERSHIP TEAM(S)

IMPLEMENTATION TEAMING

Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise

Local Implementation Demonstrations
Change is Hard...

Adopting an integrated framework is a process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.

This typically requires the difficult process of abandoning long held patterns of “doing business” and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.
District Team prioritizes MH and develops District Wide Plan

• Integrated teams representative of all stakeholders including families and students;
• Apply data-based decision making;
• Have a formal process for selecting and implementing evidence-based practices;
• Ensure early access through comprehensive screening;
• Progress monitor for both fidelity and effectiveness;
• Ensure coaching.
Wrap Up and Action Steps

• What questions do you still have?
• Take a few minutes to think about next steps or action plan.
• What you are going to do when you return to your building/district
  – tomorrow,
  – next week,
  – next month?
<table>
<thead>
<tr>
<th>WHAT NEEDS TO BE COMPLETED?</th>
<th>RESOURCES NEEDED?</th>
<th>WHO?</th>
<th>WHEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use slides from Susan’s ppt to talk to others in my community about MH needs of our students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Look up my community demographic data to find impact of MH in my community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Find out if my school district has MOU with community providers and we track use of EBP</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>